## 2012-13 Charter Review Report

## Washington Yu Ying Public Charter School

## Fifth Year Review

June 17, 2013

DC Public Charter School Board 3333 14th Street, NW, Suite 210 Washington, DC 20010 (202) 328-2660 www.dcpcsb.org

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#### RECOMMENDATION

The District of Columbia Public Charter School Board's ("PCSB") staff recommends Washington Yu Ying Public Charter School ("Washington Yu Ying PCS") be granted charter continuance based on the school's overall academic, compliance, and fiscal performance.

#### **EXECUTIVE SUMMARY**

Washington Yu Ying PCS began operating in 2008 under the authority of PCSB and is currently in its fifth year of operation. The school's mission is to nurture the development of a strong social conscience among tomorrow's global leaders by fostering excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese-English dual language immersion environment. Washington Yu Ying PCS is the District of Columbia's only public Chinese-immersion school.

Campus	Ward	Year Opened	Grades Served	2012-13 Student Enrollment	2010-11 PMF Results	2011-12 PMF Results
Washington Yu Ying PCS	5	2008-09	PK4-5	439	Met 7 of 7 early childhood targets	76.7% (Tier 1)  Met 6 of 6 early childhood targets

In its first year, the school operated a pre-kindergarten through first grade class, and has been adding a grade each year ever since, serving pre-kindergarten through fifth grade in 2012-13 and pre-kindergarten through sixth grade in 2013-14. The school accepts new students in grades pre-kindergarten through second grade.

In December 2012, the PCSB Board voted to approve with conditions an amendment to Washington Yu Ying PCS' charter to contract with the District of Columbia International School, a newly created charter management organization that would operate a middle/high school program on behalf of a consortium of five DC public charter schools, including Washington Yu Ying PCS.<sup>1</sup>

This year, PCSB conducted a five-year review of Washington Yu Ying PCS as required by the School Reform Act (SRA),<sup>2</sup> and determined that the school has met all of its goals and student academic achievement expectations. The following report details this finding, and also assesses Washington Yu Ying PCS's legal compliance, fiscal management, and economic viability.

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<sup>&</sup>lt;sup>1</sup> See PCSB meeting minutes, December 17, 2012, included in this document as Appendix A.

<sup>&</sup>lt;sup>2</sup> SRA §38-1802.12 (a)(3).

#### GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations ("expectations") at least once every five years. Goals are general aims (usually related to a school's mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. As part of this review, PCSB considers those goals and expectations detailed in a school's charter agreement, any subsequent charter amendments, and/or accountability plans (collectively, the "Charter").

Washington Yu Ying PCS detailed nineteen goals in its charter application, seventeen of which are included in the chart below.<sup>3</sup> The goals relating to governance and financial stability are not included in this section, as the school's performance in those areas is discussed separately in this report.<sup>4</sup> Washington Yu Ying PCS has met all of its goals and academic achievement expectations. The chart below summarizes these determinations, which are detailed in the body of this report.

**Goal or Expectation** 

1	Students will achieve literacy in English.	Yes
2	Students will achieve literacy in Chinese.	Yes
3	Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Yes
4	Students will understand and master increasingly complex mathematical concepts.	Yes
5	Students will master the scientific method and apply it.	Yes
6	Students will be able to relate their learning to the outside world.	Yes
7	Students will become independent learners and complete independent papers, reports, and performances, culminating in a "graduation project" for Grade 8.	Yes
8	Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.	Yes
9	Students will become life-long learners who possess a positive attitude toward school and learning.	Vac
10	The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Yes
11	Students will embrace diversity and respect for other cultures.	Yes
12	Students will treat themselves, other students, staff, and the physical plant with respect.	Yes

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<sup>&</sup>lt;sup>3</sup> See Washington Yu Ying PCS Charter Application, included in this document as Appendix B.

<sup>&</sup>lt;sup>4</sup> These two goals are: (1) The school will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying School; and (2) The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.

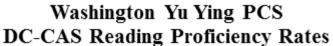
13	Students will learn to work collaboratively and resolve conflicts effectively and safely.	Yes
14	Students will embrace the community by contributing to their school and	
14	wider community with service projects.	Yes
15	The school will be a good citizen and contribute to the local community.	
	Teachers and staff will be highly qualified, demonstrate high	
16	expectations for all students and have a positive attitude toward the	Yes
	school and their colleagues.	
17	The school will strive to recruit and retain a diverse group of students,	Yes
1 /	teachers, staff, administrators, and board members.	1 68

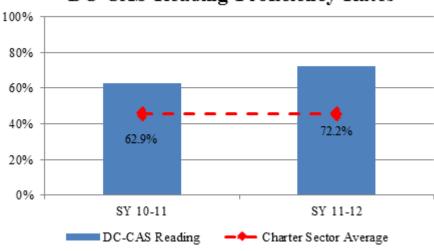
#### 1. Students will achieve literacy in English.

Assessment: Washington Yu Ying PCS has met this goal.

#### **DC-CAS Reading**

Washington Yu Ying PCS performed above the charter sector reading proficiency rate in 2010-11 (its first year with a third grade class, in which the DC-CAS is first administered) and 2011-12. From 2010-11 to 2011-12, its students' reading proficiency rate increased by 9.3 percentage points.





**Source: OSSE** 

#### 2009-10 Literacy Performance

In its 2009-10 Annual Report, Washington Yu Ying PCS reported that 100% of its pre-kindergarten students tested proficient on the Bracken School Readiness Assessment, and that 74% of its kindergarten through second grade students scored proficient on the Dynamic Indicators of Basic Early Literacy Skills ("DIBELS").<sup>5</sup>

<sup>&</sup>lt;sup>5</sup> Washington Yu Ying PCS 2009-10 Annual Report, p. 13, included in this document as Appendix C.

#### Early Childhood Literacy Targets

The school met all of its 2010-11 and 2011-12 early childhood literacy targets, as detailed in the table below.

Washington Yu Ying PCS 2010-11 Early Childhood Literacy Targets				
Target	Met target?			
65% of kindergarten through second-grade students will score in the "no risk" range on the DIBELS assessment.	Yes 74% of students scored within the "no risk" range			
Washington Yu Ying PCS 2011-12 Early Childhood Literacy Targets				
65% of kindergarten through second-grade students will increase at least one level or maintain "low risk" by the spring administration on the DIBELS assessment.	Yes 85.7% of students increased on level or maintained low risk.			
65% of kindergarten through second-grade students will score "low risk" on the DIBELS assessment.	Yes 85.4% of students scored "low risk."			

#### 2. Students will achieve literacy in Chinese.

#### Assessment: Washington Yu Ying PCS has met this goal.

Every other day, Washington Yu Ying PCS students attend classes in all subject areas taught entirely in Mandarin Chinese. Notably, in 2011-12, the school launched a pre-kindergarten Chinese immersion program.

#### 2008-09 and 2009-10 Chinese Literacy Performance

In 2008-09, Washington Yu Ying PCS reported that 50% of its kindergarten and first grade students tested proficient in Chinese literacy. In 2009-10, the school reported that 69% of its students tested proficient in Chinese on the Student Oral Proficiency Assessment ("SOPA").

#### **CIRCLE Results**

In 2010-11 and 2011-12, Washington Yu Ying PCS measured its students' Chinese literacy with the Comprehensive Immersion Resources for Chinese Language Education ("CIRCLE") assessment, which is administered to students three times per year. This exam is based on the "Flying with Chinese" curriculum and assesses a student's ability to read Chinese characters in isolation, read a Chinese story, write Chinese characters, and determine the number of strokes for a Chinese character. <sup>10</sup>

<sup>8</sup> Washington Yu Ying PCS 2008-09 Annual Report, pg. 13, included in this document as Appendix E.

<sup>&</sup>lt;sup>6</sup> Washington Yu Ying PCS 2011-12 Annual Report, p. 4, included in this document as Appendix D.

<sup>&</sup>lt;sup>7</sup> See Appendix D, p. 17.

<sup>&</sup>lt;sup>9</sup> See Appendix C, pg. 18.

<sup>&</sup>lt;sup>10</sup> See Washington Yu Ying PCS 2010-11 Annual Report, included in this document as Appendix F.

Proficiency results from this assessment are detailed in the table below. Each grade demonstrated increased Chinese proficiency over the course of the academic year in 2010-11 and 2011-12.

Grade	Testing Period	2010-11	2011-12
K	Fall	34%	70%
	Winter	56%	88%
	Spring	74%	88%
1	Fall	16%	53%
	Winter	N/A	63%
	Spring	58%	56%
2	Fall	19%	43%
	Winter	46%	68%
	Spring	50%	54%
3	Fall	44%	27%
	Winter	55%	70%
	Spring	62%	81%
4	Fall	N/A	52%
	Winter	N/A	90%
	Spring	N/A	80%

#### 3. Students will be adept inquirers and flexible thinkers capable of solving problems effectively.

Assessment: Washington Yu Ying PCS has met this goal. The school has met this goal based on its execution of the International Baccalaureate Primary Years Program ("IB PYP"), which "emphasizes communication and collaboration as a means of making sense of the world through its inquiry-based curriculum." <sup>11</sup> IB PYP focuses on six subjects: language, social studies, mathematics, science and technology and physical education. Washington Yu Ying PCS' execution of this program is described below.

To be promoted from grade to grade, Washington Yu Ying PCS students must demonstrate mastery of six "units of inquiry," which are constructed by teaching the above six subjects in relation to six organizing themes, detailed in the table below. <sup>12</sup> Over the past four years, the school's promotion rates have been consistently high: 99% or higher, indicating student mastery of the IB PYP curriculum, and the critical thinking skills associated with it.

Theme	Description of Theme
	An exploration of the nature of the self; our beliefs and values; personal physical,
Who We Are	mental, social, and spiritual health; of our families, friends, communities, and cultures;
	our rights and responsibilities; of what it means to be human.
	An exploration of our orientation in place and time; our personal histories; history and
Where We are in	geography from local and global perspectives; of our homes and journeys; of the
Place and Time	discoveries, explorations and migrations of humankind; of the contributions of individuals
	and civilizations.
How We Express	An exploration of the ways in which we discover and express our nature, ideas, feelings,
Ourselves	beliefs and values through language and the arts.
How the World	An exploration of the physical and material world; natural and human made phenomena; of
Works	the world of science and technology.
How We Organize	An exploration of human systems and communities; of the world of work, its nature and its
Ourselves	value; of employment and unemployment and their impact on us and the world around us.
	An exploration of our rights and our responsibilities as we strive to share finite resources
Sharing the Planet	with other people and with other living things; of communities and of the relationships
	within and between them.

Additionally, IB PYP curriculum focuses on students developing five types of "transdisciplinary" skills: social, communication, thinking, research, and self-management skills. 13 For example, as a "thinking" skill, students learn metacognition – how to analyze their own and others' thought processes. In the student assessment reports the school prepares for each student on a monthly basis, students are not only assessed for substantive mastery, but also their mastery of these transdisciplinary skills. 14

<sup>&</sup>lt;sup>11</sup> See Appendix B, p. i.

<sup>&</sup>lt;sup>12</sup> Washington Yu Ying PCS website, www.washingtonyuying.org. Pre-kindergarten and kindergarten students study four units of inquiry.

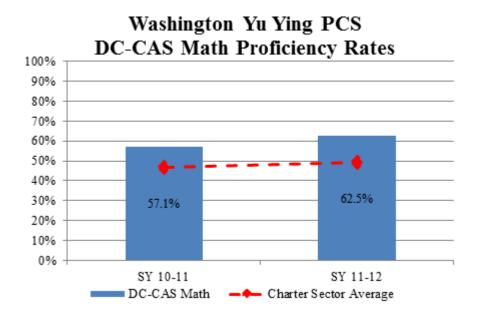
<sup>&</sup>lt;sup>13</sup> For more information on these transdisciplinary skills, see "Skills: what do we want students to be able to do?", included in this document as Appendix G.

<sup>&</sup>lt;sup>14</sup> See Washington Yu Ying PCS student report templates, included in this document as Appendix H.

#### 4. Students will understand and master increasingly complex mathematical concepts.

#### Assessment: Washington Yu Ying PCS has met this goal.

Washington Yu Ying PCS has performed above the charter sector math proficiency rate in 2010-11 (its first year with a third grade class, in which the DC-CAS is first administered) and 2011-12. From 2010-11 to 2011-12, its students' math proficiency rate increased by 2.3 percentage points.



**Source: OSSE** 

#### 2009-10

In 2009-10, the school reported that 50% of first and second grade students tested proficient on the Group Mathematics Assessment and Diagnostic Evaluation ("GMADE"). <sup>15</sup>

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<sup>&</sup>lt;sup>15</sup> See Appendix C, pp. 14-15.

#### Early Childhood Math Targets

The school met all of its 2010-11 and 2011-12 early childhood math targets, as detailed in the table below.

Washington Yu Ying PCS 2010-11 Early Childhood Math Targets				
Target	Met target?			
70% of first- and second-grade students will score within their grade level range on the Group Mathematics Assessment and	Yes 76% of students scored			
Diagnostic Evaluation.	within the designated grade level range.			
Washington Yu Ying PCS 2011-12 Early Childhood Math Targets				
70% of kindergarten through second-grade students will score proficient or above in	Yes			
mathematics on the Discovery Education Early Skills Assessment.	84.7% of students scored proficient.			

#### 5. Students will master the scientific method and apply it.

#### Assessment: Washington Yu Ying PCS has met this goal.

Science is one of the six subjects taught in the IB Primary Years Programme. The school describes its science programming in its charter application: "[s]tudents actively construct and challenge their understanding of the world by combining scientific knowledge with reasoning and thinking skills." <sup>16</sup>

#### Student Performance in Science Units of Inquiry

Washington Yu Ying PCS submitted its 2011-12 and 2012-13 student-level assessment data on essential tasks connected to their grade levels' science units of inquiry, indicating that Washington Yu Ying PCS students displayed an understanding of the scientific method.<sup>17</sup>

#### 6. Students will be able to relate their learning to the outside world.

#### Assessment: Washington Yu Ying PCS has met this goal.

The IB Primary Years Program, and in particular its social studies component, is designed to enable students to relate their learning to the outside world. Washington Yu Ying PCS describes its social studies

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<sup>&</sup>lt;sup>16</sup> See Appendix B, p. 18.

<sup>&</sup>lt;sup>17</sup> See Washington Yu Ying PCS science assessment data grade-level averages, included in this document as Appendix I.

programming in its charter application: "[s]tudents develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities." <sup>18</sup>

#### Student Performance in Social Studies Units of Inquiry

Washington Yu Ying PCS submitted its 2011-12 and 2012-13 student-level assessment data on essential tasks connected to their grade levels' social studies units of inquiry, indicating that Washington Yu Ying PCS students displayed an understanding of social studies and could connect their learning to the outside world. <sup>19</sup>

#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

The review team observed teachers relating lessons to the outside world. Students related vocabulary words to their experiences and teachers asked probing questions to connect lessons to real life examples and students' interests. <sup>20</sup>

# 7. Students will become independent learners and complete independent papers, reports, and performances, culminating in a "graduation project" for Grade 8.

#### Assessment: Washington Yu Ying PCS has met this goal.

While Washington Yu Ying PCS does not yet have an eighth grade class, its students complete independent papers, reports and performances. All students organize student-led conferences, "a unique IB experience where the children guide their parents through their learning." An example of a pre-kindergarten student-led conference involves the students "demonstrate[ing] their graphic capabilities by collecting data and demonstrating results in a Venn diagram...recit[ing] Chinese poetry...match[ing] Chinese characters to meaning ...and read[ing] from the book they created in their Tell Me a Story unit." <sup>22</sup>

As part of the IB PYP, every student creates a portfolio that includes summative assessments, a culminating project completed by the student to demonstrate learning and growth at the end of each unit of inquiry.<sup>23</sup> Students present their portfolios in second, fourth, and fifth grade.<sup>24</sup>

<sup>&</sup>lt;sup>18</sup> See Appendix B, p. 19.

<sup>&</sup>lt;sup>19</sup> See Washington Yu Ying PCS social studies assessment data grade-level averages, included in this document as Appendix J.

<sup>&</sup>lt;sup>20</sup> Washington Yu Ying PCS QSR report, p. 1, included in this document as Appendix K.

<sup>&</sup>lt;sup>21</sup> See Appendix E, p. 16.

<sup>&</sup>lt;sup>22</sup> See Appendix E, p. 16.

<sup>&</sup>lt;sup>23</sup> See Appendix B, p 29.

#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

> The QSR team observed student projects and reports, such as poster boards and student work posted in the halls and classrooms. Teachers gave students the opportunity to recite in front of the class and work independently to complete tasks. The teacher focus group discussed end of unit celebrations where students invited parents to see the project they have been learning about and working on for the past six weeks. <sup>25</sup>

8. Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

Assessment: Washington Yu Ying PCS has met this goal. The school has not yet graduated any students from grade 8 (it currently serves students through grade 5), but it has promoted a high percentage of its students each year.

Year	<b>Promotion Rate</b>
2008-09	100%
2009-10	99%
2010-11	99%
2011-12	99%

- 9. Students will become life-long learners who possess a positive attitude toward school and learning.
- 10. The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.

Assessment: Washington Yu Ying PCS has met these goals.

#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met these goals, as follows.

> The review team observed students in all classes engaged in learning. Students had positive attitudes in the classroom and in the focus group

<sup>&</sup>lt;sup>24</sup> See Appendix B, p. 31. <sup>25</sup> See Appendix K, p. 2.

towards school and learning. In the focus groups, students described how much they enjoyed the school and learning. When asked to say something in Chinese, each student responded proudly.<sup>26</sup>

#### Additionally,

Teacher and student focus groups discussed the end-of-unit celebrations that students put on every six weeks or so. The students, teachers and staff invite parents to see end-of-unit projects and experience the theme for the previous six weeks. Students also had the opportunity to show their parents how they are meeting their fall goals during conferences each spring.<sup>27</sup>

#### 11. Students will embrace diversity and respect other cultures.

Assessment: Washington Yu Ying PCS has met this goal.

#### **Cultural Events**

Washington Yu Ying PCS provided PCSB with a list of cultural events held at the school over the past five years. Washington Yu Ying PCS participates in the following cultural events on an annual basis:

#### • Chinese New Year celebrations

Students celebrate at school, and also participate in the Chinatown parade

#### • Chinese New Year Banquet

Organized by the Washington Yu Ying PCS parent association since 2009-10

#### • Moon Festival

Celebrated on an annual basis since 2009-10

Additionally, the school has sponsored other cultural events and activities, a selection of which is included in the table below.

Year	Event
2008-09	Students visited with elderly Chinese at the Chinese Cultural Center
2009-10	First grade students exchanged self-portraits with Japanese students
2011-12	Washington Performing Arts Society presented the "Chinese Ribbon
	Dance" for kindergarten students
2011-12	The Washington Yu Ying PCS Parent Association decorated the
	school with flags from every students' home country
2012-13	Pre-kindergarten and kindergarten students performed at the Chinese
	Embassy's Chinese New Year Event

<sup>&</sup>lt;sup>26</sup> See Appendix K, p. 2. <sup>27</sup> See Appendix K, p. 3.

#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

As part of the Mandarin Chinese immersion curriculum, students learn about Chinese culture, according to the administration. In the student focus group, students discussed learning about a different culture and how they enjoy comparing it to their own. One of the fifth graders mentioned being excited to visit China later in the year and to experience the culture they have studied.<sup>28</sup>

#### 12. Students will treat themselves, other students, staff and the physical plant with respect.

Assessment: Washington Yu Ying PCS has met this goal.

#### **Discipline**

The following tables detail Washington Yu Ying PCS' discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Green shading indicates that Washington Yu Ying PCS' rate is below the charter sector average.

% of Students Receiving Out of School Suspensions	SY 09- 10	SY 10- 11	SY 11- 12	SY 12-13 (through December)
<b>Charter Sector Average</b>			13.2%	6.6%
Washington Yu Ying PCS	1.5%	2.1%	3.0%	1.1%

% of Students Receiving Out of School Suspensions of 10+ Days	SY 09- 10	SY 10- 11	SY 11- 12	SY 12-13 (through December)
Charter Sector Average			1.1%	0.3%
Washington Yu Ying PCS	0.0%	0.0%	0.0%	0.0%

% of Students Expelled	SY 09- 10	SY 10- 11	SY 11- 12	SY 12-13 (through December)
Charter Sector Average			0.7%	0.2%
Washington Yu Ying PCS	0.0%	0.0%	0.0%	0.0%

<sup>&</sup>lt;sup>28</sup> See Appendix K, p. 2.

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#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

All interactions observed by the review team were respectful. Teacher to student and student-to-student interactions were caring and courteous. Teachers regularly used the word "respect," which was one of the attitude words posted in every classroom. The review team observed staff and students picking up litter in the halls and classrooms. <sup>29</sup>

#### 13. Students will learn to work collaboratively and resolve conflicts effectively and safely.

<u>Assessment</u>: Washington Yu Ying PCS has met this goal. Washington Yu Ying PCS uses the Prevent, Act, Resolve ("PAR") and the Communicate, Action, Report, Embrace ("CARE") models to teach its students to work collaboratively and resolve conflicts effectively. Both of these programs are described below.

#### PAR Program<sup>30</sup>

Washington Yu Ying PCS recently adopted the PAR Model to manage student behavior. Developed at Johns Hopkins University, PAR is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically, Washington Yu Ying PCS students work with a PAR facilitator to:

- 1. **Prevent** the occurrence of troubling behavior;
- 2. Act, or respond to, instances of rule compliance and noncompliance in a consistent fashion; and
- 3. **Resolve** many of the issues that underlie or cause troubling behavior are develop, implemented, and evaluated.

The goals of the PAR program are as follows:

- 1. Collaboratively adapt and follow through with mutually agreed-upon school-wide methods for recognizing students who comply with stated rules and procedures, so students see, firsthand, that the adults in their school are not just focusing on what kids do wrong.
- 2. [R]ecognize the large majority of students who behave in an appropriate fashion and provide supports for those who need assistance to meet academic and behavioral standards.
- 3. Provide teachers with adequate supports to sustain the systems they helped create.

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<sup>&</sup>lt;sup>29</sup> See Appendix K, p. 2.

<sup>&</sup>lt;sup>30</sup> This description of the PAR Model was submitted by Washington Yu Ying PCS. See submission, included in this document as Appendix L.

4. Decrease in discipline referrals resulting in students becoming more proficient at regulating their own behavior and increasing their ability to demonstrate the attributes of the IB PYP Learner Profile.<sup>31</sup>

#### CARE Model<sup>32</sup>

Students are taught to use the CARE model if teased or bullied:

- 1. **Communicate**: Give the person who is teasing/bothering an "I" statement.
- 2. **Action**: Walk away; ignore the person; find a care buddy.
- 3. **Report**: to an adult at school; the tell box; to a classmate.
- 4. **Embrace** the solution.

#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

Reviewers observed PAR posted in every classroom...and implemented across the campus. Students in the focus group could identify each of the five steps and the consequences to each step. The review team observed the PAR behavior system being used multiple times. The administrator focus group also sated the fourth and fifth graders have started peer mediations to resolve conflicts. If there is a continuing problem students are paired with a student mediator. So many students wanted to join the program as mediators that they had to apply. The school also pairs older students with younger ones to eat lunch together once a week. Administrators said this gave younger students an opportunity to ask older students about the culture of the school.<sup>33</sup>

<sup>&</sup>lt;sup>31</sup> The IB PYP Learner Profile is included in this document as Attachment M.

<sup>&</sup>lt;sup>32</sup> This description of the CARE Model was submitted by Washington Yu Ying PCS. See submission, included in this document as Attachment N.

<sup>&</sup>lt;sup>33</sup> See Appendix K, p. 2.

- 14. Students will embrace the community by contributing to their school and wider community with service projects.
- 15. The school will be a good citizen and contribute to the local community.

Assessment: Washington Yu Ying PCS has met these goals.

#### **Community Service Activities**

Washington Yu Ying PCS has consistently sponsored community service projects, a selection of which are detailed below.

- **Help the Homeless Walk** (2009-10 to present)
  - A teacher has organized this event annually since 2009-10, and the school community is invited to participate.
- Trick or Treating at Nursing Home (2009-10; 2010-11)

  Pre-kindergarten students "trick or treated" for stories from elderly residents of a local nursing home.
- First Aid/Food Drive for Haiti (2009-10, 2010-11, and 2011-12)

  The school community was invited to donate items for Haitian disaster relief after the 2010 earthquake.
- Advocacy Project for Children in Homeless Shelters (2011-12)

  Fourth grade students wrote letters to DC Council members in support of increased funding for DC children in homeless shelters, which they personally delivered to the Council.
- Crossing Guard Civic Action Project (2011-12)

  Third grade students organized a petition for DC government to place a crossing guard outside of their school.

#### Qualitative Evidence

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

The review team observed plaques on the entrance wall stating which students in each grade were doing to help the environment. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others within the school and in the community.<sup>34</sup>

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<sup>&</sup>lt;sup>34</sup> See Appendix K, p. 3.

#### 16. Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.

Assessment: Washington Yu Ying PCS has met this goal.

#### **Highly Qualified Teachers**

Since 2008-09, the majority of Washington Yu Ying PCS' teachers and aides have been certified as "Highly Qualified" according to the No Child Left Behind Act, and in most years 100% of teachers and aides were certified as such, as detailed in the table below.

Washir	Washington Yu Ying PCS Highly Qualified Teacher Rates						
Year	Classroom Teachers	Special Subject Teachers	Special Education Teachers	Classroom Aides			
2008-09	66%	50%	100%	100%			
2009-10	100%	100%	100%	100%			
2010-11	70%	100%	100%	100%			
2011-12	100%	100%	100%	not			
				available			

Source: Washington Yu Ying PCS Annual Reports

	2008-09	2009-10	2010-11	2011-12	2012-13
% of teachers invited back to					
teach that return to Washington	75%	84%	86%	77%	81%
Yu Ying PCS					

#### **Oualitative Evidence**

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

> The teacher focus groups discussed their appreciation of the school's educational program. Teachers have time every day to lesson plan together and collaborate with grade level and content area teams. The review team observed staff in all classrooms holding students to high expectations and exhibiting positive attitudes to other teachers and all students.<sup>35</sup>

<sup>&</sup>lt;sup>35</sup> See Appendix K, p. 3.

## 17. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.

Assessment: Washington Yu Ying PCS has met this goal.

#### **Diversity**

While Washington Yu Ying PCS does not report on its teacher diversity, its student body is diverse, as detailed in the table below.

Washington Yu Ying PCS Student Diversity Rates						
Year	African- American	Asian/Pacific Islander	Caucasian	Hispanic	Other	
2008-09	46.6%	5.2%	27.5%	6.9%	-	
2009-10	51%	16%	27%	6%	-	
2010-11	46.5%	14.1%	28.2%	5.4%	5.8%	
2011-12	48.1%	18%	27.3%	6.6%	-	

Source: Washington Yu Ying PCS Annual Reports (2008-09, 2009-10); PMF

Washingt	Washington Yu Ying PCS Student Diversity Rates				
Year	Low Income	English Language Learners	Special Education		
2008-09	6%	17%	5%		
2009-10	23%	17%	9%		
2010-11	19.5%	7.9%	8.3%		
2011-12	20%	8%	9%		

Source: Washington Yu Ying PCS Annual Reports; PMF

#### **Staff Retention Rates**

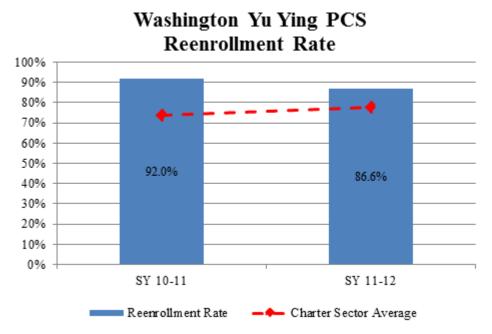
Washington Yu Ying PCS has retained the majority of its staff every year after 2008-09, its first year in operation.

	2009-10	2010-11	2011-12
<b>Staff Retention Rate</b>	72%	89%	88%

Source: Washington Yu Ying PCS Annual Reports

#### Reenrollment Rates

Washington Yu Ying PCS' reenrollment rate exceeded the sector average in 2010-11 and 2011-12.



**Source: ProActive** 

#### Early Childhood Reenrollment Targets

The school met all of its 2010-11 and 2011-12 early childhood reenrollment targets, as detailed in the table below.

Washington Yu Ying PCS 2010-11 Early Childhood Reenrollment Targets				
Target Met target?				
75% of eligible pre-kindergarten through	Yes			
second-grade students will reenroll.	92% of students reenrolled.			
Washington Yu Ying PCS 2011-12 Early Childhood Reenrollment Targets				
75% of eligible pre-kindergarten through second-grade students will reenroll for the	Yes The reenrollment rate was 89.2%			
2011-12 school year.	The reemonment rate was 89.2%			

#### **Qualitative Evidence**

During Washington Yu Ying PCS' 2012-13 QSR, the PCSB review team found evidence to support that Washington Yu Ying PCS has met this goal, as follows.

...[T]he team did observe a racially and ethnically diverse student body and staff. In the teacher focus group, five of the six teachers had been at the school for at least three years and all of the students in the focus group had

been at the school since they started school, either in kindergarten or in pre-kindergarten.  $^{36}$ 

<sup>&</sup>lt;sup>36</sup> Appendix K, p. 3.

#### **COMPLIANCE WITH APPLICABLE LAWS**

The SRA requires PCSB to review whether a charter school is in compliance with applicable laws at least once every five years. <sup>37</sup> The SRA contains a non-exhaustive list of applicable laws, and the PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether Washington Yu Ying PCS has consistently complied with these laws over the past five years.

#### **General Laws**

In its 2012-13 compliance review, PCSB found that Washington Yu Ying PCS was in full compliance with all applicable laws. <sup>38</sup> However, in previous years, the school was not in full compliance with all laws, as described below.

#### Health and Safety

The SRA requires schools to maintain the health and safety of its students.<sup>39</sup> To ensure that schools adhere to this clause, PCSB monitors schools for various health and safety indicators, including but not limited to whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a "School Emergency Response Plan" in place and conduct emergency drills as required by the District of Columbia Fire Department.

In 2008-09, the school did not hold fire drills within the first ten days of the academic year, nor did it have a DC Fire Department inspection certificate on file. 40 The school has since cured these points of incompliance.

#### Discipline

PCSB reviews school disciplinary policies to ensure that they afford students due process<sup>41</sup> and that students and parents are made aware of these due process safeguards. Over the past five years, Washington Yu Ying PCS has had disciplinary policies in place that ensure students' due process, but in 2008-09 the school failed to disseminate the policy to students and parents.<sup>42</sup> The school has since cured this point of incompliance.

#### Enrollment and Attendance

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants

<sup>37</sup> SRA § 38.1802.12 (c)(2).

<sup>38</sup> See Washington Yu Ying PCS 2012-13 compliance report, included in this document as Appendix O.

<sup>39</sup> SRA § 38.1802.04 (c)(4)(A).

See Washington Yu Ying PCS 2008-09 compliance report, included in this document as Appendix P.

<sup>41</sup> As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>42</sup> See Appendix P.

and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. Washington Yu Ying PCS has been compliant with these requirements over the past five years.

#### Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records. <sup>43</sup> In 2008-09, Washington Yu Ying PCS properly maintained and disseminated student records, but it did not have policies and procedures for safeguarding student privacy. <sup>44</sup> The school has since cured this point of incompliance.

#### Title I of the Elementary and Secondary Education Act

Because Washington Yu Ying PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act ("ESEA"), including hiring "Highly Qualified Teachers" and communicating certain information to parents about its participation in No Child Left Behind ("NCLB") program. <sup>45</sup>

Washington Yu Ying PCS has had "Highly Qualified" teachers for each of the past five years. However, in 2008-09 the school did not notify parents of their right to request information about teachers' qualifications. <sup>46</sup> The school has since cured this point of incompliance.

#### Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes. <sup>47</sup> There is no indication that Yu Ying has violated any civil rights statutes.

#### Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents. <sup>48</sup> In 2008-09, Washington Yu Ying PCS did not have two parents of current students on the board of trustees. <sup>49</sup> However, the school is now in full compliance with this requirement. <sup>50</sup>

<sup>43 20</sup> U.S.C. § 1232g

<sup>44</sup> See Appendix P

<sup>45 20</sup> U.S.C. § 6300, et. seq.

<sup>46</sup> See Appendix P.

SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

<sup>48</sup> SRA § 38-1802.05(a).

<sup>49</sup> See Appendix P.

<sup>50</sup> See Appendix O.

#### **Special Education Laws**

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act <sup>51</sup> and Section 504 of the Rehabilitation Act of 1973. <sup>52</sup> In 2012, PCSB conducted a desktop audit of six special education indicators to assess Washington Yu Ying PCS' compliance with these laws and the educational progress of its special education students. <sup>53</sup>

#### Academic Performance of Washington Yu Ying PCS' Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools' students with disabilities performed on the DC-CAS.

In 2012, the reading and math proficiency rates of Washington Yu Ying PCS students with disabilities was above the state reading proficiency rate for students with disabilities. However, the academic achievement gap between Washington Yu Ying PCS students with disabilities and the school's general population was 48% in reading and 50% in math.

#### OSSE Compliance Review of Washington Yu Ying PCS

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education ("OSSE"). OSSE reports provide a comprehensive overview of the entire LEA's performance, versus campus-specific information.

OSSE's December 2010 review of Washington Yu Ying PCS indicated that the school did not complete initial evaluations and reevaluations in a timely manner. However, this point of noncompliance was corrected by April 2011. In 2010-11, OSSE determined that Washington Yu Ying PCS was 100% compliant with special education requirements, with OSSE noting that the school "Meets Requirement" in fulfilling all applicable federal and local special education regulations. <sup>54</sup>

<sup>53</sup> See Washington Yu Ying PCS – Online Desktop Audit, attached to this document as Appendix Q.

<sup>&</sup>lt;sup>51</sup> 20 USC §1413(a)(5).

<sup>&</sup>lt;sup>52</sup> 20 USC §794.

<sup>&</sup>lt;sup>54</sup> See 2010 OSSE report, attached to this document as Appendix R. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

#### **Financial Laws**

#### **Procurement Contracts**

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

Per Washington Yu Ying PCS' 2009-10 and 2010-11 audits, it entered into several \$25K+ contracts, for which it submitted all corresponding Determinations and Findings forms. In 2011-12, the school entered into a few such contracts and submitted all corresponding Determinations and Findings forms to PCSB for consideration. As such, Washington Yu Ying PCS is found to be in compliance with this SRA provision.

#### **Timely Audits**

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm. <sup>55</sup> Over the past four years, Washington Yu Ying PCS has submitted all financial audits in a timely manner.

#### Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500. 56 Washington Yu Ying PCS has fulfilled this requirement by reporting this information in its annual reports.<sup>57</sup>

<sup>&</sup>lt;sup>55</sup> SRA §38-1802.04(c)(11)(ix). <sup>56</sup> SRA §38-1802.04(c)(11)(xi).

<sup>&</sup>lt;sup>57</sup> See Appendices C, D, E, and F.

#### FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the review process, PCSB reviewed Washington Yu Ying PCS's financial record regarding these areas.

#### Adherence to Accounting Principles

The school has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

#### Fiscal Management

Per its audited financial statements, Washington Yu Ying PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of incompliance that are required to be reported per the US Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

#### **Economic Viability**

A review of annual audits indicates Washington Yu Ying PCS is economically viable.<sup>58</sup> One indicator of economic viability is a positive year-end annualized net income. Washington Yu Ying PCS produced positive net income results in the past four audited financial periods. In FY2012, the school produced a positive net income result of \$1.4 million compared to \$1.8 million in the prior year.

Total net asset reserve is another indicator of economic viability. PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. As a result of its positive net income, Washington Yu Ying PCS's total net asset reserves stood at \$4.8 million in FY2012, which represents a \$4 million cumulative increase from FY2009. In FY2012, the school's net asset reserves equals approximately 11 months of expenditures with monthly expenditures averaging about \$452,000.

Fiscal Period	2009	2010	2011	2012
Net Income	\$553,060	\$820,317	\$1,813,997	\$1,393,206
Net Asset Reserves	\$774,475	\$1,594,792	\$3,408,790	\$4,801,996

 $^{58}$  See Washington Yu Ying PCS activities and financial analysis sheet, attached to this document as Appendix S.

Net working capital <sup>59</sup> and liquidity ratio <sup>60</sup> are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details Washington Yu Ying PCS' net working capital during the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The net working capital increased to about \$2.6 million in FY2012 from \$670,000 in FY2009.

A liquidity ratio greater than one also points to a school's ability to satisfy its immediate financial obligations. The school's declining liquidity ratio's over the past four years is indicative of a school in the early stage of its business lifestyle. Generally, when a school first opens, it has low liabilities, which grows as the school incurs more operational expenditures and accrues more liabilities. Washington Yu Ying PCS' liquidity ratio (detailed in the table below) was greater than one during the last five fiscal periods, indicating that it can meet its immediate financial obligations.

Fiscal Period	2009	2010	2011	2012
Net working capital	\$675,645	\$1,502,894	\$344,033	\$2,645,055
Liquidity ratio	12.49	7.35	1.22	3.42

Washington Yu Ying PCS makes spending decisions appropriate for managing education programs. From FY2009 to FY2012, Washington Yu Ying PCS's personnel expenses averaged approximately 44%, which was followed by occupancy expenses at about 15%, general and administrative expenses at about 12%, and direct student costs at about 9%. <sup>61</sup> Program service costs and general and office expenses are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

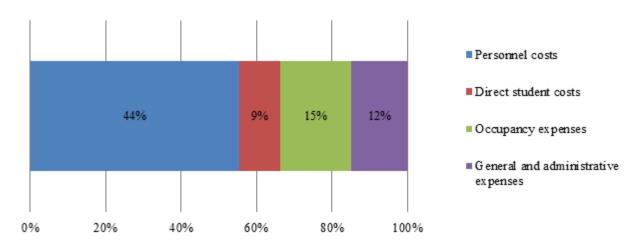
<sup>-</sup>

<sup>&</sup>lt;sup>59</sup> To calculate net working capital, subtract current liabilities from current assets.

<sup>&</sup>lt;sup>60</sup> To calculate a liquidity ratio, divide current assets by current liabilities.

<sup>&</sup>lt;sup>61</sup> Note that the expenditures as a percentage of revenue do not total 100% because revenues exceeded expenditures on average.

### Washington Yu Ying PCS Expenditures as % of Revenues (FY2009 - FY2012 averages)<sup>61</sup>



# Appendix A

December 17, 2012

D.C Public Charter School Board Meeting Minutes 3333 14th Street, NW Suite 210 Washington, DC 20010 December 17, 2012 7:30pm Public Hearing

Board Members in attendance: Mr. Brian Jones (Chair); Mr. Darren Woodruff; Ms. Emily Bloomfield; Mr. Don Soifer; Ms. Sara Mead; Mr. Scott Pearson (Ex-Officio)

Mr. Brian Jones called the public hearing to order at 7:44pm.

Public Hearing on Policy for Revising Goals and Academic Achievement Expectations

No public comments were received.

The public hearing was adjourned at 7:45pm.

**Public Meeting** 

Board Members in attendance: Mr. Brian Jones (Chair); Mr. Darren Woodruff; Ms. Emily Bloomfield; Mr. Don Soifer; Ms. Sara Mead; Mr. Scott Pearson (Ex-Officio)

Mr. Jones asked if they are any public officials that wished to be recognizedno public officials were announced.

Approval of the Agenda

Mr. Woodruff made a motion to approve December's meeting agenda. Mr. McKoy seconded the motion. The board voted 6-0 to approve this agenda.

Approval of the November 19th 2012 Board Minutes

Mr. Soifer made a motion to approve the November 19th, 2012 minutes. Ms. Mead seconded the motion. The board voted 6-0 to approve these board minutes.

Submission into the record of Administrative Contracts

Mr. Jones accepted into the public record the list of charter school contracts

valued at more than \$25,000.

Submissions from Yu Ying: Charter Application, Amendment Notification, Request

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the memorandum submitted by Washington Yu Ying PCS, asking the board to approve with conditions the school's request to expand its charter to serve grades 9 through 12.

Mr. Woodruff asked if Washington Yu Ying would have one identity or a different identities with the new grades.

Ms. DeVeaux answered that it will have one identity and children can become a part of The District of Columbia International School (DCI) and DCI will collaborate with PCSB.

Mr. Woodruff asked how Washington Yu Ying will help make the transition to DCI.

Ms. DeVeaux answered that a pre-summer school and an outreach committee as well as an English and math classes will be the same with the other schools.

Mr. Pearson added that the school's accountability conditions would be created for DCI as a whole (and not Yu Ying, separately).

Mr. Pearson read the conditions of Washington Yu Ying's charter application, amendment and notification into record.

Mr. Woodruff moved to approve. Mr. McKoy seconded the motion. The board voted 6-0 to approve the school's charter amendment to serve grades 9 through 12.

Policy Votes

2008 Truancy Policy Updates

Staff Representatives: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum, asking the board to vote to accept the proposed PCSB Truancy policy. The board voted to open the proposed policy for public comment on November 19, 2012.

Mr. Woodruff asked if a school went to 20 percent in the first guarter and a

lower percentage in the second quarter, what does that mean.

Ms. Kennedy answered that each student with several truancies will need a better attendance rate in the second quarter and the rest of the population needs to be below 20 percent.

Mr. Woodruff asked if school attendance will be evaluated every quarter of the school year.

Ms. Kennedy answered yes.

Mr. Soifer moved to approve. Mr. Woodruff seconded the motion. The board voted 6-0 to approve the motion.

Discipline and Attendance Audit Policy

Staff Representative: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum, asking the board to vote to accept the proposed Discipline and Attendance Audit Policy. If PCSB staff chose to conduct the audit, the following will be considered.

- Comparing discipline and attendance data and student information data audit and in person data.
- Reviewing paper document and conducting site reviews.

Mr. McKoy moved to approve, Mr. Soifer seconded. The board voted 6-0 to approve the discipline and attendance audit policy.

Open for Public Comment: A Policy to allow schools to choose the Performance Management Framework as its Goals and Academic Achievement Expectations.

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum, recommending that the board open for public comment the policy to allow schools to elect to adopt the PMF, as amended over time, for its charter goals and student achievement expectations.

Mr. Soifer asked for a better explanation of the 50 percent threshold for the 10-year review.

Ms. DeVeaux answered that the threshold is based on 15 years that a school has been opened. 15 years in a charter school with a 50 percent goal

threshold is not unachievable.

Ms. Meade asked how this policy interacts with the intention to raise the PMF floors. Is the policy based on the 55 percent goals in place now or what it will be in 15 years.

Ms. DeVeaux answered that the threshold is for now and the PMF is appropriate; we won't feel the need to adjust the floors up.

Ms. Meade moved to approve the motion for a 55 percent threshold. Mr. Soifer approved for a 50% threshold.

Mr. McKoy asked Mr. Soifer if the restrictions can be made on the PMF.

Mr. Soifer suggested that the charter renewal be changed to 50 and 45 percent.

Ms. Meade moved to approve the motion as originally stated. Mr. Woodruff seconded. The board voted 6-0 to approve to open the policy for public comment for 45 calendar days.

For Discussion

Notification of New Location – Washington Latin PCS

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum.

Mr. Woodruff asked if Washington Latin PCS asked for a ceiling increase.

Ms. DeVeaux answered that there was no request for a ceiling increase but a notification for a new location.

Mr. Pearson mentioned that the ANC has been notified and has submitted a letter of support.

PMF Appeals and Updates

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum for public discussion. Please see link for more information. 2012 PMF Appeals

Compliance Review Results

Staff Representative: Rashida Kennedy, Equity and Fidelity Team

Ms. Kennedy summarized the board memorandum for public discussion. Please see link for more information. Discipline and Attendance Audit Policy

Update on status of Alternative Accountability Policy

Staff Representative: Naomi DeVeaux, Deputy Director

Ms. DeVeaux summarized the board memorandum for public discussion.

**Public Comment** 

None.

The meeting was adjourned at 8:50pm.

# Appendix B

# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

# APPLICATION TO ESTABLISH A PUBLIC CHARTER SCHOOL IN THE DISTRICT OF COLUMBIA

## SUBMITTED BY

# WASHINGTON YU YING PUBLIC CHARTER SCHOOL

APRIL 9, 2007

As amended as of September 17, 2007

#### APPLICANT INFORMATION SHEET

# WASHINGTON YU YING PUBLIC CHARTER SCHOOL

# NURTURING EXCELLENCE

#### **EXECUTIVE SUMMARY**

#### **MISSION**

"Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment."

#### **PHILOSOPHY**

Washington Yu Ying PCS takes its name from a groundbreaking school founded in the early part of the 20<sup>th</sup> Century in Beijing, China. Founded by a former Imperial Lady-in-Waiting, the Yu Ying School offered classroom education at a time when the centuries-old tutorial system was still the norm in China. Established by a woman, the school was a driving force for change. Its name means, quite simply, nurturing excellence.

Today, our children are growing up in an environment where their only certainty is change. Technology, global economics and political realities have reshaped our world over the past decade. As a result, both the private and public sectors are seeking highly-skilled individuals who are equipped to adapt to the ever-changing economic and social circumstances of the 21st century.

As the connections between the countries of the world become ever closer, we need good global citizens – people with a strong social conscience – who care for and contribute to sustaining the world we live in and everyone who lives in it. Both business and government need workers who understand other cultures and speak their languages. Cognizant of the fact that today's kindergarten students will be the citizens and workforce of 2025, the Washington Yu Ying PCS endeavors to prepare students in the District of Columbia to become the lifelong learners that will thrive as citizens and employees in the constantly changing world of the 21st Century.

Above all, the most important gift we as parents and educators can give to our children is health and happiness. Washington Yu Ying School views education as the development of the whole person intellectually, physically, emotionally and morally.

#### **APPROACH**

Washington Yu Ying PCS will be a nurturing environment for educating children as they begin their lifelong educational journeys. In order to ensure that all children start elementary school ready to learn, Washington Yu Ying School includes a pre-K and Kindergarten program which employs the Primary Years Programme inquiry-based curriculum. Because the anticipated student population will at most have limited exposure to Chinese language, language immersion will "level the playing field" for children from different socio-economic backgrounds.

The Primary Years Programme (PYP) curriculum will continue to be used in the 1st through 5th grades. PYP emphasizes communication and collaboration as a means of making sense of the world through its inquiry-based curriculum. Students will learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, science and technology and physical education.

In the 6th, 7th and 8th grades, students will "graduate" to the International Baccalaureate Middle Years Programme (MYP) curriculum which focuses on holistic learning in order to build the solid educational background that will allow students to pursue academic success in rigorous secondary programs including the International Baccalaureate Diploma.

With its focus on fostering understanding among young people around the world in an effort to enable future generations to live more peacefully and productively, the International Baccalaureate Organization requires education in at least two languages. The Washington Yu Ying PCS has chosen to offer education in English and Chinese because Chinese is increasingly being identified as an important international language.

In 2005, the National Security Language Initiative designated Chinese as a "critical need" language. The Initiative includes programs aimed at increasing foreign language education from kindergarten through the university level and into the workforce. Chinese language education is particularly well-suited to the early education setting because, as a State Department-graded "level 4" language, it is especially difficult for non-native speakers to master. Washington Yu Ying PCS takes advantage of young children's innate ability to acquire language through early introduction to and immersion in Chinese.

#### PRACTICAL MATTERS

In order to accommodate the increased academic load inherent in learning a new language, Washington Yu Ying PCS will operate on a 10-month academic calendar with an 8 week long summer break, 2 week long winter break, and a 2 week long spring break. The school day will run from 8:30 am to 3:30 pm with an optional extended-day program. Students will have class sessions alternatively in English and Chinese, on a rotating schedule, with mutually-reinforcing (but not duplicative) content in each.

The school is exploring locations in downtown Washington, DC close to the cultural and international resources available in our Nation's Capital. The school is aiming to locate at a site well-served by public transportation. Washington Yu Ying PCS plans to establish two classes per grade and open with pre-K, K and 1st grade. Each year, the school will grow one grade. Because we anticipate some students will not speak English at home, the school intends to provide intensive English as a Second Language support to ensure all students succeed in both Chinese and English.

Our founding board includes three members who are experts in the implementation of International Baccalaureate Programmes. Two members are experts in language immersion while a third is an experienced DC teacher with ESL experience who teaches Chinese to elementary students. Another member is a tenured Special Education professor at George Mason University with 12 years experience as a special ed teacher in public schools. Another has over 15 years experience in early childhood education.

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#### A. EDUCATIONAL PLAN

#### 1. MISSION AND PURPOSE

#### a. Educational Needs of the Target Student Population

Washington Yu Ying Public Charter School will be a Chinese-English immersion school in Washington, DC. At capacity it will serve 700 students in pre-Kindergarten through 8th grade. By starting at pre-K, Washington Yu Ying PCS will expose children to a concept-driven learning environment early on and develop critical early literacy and numeracy skills in the context of greater understanding while immersing students in Chinese language at a very early age. By welcoming children at an early age and providing the language immersion experience through 8th grade, we endeavor to fill learning gaps that result from student mobility and endow students with biliteracy in an increasingly vital world language.

Washington Yu Ying PCS will also seek inclusion as an International Baccalaureate Organization (IBO) World School. The rigorous IBO curriculum with its emphasis on respect for others is an ideal vehicle for educating students in a city as diverse as Washington, DC. Our decision to develop an IBO World School that employs Chinese-English Language immersion is purposeful. Both the IBO program and Chinese language immersion have educational and cognitive benefits that can help students reach their full potential.

Our nation's capital is home to rich cultural, historic and international resources. As a result, the population of the DC metropolitan region is among the most educated and international in the world. At the same time, 37 percent of adults living in the District of Columbia read at the third grade level, and the District of Columbia has literacy levels substantially lower than the nation overall. Even though the foundation for literacy and numeracy are laid down during the first years of schooling, the elementary schools in the shadow of the nation's Capitol struggle to give the city's children a firm foundation in the skills that will assure academic and vocational success in adulthood.

Recent results of standardized test scores indicate that the students of the District of Columbia are not being served. In 2006, only 14 elementary schools district-wide met federal academic targets in math and reading.<sup>2</sup> This broad-brushed statistic fails to fully illuminate how poorly District school children are performing on tests of reading and math skills. On the DC-CAS tests administered in April, 2006, 19% of elementary students tested below basic in reading and 44% achieved basic reading skills. Only 32% of elementary students tested proficient – the measure indicating grade level performance – while a mere 5% scored in the advanced category. Math skills are similarly low with 36% of District elementary students demonstrating below basic math skills and 43% indicating they had basic math skills. Only 21% of students demonstrated grade level proficiency in math with 5% performing above grade level.<sup>3</sup>

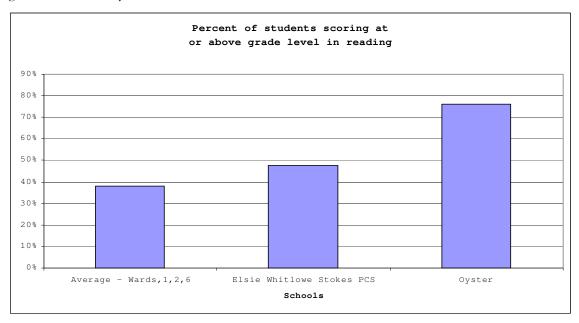
Today's kindergarteners will be the citizens, workforce and scholars of 2025. But, the District of Columbia's school children will be at a distinct disadvantage if the schools fail to educate adequately more than half of them. Using the IBO curriculum, Washington Yu Ying PCS will provide a relevant and engaging educational framework that provides the firmest foundation for success during the critical early school years. IBO programmes are infused with cultural awareness, respect for others and tolerance, and require students study important world languages. As such, the program organically accommodates immersion in Chinese.

<sup>&</sup>lt;sup>1</sup> D.C. State of the Workforce Report (2003)

<sup>&</sup>lt;sup>2</sup> "Schools Warn of Testing Setback," Washington Post, July 28, 2006. P B01.

<sup>&</sup>lt;sup>3</sup> http://webb.k12.dc.us/NCLB/dccas\_reportcards.asp

Early language immersion is associated with increased cognitive skills, higher achievement in other academic areas, and higher standardized test scores. <sup>4</sup> And, early immersion produces mental flexibility and a more diversified set of mental abilities.<sup>5</sup> Those benefits are mirrored in student achievement results in Washington, DC, as well. While half a dozen elementary schools now offer immersion in foreign languages (usually Spanish), only two schools, Oyster and Elsie Whitlow Stokes, have been offering an immersion program long enough to have had all their tested students in the immersion program from the beginning of their schooling. In reading, Oyster, with a 50-50 immersion scheme, outperforms Elsie Whitlow Stokes, which employs 15-minute rotating blocks of language immersion. Still, Stokes reading scores outperform the average of the elementary schools in Wards 1, 2 and 6.



The benefits of immersion are seen in math scores as well where 71% of Oyster students and 38% of Stokes students met or exceeded grade levels standards. The Ward 1, 2, and 6 average for students testing at that standard is 26%. By immersing students in Chinese, Washington Yu Ying PCS will take advantage of additional cognitive benefits Chinese language literacy provides with respect to mathematical reasoning.<sup>6 7</sup> In addition to math benefits, Chinese speakers, unlike English speakers, use both sides of their brain to process speech enhancing the potential for flexible thinking.<sup>8</sup> Very early immersion affords our students the best opportunity to master native pronunciation and achieve fluency in a State Department Level 4 language. <sup>9</sup>

The IBO MYP and PYP curricula emphasizes structured inquiry – an inductive method of teaching which is, in general, more effective than, traditional deductive methods for achieving a broad range of learning outcomes. <sup>10</sup> As estimated from numerous visits to DCPS schools and DC charter schools as well as

<sup>&</sup>lt;sup>4</sup> Stewart, J. H. (2005). Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. Early Childhood Education Journal 33 (1), pp. 11-16.

<sup>&</sup>lt;sup>5</sup>Robinson, W. (1992). The cognitive, academic, and attitudinal benefits of early language learning. In Met, M. (Ed.) Critical Issues in Early Language Learning. White Plains, NY: Longman.

<sup>&</sup>lt;sup>6</sup> Kelly, Melissa F.; Miller, Kevin F.; Fang, Ge; Feng, Gary (1999)

<sup>&</sup>lt;sup>7</sup> Yiyuan Tang, Wutian Zhang, Kewei Chen, Shigang Feng, Ye Ji, Junxian Shen, Eric M. Reiman, and Yijun Liu (2006)

<sup>&</sup>lt;sup>8</sup> Wellcome Trust Research (2004)

<sup>&</sup>lt;sup>9</sup> District Administration (2006). Learning a second language: When and why.

<sup>&</sup>lt;sup>10</sup> Prince and Felder (2006).Inductive teaching and learning methods: Definitions, comparisons, and research bases. Journal of Engineering Education. Education, 95(2), 123–138.

Thomson Elementary (the only DC elementary school to offer Chinese Language education), our prospective student body will be roughly 50 percent African American, 20 percent Latino, 20 percent white and 10 percent Asian and other minorities. We expect around 50-60 percent of our students will qualify for free or reduced-priced lunch, 12 percent will be identified as students with special needs and 12 percent will be English Language Learners (ELL). In addition, based on our visits to a number of District of Columbia schools, we anticipate that roughly 35-50 percent of our students will have issues with reading readiness when they start school. The IB emphasis on inductive learning will serve our many students from non-dominant cultures because such students typically learn best with methods based on inductive reasoning and an emphasis on people.<sup>11</sup>

Washington Yu Ying PCS is seeking incubator space in the Ward 1, 2 and 6 regions in order to tap into the rich cultural resources available in the Nation's Capital. We plan to open with two classes of 25 students each in Pre-K 4, Kindergarten and first grade, adding one grade each year. We estimate the incubator space will give us three years to obtain a permanent space.

Washington Yu Ying PCS will compete for enrollment on the basis of quality and uniqueness of curricular options. Many of our prospective locations are served by several school options, but the schools that are viewed as high quality by parents are consistently oversubscribed. Our competitors for enrollment will include schools physically near us, wherever we eventually locate, as well those with similar high quality curricular offerings. The founding board of Yu Ying PCS has attended dozens of open houses and invariably finds that the curricular options we seek are lacking or else the school is vastly oversubscribed. At present, Thomson Elementary does not provide immersion. Several schools (Oyster, LAMB, and DC Bilingual) offer language immersion, but only Spanish language. Finally, there are some other charter schools offering rigorous inquiry-based curricula (Two Rivers, Capital City, and E.L. Haynes), but none offer language immersion.

Even lacking Washington Yu Ying PCS's unique curricula, all of these schools are already oversubscribed. For example, LAMB PCS had more than 100 applications for 15 Pre-K slots as of the most recent open-house, not including the approximately 60 people who were attending the open house and intending to add their names to the wait list. The website for Two Rivers lists the hundreds of applicants at each grade who were not admitted, providing concrete evidence of their limited capacity to meet the parental demand.

#### b. Mission and Philosophy

Mission. Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

Washington Yu Ying PCS takes its name from a groundbreaking school established in the early part of the 20th Century in Beijing, China. Founded by a former Imperial Lady-in-Waiting, the Yu Ying School offered classroom education at a time when the centuries-old tutorial system was still the norm in China. Established by a woman, the school was a driving force for change. Its name means, quite simply, nurturing excellence.

#### Our Beliefs. We believe that:

- Every child can learn, succeed and attain high levels of academic achievement.
- Learning is an active process of inquiry, not something that passively happens to children.
- Learning is the search for meaning and understanding, not merely the collection of facts and the
  acquisition of skills.

<sup>&</sup>lt;sup>11</sup> Irvine, J. J. (1991). Multicultural education: The promises and obstacles. Paper presented at the Sixth Annual Benjamin Matteson Invitational Conference of the State University of New York at New Paltz, New Paltz.

- Language immersion improves a student's academic performance and promotes cultural understanding and awareness.
- Chinese is a rich and vital world language.
- Education can foster understanding among young people, enabling future generations to live more peacefully and productively than before.
- Families are integral to student success.
- We are educating the whole person for a life of active, responsible citizenship.

#### Our Philosophy. As a school community we aim to:

- Develop Flexible Thinkers. Our children are growing up in an environment where their only certainty
  is change. Technology, global economics, and political realities have reshaped our world over the past
  decade. The most valued skill today is the ability to think flexibly and adapt to change. Our aim is to
  develop students who are creative, problem-solvers, good communicators, collaborators, flexible-thinkers
  and risk-takers.
- Educate Global Citizens. Today, more than ever before, many issues facing young people require collaborative global solutions that extend beyond local and national boundaries. By fostering the development of citizenship in the immediate community, at the broader national level, and in the international arena, while at the same time encouraging students to develop their own sense of identity, we prepare students to relate their learning in the classroom in order to address local and global issues with sensitivity and integrity.
- **Develop Chinese and English Biliteracy.** Chinese is a critical world language. Almost one fifth of the world's population speaks Chinese. Washington Yu Ying PCS students will achieve literacy in two of the world's most important and vital languages and develop appreciation for the cultures that speak these languages further fulfilling their role as global citizens. Instruction in English and Chinese and high expectations for both languages is a cornerstone of our school.
- Educate the Whole Person and Develop Lifelong Learners. Formal education, while fundamental, isn't the sole purpose of education. Washington Yu Ying views education as a lifelong process of development of the whole person intellectually, physically, emotionally and morally.
- Nurture Excellence in a Stable, Secure Environment. The most important gift we as parents and educators can give to our children is health and happiness. Creating a welcoming, respectful and trusting school enables families, teachers, administrators and the community to create the safe atmosphere that will nurture the excellence innate in all of our students.
- **Involve the Family.** Families are critical to success in education. All of our families must be proactively integrated into our school.

#### c. Educational Focus

**The International Baccalaureate.** The Washington Yu Ying PCS will employ the Primary Years Programme endorsed by the International Baccalaureate Organization from pre-K through Grade 5 and the Middle Years Programme for Grades 6, 7 and 8. Washington Yu Ying PCS will also seek inclusion as an International Baccalaureate Organization (IBO) World School – a process that takes approximately three years.

The IB programmes provide students with broad academic curricula that emphasize the interrelatedness between subjects. The programs focus on the academic, social, physical, emotional and cultural development needs of children and have at their heart a commitment to structured inquiry as a vehicle to learning. They aim to develop sensitivity to the experience of others and the expectation of socially responsible action as a result of learning experiences.

Central to the process is the IB Learner Profile. IB students are taught to think of themselves as:

Inquirers Thinkers Communicators

Risk takers Knowledgeable Reflective Well-balanced

Open-minded Caring Principled

The curriculum reinforces all aspects of the learners profile through its cross-curricular approach placing the student at the center of all teaching and learning. The PYP and MYP draw on research and best practices from a range of national systems and the knowledge and experience of international schools to create a relevant, engaging, challenging, and significant educational framework for all children.

The curriculum explores trans-disciplinary themes, which have been selected on the basis of their relevance and importance within a body of knowledge that has local and global significance. It also develops trans-disciplinary skills, such as the ability to conduct research, communicate effectively, function successfully in different social contexts, manage one's health and life and think critically. It also fosters positive attitudes such as respect, tolerance and responsibility as well as provides opportunities for meaningful action and social service by requiring students to consider ways in which what they have learned can better their community.

IBO programs are often associated with "gifted and talented" or "magnet" schools; however, the PYP and the MYP have been developed expressly as curricula to maximize the potential of *all* children. The structured inquiry approach to learning employed by these programs emphasizes personalized teaching and creating a productive learning environment. <sup>13</sup>

As a result, these programs have been adopted by public and private schools alike. The IBO North America reports that 20 percent of all the elementary schools in the U.S. certified to provide the PYP are Title I schools. A *Washington Post* review of nearly all authorized IB public elementary schools in the country found that three-fourths made adequate yearly progress under the federal law, based on the last academic year's test results. Further, more than two-thirds of the IB schools designated for federal Title I anti-poverty funding made adequate yearly progress. Andolph Elementary in Arlington, VA, is the nearest public elementary school in the Metropolitan area that is certified to provide PYP, and it is a Title I school excelling in both reading and math. Several DCPS schools have started employing PYP including Thomson Elementary and H.D. Cooke Elementary; however, none have fully implemented the programs.

The PYP program is designed to excite children's interest in learning by focusing on understanding concepts in the process of learning. As an inquiry-based, comprehensive approach to teaching and learning, the PYP focuses on the development of the whole child, addressing the academic, social, physical, emotional and cultural needs of the students. Currently, three public charter schools in the District of Columbia offer the Expeditionary Outward Bound curriculum of inquiry-based learning (Capital City Public Charter School, E.L. Haynes Public Charter School, and Two Rivers Public Charter School). By providing the IBO PYP and MYP, Washington Yu Ying will lay the firmest foundation possible for its students to pursue higher educational opportunities such as the IB Diploma Program, which is currently available at Banneker High School.

Chinese Language Immersion. The teaching and learning of Chinese language hold an increasingly vital place in American education. The emergence of China as a major player on the world scene has created a greater need for understanding the world's most populous nation. Abundant opportunities for government and business careers as well as for scientific, scholarly and cultural exchanges await the student of Chinese.

<sup>&</sup>lt;sup>12</sup> Tomlinson, C.A. (2001)

<sup>&</sup>lt;sup>13</sup> Short, K.G. (1997)

<sup>&</sup>lt;sup>14</sup> Shapira I., Washington Post, December 17, 2006

<sup>15</sup> Ruosso (1984)

In spite of the growing need for fluent Chinese speakers, readers and writers, considerable barriers exist to learning Chinese. First, while the numbers may be increasing, few high schools, let alone elementary schools, offer Chinese language instruction. Second, as a State Department-graded "level 4" language, Chinese is especially difficult for speakers of Indo-European languages, such as English, French and Spanish, to master.

Washington Yu Ying PCS seeks to take advantage of the innate ability of very young children to acquire language<sup>16</sup> and introduce Chinese language immersion at the very earliest ages. Immersion in Chinese from pre-school will afford the students of Washington Yu Ying PCS the best means to achieve biliteracy in Chinese as well as enhancing global language development and increase reading performance.<sup>17</sup> What's more, students coming from low socioeconomic backgrounds see the greatest gains from the immersion experience. Caldras and Boudreaux noted, "Based on our findings, we suggest that school officials may want to explore the possibility of recruiting more low SES (socio economic status) students for language immersion programs. Our findings suggest that in poor schools immersion programs may have even greater potential for raising achievement in the student's first language...Given the great consternation among educators over the poor academic performance of low SES students and low SES schools, foreign language immersion programs may offer school districts another alternative to address the negative academic consequences of poverty." <sup>18</sup>

Most research on immersion programs have focused on students learning two languages, sometimes students enrolled in an immersion program don't speak either the immersion language or English at home and are in fact learning three languages. Recent research indicates that third language learners benefited from observing the English speakers struggle with the immersion language, and they achieved similar proficiencies in English as their peers who weren't in a third language immersion program.<sup>19</sup> In addition, anecdotal experience from H.D. Cooke – a 50/50 Spanish-English immersion elementary school in the District – indicates that Vietnamese and Amharic speakers performed better in the standard immersion program than in one that provided more English education than Spanish education.<sup>20</sup> In addition, the founders have established a partnership with the Center for Applied Linguistics to help us develop best practices for English Language Learners.

We have decided to use a 50-50 model of one-way immersion where all subjects are taught in both English and Chinese. Students will alternate days of English and Chinese instruction Monday through Thursday. Fridays will alternate between the two languages so that in any ten day period, students are receiving equal instruction time in both languages. Alejandra Maudet, one of our founders, uses this model of instruction successfully in French, Spanish and Arabic as the head of the lower school at the private Rock Creek International School which takes a number of voucher students.

#### d. Goals

Drawing from our mission, philosophy, and educational focus of the school, the goals for academic, non-academic, and organizational performance are listed below.

Academic Performance Goals for Students

- Students will achieve literacy in English.
- Students will achieve literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.

<sup>&</sup>lt;sup>16</sup> Lennenberg, E. (1964)

<sup>&</sup>lt;sup>17</sup> Bialystok, E. (2001)

<sup>&</sup>lt;sup>18</sup> Caldas, S.J., &Boudreaux, N. (1999)

<sup>&</sup>lt;sup>19</sup> Rolstad, K. Bilingual Research Journal. Winter 2007, 21(1)

<sup>&</sup>lt;sup>20</sup> Conversation with Principal Rice-Harris

- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.
- Students will satisfy Washington Yu Ying PCS's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

#### Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

#### Organizational Performance Goals

- The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.
- The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying PCS.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

#### 2. ACADEMIC DESIGN

#### a. Student Content and Performance Standards

Washington Yu Ying PCS believes the individual talents of young people need to be developed to their fullest and that the classroom experience should relate to the realities of the world outside. With intellectual rigor and high academic standards, a strong emphasis is placed on the ideals of international understanding and responsible citizenship. These qualities involve students in becoming:

- critical and compassionate thinkers
- lifelong learners
- respectful and informed participants in local and world affairs.

To develop international students, program goals include:

- the search for understanding
- the acquisition of essential knowledge and skills
- the development of positive attitudes and the opportunity for positive action.

To this end, Washington Yu Ying PCS will use a combination of nationally-acclaimed standards, including the New Standards in English, Standards for Chinese Language Learning from the Chinese Language Association of Secondary-Elementary Schools (CLASS), National Science Education Standards, the National Council for the Teaching of Mathematics Standards, the National Council for the Social Studies Standards, and DCPS Standards to determine academic levels to which students will be taught and by which the students and the school will be assessed. These standards will set high expectations for skills and problem-solving while allowing for content flexibility.

The Standards Selection and Development Process: The founding group of Washington Yu Ying PCS did extensive research of both standards and academic programs compatible with our desire to develop an effective one-way language immersion program as well as a structured inquiry-based program. Through the use of these standards and the IBPYP and IBMYP curriculum documents, Washington Yu Ying PCS will meet early childhood needs, will fully integrate English language learners and students with disabilities, and that educate children successfully in both Chinese and English. Washington Yu Ying PCS will create a coherent program of study that generates the units of inquiry as we develop a community of learners that involves the entire school community. Through the program of study, students will be provided with a shared experience and body of knowledge on which to build and ensuring better continuity of learning by avoiding both redundancy and omissions. The program of study will provide teachers with a focus for collaboration among colleagues, both homeroom and specialists.

The IBO recommends three years of program development prior to authorization. These three years are spent under the guidance of IB consultants with all staff of the school receiving professional development training. Funds for the courses required by IBO have been included in the budget with the understanding that the ongoing training of staff in the structured-inquiry process and Chinese language immersion is integral to the success of the school.

See Appendices to Educational Plan in <u>Tab K-1</u> for Standards Development Timeline Table and Explanation.

#### b. Curriculum

International Baccalaureate Programmes

In grades pre-K through 5, The Washington Yu Ying curricula will be encompassed in the thematic units of the IBO Primary Years Programme (PYP). Curriculum for the PYP is organized into three main components: objectives, application and effective assessment. PYP curriculum components answer three core questions:

What do we want to learn? This is the written curriculum and the identification of student learning within a curriculum framework compiled from well-researched published core subject programs.

How best will we learn? This is the taught curriculum, the theory and application of good instructional practices.

How will we know what we have learned? This is the learned curriculum, the theory and application of effective assessment.



The IBPYP emphasizes five components within all subject areas of the written curriculum. These are:

- Concepts: powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.
- Knowledge: significant, relevant, subject matter students need to explore and know about.

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- Skills: what students need to be able to do to succeed in a changing, challenging world.
- Attitudes: dispositions which are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
- Action: demonstration of deeper learning in responsible behavior through positive action and service.

The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance, supported and balanced by six subject areas as seen in the hexagon above.

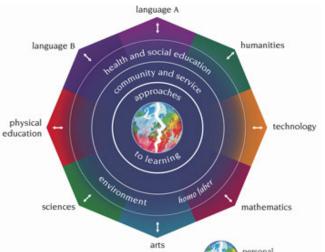
Lessons in English language arts, Chinese language arts, social studies, mathematics, arts, science and technology, and personal, social and physical education are tackled in the organizing themes: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. Units of inquiry are developed based on related concepts within the each organizing theme. In pre-K and Kindergarten four units of inquiry are covered each year. In Grades 1 through 5 all six units of inquiry are covered each year. Each unit will be covered for approximately 6-8 weeks, with a week in between for assessment, re-teaching of content, school celebrations or events or other educational needs.

See Appendices to Educational Plan in <u>Tab K-1</u> for an IBPYP sample elementary school articulation of units of inquiry.

The PYP units of inquiry designed within the structure of the IBO's Organizing Themes provide the structure for the school's framework of content and are implemented by grade-level teams comprised of both English and Chinese teachers through collaborative planning. The time for team planning will be scheduled into the school week, with grade level teams given at least 1 hour per week of team meeting time within the school day and 3 hours every other week for planning as a result of an early release day. Grade level teams will fine tune each unit of inquiry approximately six weeks before the unit start date. Collaborating on units of inquiry throughout the year allows each team to tailor the unit of inquiry to the needs of their unique class of diverse learners. All documentation of both planners and academic content will be in English obviating the need to translate planners into Chinese for official use. Chinese teachers may wish to translate these items for their own use. Through our collaborations we have sources of grade level appropriate materials (storybooks, workbooks, math and social studies materials) in Chinese. As a result, we will not need to translate materials from English to Chinese. Should we find the occasional need to translate materials, the Chinese teachers as well as Chinese language students from our collaborations with George Mason University and the University of Maryland can undertake the task.. Subtle changes to the units of inquiry each year accommodate Subtle changes to the units of inquiry each year accommodate teacher reflection practices, language learning needs in English and in Chinese, and the individual interests and expertise of teachers. IBO offers training on site as well as through seminars and conferences throughout the year. Every staff member of Washington Yu Ying will take the introductory training in the summer, if not already experienced in PYP. Staff will also participate in an orientation process prior to the school opening to develop a collaborative/team atmosphere and to begin the IB training, creating a 'Washington Yu Ying PCS language'.

Developing the capacity for critical examination of oneself and one's traditions is the central component of living "the examined life" that Socrates described. As such, the prime objective of assessing students' learning and performance is to give feedback to:

project



- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- parents—to highlight their child's learning and development

Once students reach grade six, the International Baccalaureate Organization's Middle Years Programme curriculum becomes the organizing framework for the study of languages,

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humanities, technology, mathematics, sciences and physical education.

The Middle Years Programme is designed to develop holistic learning, intercultural awareness and communication. Students study subjects from each of the eight subject groups through the five areas of interaction illustrated in the octagon at left: approaches to learning, community and service, *homo faber*, environment, and health and social education.

Using the Approaches to Learning interaction as the framework, teachers provide students with the tools to enable them to self regulate. This necessary quality for taking responsibility for one's own learning is important to learning success.<sup>21</sup> MYP students develop an awareness of how they learn best.

The Community and Service interaction encourages responsible citizenship by requiring students to take an active part in the communities in which they live. Washington Yu Ying PCS students will have ample opportunities for community service including tutoring younger students, working with youth programs, reaching out to seniors, demonstrating student attitudes, etc.

Homo faber ("Man the Maker") is the interaction that focuses on creativity. Students explore the processes and products of human creativity learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

The Environment interaction aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities.

The Health and Social Education interaction area deals with physical, social and emotional health and intelligence – key aspects of development for leading complete and healthy lives.

The IB emphasis on the community of learners as well as the need to develop that community slowly is mirrored in the development of annually improving units of inquiry. By developing structured inquiry with student and teacher involvement, the units of inquiry can be sure to meet the needs of the diverse learners comprising our student population.

Developing, refining and tailoring the curriculum within the PYP and MYP frameworks is an ongoing process that starts prior to the school's opening and continues in a deliberate and measured fashion. This ensures that the school's curriculum meets the needs of the student population rather than those of the chosen instructional model.

Prior to the first year of school operation, Washington Yu Ying will provisionally plan and resource two units of inquiry for pre-K and K, and three units of inquiry for Grade One with an IBPYP trained curriculum consultant. Washington Yu Ying. The curriculum consultant will align the Chinese units of inquiry using resources such as the Confucius Institute, the Center for Applied Linguistics, the Chinese American International School Institute, and the Center for Advance Research on Language Acquisition. Units of inquiry are designed with an eye to being developmentally appropriate, educationally stimulating and standards-oriented in both English and Chinese. The first year of operation, the emphasis will be on engaging the students in the IBPYP structured inquiry with these two/three units in English and in Chinese and on language development and mathematical understanding. During the first year, staff will plan the frameworks for 2 more units of inquiry in pre-K and K and 3 more units of inquiry in Grade One. Each grade level's next set of units will be taught during the second year of operation. These units of inquiry will round out the IBPYP framework of four or six units of inquiry. The Principal and curriculum coordinator will be responsible for planning 3 units of inquiry for the incoming Grade Two prior to the second year of school operation. This will allow new teachers to the school to have a framework and materials ready for their first year in the school. Each successive year, the Principal and curriculum coordinator will be responsible for planning 3 units of inquiry for the new incoming grade level. In the third year of operation, pre-K, K, Grade One and Grade Two teachers will work with all six units of inquiry throughout the school year. Grade Three

<sup>&</sup>lt;sup>21</sup> Kitsantis (2006)

will work with three units only. This stepwise development of units of inquiry will continue until the school has taught Fifth grade for two successive years.

**Language:** Language is fundamental to learning. By learning two languages as well as learning about and through languages, we nurture an appreciation of the richness of language and a love of literature. Studies have shown there are particular benefits to students learning a second language<sup>22</sup> including:

- The ability to shift easily between symbol systems—such as mathematics and literacy.
- Higher performance on divergent thinking tasks in comparison to students not learning another language.
- Meta-linguistic awareness this includes phonemic awareness, awareness of language as a tool to communicate, and the understanding that words are arbitrary symbols.
- Higher scores on measures of verbal intelligence in some studies, when compared to non-immersion students.
- Improved overall school performance<sup>23</sup> and superior problem-solving skills.<sup>24</sup>
- Higher scores on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for four or more years outscored other students on the verbal and math portions of the test<sup>25</sup>.
- Students who have already gained significant skills in a second language have the ability to learn other languages more quickly than students who have never had foreign language training.

Washington Yu Ying's use of an early language acquisition strategy is a key feature of the program. Because Chinese is a tonal language with a logographic writing system<sup>26</sup>, not based on the Latin alphabet, it is important to start learning it at a young age, when children are developmentally-attuned to distinguishing tonal and visual variations. Using immersion is an optimal approach because it provides more contact hours for students to achieve proficiency.

Washington Yu Ying will address the needs of all learners of Chinese and English with the following general language outcomes:

Students will utilize:

- the reading process
- the writing process
- language effectively as a valuable life skill
- the internal structure of languages
- the complexity of languages
- communicative competence before emphasis on accuracy.

In addition, students will demonstrate awareness of:

- language as our major means of reflection
- circumstantial effects/changes (style, audience, purpose)
- the various influences on language (historical, societal, geographical)
- the importance of literature as a way of understanding one's self and others
- differences and similarities in literature (structure, purpose, cultural influence)
- differences and similarities between language dialects.

<sup>&</sup>lt;sup>22</sup> Bamford, K.W., & Mizokawa, D.T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. Language Learning, 41, 413-429.

<sup>&</sup>lt;sup>23</sup> Bamford, K.W., & Mizokawa, D.T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. Language Learning, 41, 413-429.

<sup>&</sup>lt;sup>24</sup> Discussion in Hakuta, K. (1986). Mirror of language: The debate on bilingualism. New York: Basic Books.

<sup>&</sup>lt;sup>25</sup> The SAT College Board. (2003). College-bound seniors: A profile of SAT program test takers. College Entrance Examination Board. Retrieved October 16, 2003, from http://www.collegeboard.com

<sup>&</sup>lt;sup>26</sup> In tonal languages, the tone of a word is a high-low pitch pattern permanently associated with it. A change of tone alters the word's meaning. In logographic languages, a single <u>grapheme</u> (an atomic unit in the written language) represents a <u>word</u> or a <u>morpheme</u> (a meaningful unit of language).

The New Standards in English, based on the research of the National Council of Teachers of English and the International Reading Association, align with the higher order thinking goals of Washington Yu Ying and will comprise the bulk of the school's English Standards. The New Standards in English paired with the Language Arts curriculum content of PYP will provide students with learning tools to process and utilize reading skills for comprehensive reading as well as the tools and skills to write creatively and analytically. The Language Arts curriculum will allow students to:

- explore the many uses of language and develop mastery of them
- experience enthusiasm and success in learning to read, write, speak and listen
- use reading, writing, speaking and listening as tools for learning
- practice and enhance vocabulary, language and comprehension skills
- receive effective intervention and remediation programs

Washington Yu Ying PCS will use DCPS standards in World Languages in concert with the Standards for Chinese Language Learning developed in a collaborative effort by the National Standards in Foreign Language Collaborative Project and the Chinese Language Association of Secondary-Elementary Schools (CLASS). Both sets of standards place an emphasis on:

- communicating and interacting
- gaining knowledge of culture and language in the world
- connecting with other disciplines to acquire knowledge
- developing insight into the nature of language and culture
- participating in multilingual communities.

**Reader's and Writer's Workshops:** The primary structure for all English and Chinese literacy activities in elementary school will be a balanced literacy approach in the form of Reader's and Writer's workshops derived from the work in Harwayne's Reading With Meaning and Fountas and Pinnell's Phonics Lessons for Grades K-3, Guided Reading, Guiding Readers and Writers, Word Matters, and Interactive Writers.

The focus of a balanced literacy framework is on reading and writing to, with and by students. The goal of a balanced literacy classroom is to help children become strong independent readers and writers. At Washington Yu Ying, reading and writing workshops following the balanced literacy framework will take place in both the English and the Chinese language programs. The teachers in both language programs will create a structure in which the students read and write daily with different levels of support. In order to support the balanced literacy program, each classroom will need a wide variety of print materials both in Chinese and in English. Washington Yu Ying will allocate funds to create classroom libraries which include individual reading books at appropriate levels, a guided reading library with leveled book sets for small reading groups and a school media center.

In addition to the PYP language scope and sequence framework, the school will employ the use of phonemic awareness, phonics-based instruction and language acquisition/vocabulary activities through the Fountas and Pinnell *Phonics Lessons for Grades K-3*. Pre-K, K and Grade One teachers will also utilize the Reading First guidelines to establish a sound literacy base with our youngest students and effectively meet the needs of the diverse population entering the school: those lagging in speaking, listening and vocabulary skills; those who are English Language Learners; and those who have special learning needs. The guidelines will also help Washington Yu Ying to ensure that all students in the school acquire language skills that will develop reading and writing abilities.

The Chinese language arts program includes CLASS standards as well as the PYP language scope and sequence framework. Where applicable, the *Phonics Lessons for Grades K-3* and the Reading First program provide greater diversity and instructional excellence. The Chinese teachers will make language comprehensible to beginning students using a variety of techniques: they will use visual cues to meaning such as concrete objects, manipulatives, concrete experiences, along with facial gestures and body language to make themselves understood. They will build on background knowledge, using it along with context to

convey meaning. They will use language that is simplified in terms of syntax, speak more slowly, emphasize key vocabulary, and both extend and expand students' limited utterances. As students progress in the language, teachers will use linguistic strategies as well. They will expand the ways in which they make themselves understood including using paraphrasing and exemplification as tools for building language. Students will also gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom because language "acquisition requires meaningful interaction in the target language - natural communication..."

The teachers in the English and the Chinese pre-K classrooms will engage in a wide variety of language acquisition activities especially focusing on personally meaningful experiences in order to help the students develop vocabulary, comprehension of text, listening and speaking skills. Drawing, scribbling, letter and character formation, modeling of writing through dictation, fine motor control activities (including painting, play dough, cutting and other such activities) and invented spelling (in English) will form the writer's workshop in the pre-K classrooms. Teachers in the pre-K will promote literacy through the acquisition of rich language and beginning literacy concepts and skills. Pre-K teachers will demonstrate a knowledge base of the following in both English and Chinese<sup>28</sup>:

- information about how to provide rich conceptual experiences that promote growth in vocabulary and reasoning skills
- knowledge about word and vocabulary development stages
- knowledge of the early development of speaking and listening comprehension skills and the kinds of syntactic and prose structures that preschool children should be mastering
- information on young children's sense of story
- information on young children's sensitivity to the sounds of language
- information on young children's understanding of concepts of print and the developmental patterns of emergent reading and writing
- information on young children's development of concepts of space, including directionality, knowledge of fine motor development
- knowledge about how to instill motivation to read

When recruiting pre-K teachers, these criteria will be paramount to ensure that the balanced literacy program in the pre-K addresses the needs of every child.

Kindergarten in English and Chinese will continue with the skills and concepts involved in phonemic awareness, morphological awareness, visual processing, phonics and letter/character formation of the pre-K as well as the development of good attitudes and knowledge about literacy. Kindergarten classrooms will explore elements of fluent reading including expression and sight word/character recognition through shared reading lessons. Students at this grade level are preparing for the challenge of reading independently. Toward this end, Washington Yu Ying will work toward the following Kindergarten accomplishments in both English and Chinese<sup>29</sup>:

#### Student Accomplishments in English and In Chinese

- Knows the parts of a book and their functions
- Begins to track print when listening to a story or re-reading own writing
- 'Reads' familiar texts emergently
- Recognizes some words/characters by sight
- Uses new vocabulary and grammatical constructions in own speech

<sup>&</sup>lt;sup>27</sup>Krashen, Stephen D. <u>Principles and Practice in Second Language Acquisition</u>. Prentice-Hall International, 1987.

<sup>&</sup>lt;sup>28</sup>National Research Council 2004, NAEYC 2006, CLASS.

<sup>&</sup>lt;sup>29</sup> Starting Out Right, National Research Council, 2004, CLASS.

- Notices when simple sentences fail to make sense
- Connects information and events in texts to life and life experiences to text
- Retells, reenacts, or dramatizes stories or parts of stories
- Listens attentively to books the teacher reads to class
- Can name some book titles and authors
- Demonstrates familiarity with a number of types or genres of text
- Correctly answers questions about stories read aloud
- Makes predictions based on illustrations or portions of stories
- Demonstrates understanding that spoken words consist of sequences of phonemes
- Can identify sameness, difference and rhyming in spoken words or word sets
- Shows awareness of onset-rime conventions
- Shows awareness of distinction between unconventional and conventional orthography
- Writes own name and the first names of some friends

#### In English Only In Chinese Only Recognizes and can name all uppercase and Recognizes and can name some common characters lowercase letters Demonstrates understanding that Chinese is Understands that the sequence of letters in a logographic written word represents a sequence of sounds Understands that the sequence of characters in a in a word written text represents a sequence of syllables in a spoken word or a sequence of words in a spoken Learns some one-to-one letter-sound correspondences sentence Makes appropriate switches from oral to Independently writes some characters written language styles Builds a repertoire of characters Independently writes most uppercase and Can write some words when they are dictated lowercase letters Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling) Writes (unconventionally) to express own meaning Builds a repertoire of conventionally spelled Can write most letters and some words when they are dictated

First grade is the time for children to bring together the many language and literacy skills developed in pre-K and K. In order to do that, first graders will begin the Guided Reading program which emphasizes the need to begin to recognize words at a glance and to use the conventions of letter-sound correspondences automatically. Intense and intentional instruction on the structure of oral language and on the connections between phonemes and spellings are critical. In order to accomplish these goals, first graders need intensive opportunities to read meaningful and engaging texts both aloud with others and independently.

Children starting school enter a period of verbal language deprivation.<sup>30</sup> <sup>31</sup> It is, therefore, especially important that literacy programs employ "talking to read" and "talking to write strategies." Teachers will

<sup>3030</sup> Wells 1986.

<sup>31</sup> Cazden 1988.

encourage students to engage the text expressively in order to fully comprehend and become deeply involved in the text of the stories. Students will verbally dramatize, critique and/or control the outcome of the story, insert themselves into the story, manipulate story text for their own stories and talk back to the story or characters.

Talking will also be critical as teachers provide ample opportunities and encouragement for first graders to write even if they need to rely on invented spellings in the English classroom. By brainstorming with classmates, conferencing with teachers and sharing their finished writing, students will develop and understanding of the mechanics of writing as well as develop their thoughts and ideas. Talk practices will also allow the teachers to gain better understanding of their students' understanding and thinking processes. At the same time students get a chance to practice, listen and engage in conversations and develop stronger language skills.<sup>32</sup>

Toward this end, Washington Yu Ying will work with first graders to achieve the following accomplishments in both English and Chinese<sup>33</sup>:

#### Student Accomplishments in English and In Chinese

- Makes a transition from emergent to "real" reading.
- Reads aloud with accuracy and comprehension any text that is developmentally appropriate for the first half of grade one.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for the grade level.
- Shows evidence of expanding language repertoire, including increasing appropriate use of standard, more formal language.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Uses how, why, and what-if questions to discuss nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense.
- Can answer simple written comprehension questions based on the material read.
- Can count the number of syllables in a word.
- Composes readable first drafts using appropriate parts of the writing process.
- Can blend or segment the phonemes of most one-syllable words.
- Produces a variety of types of compositions.
- Engages in a variety of literacy activities.

In English Only	In Chinese Only					
Accurately decodes orthographically regular, one-	Demonstrates logographic understanding of					
syllable words and nonsense words.	characters					
<ul> <li>Uses letter-sound correspondence knowledge to</li> </ul>	<ul> <li>Has a reading vocabulary of 100 characters.</li> </ul>					
sound out words.	<ul> <li>Monitors own reading and self-corrects through</li> </ul>					
<ul> <li>Recognizes common, irregularly spelled words by</li> </ul>	use of context.					

<sup>32</sup> Cummins 1997.

<sup>33</sup> Preventing Reading Difficulties in Young Children, National Academy Press, 1998, Siok W. and Fletcher, P, 2001.

sight.

- Has a 300 to 500 reading vocabulary.
- Spells correctly three-and four-letter short vowel words.
- Monitors own reading and self-corrects using letter cues and context.
- Uses invented spelling to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.

Shows character consciousness when writing independently.

Careful documentation will provide meaningful information for parents and help teachers plan individual, small group, and whole class lessons. This documentation will follow the Guided Reading guidelines of assessment with teachers recording students' oral reading, word decoding, comprehension and fluency skills as well as writing stages through anecdotal records, such as running records, reading and writing developmental continuums, and the use of standardized assessments such as the DRA and Gates-MacGinitie in English, and SOPA/ELLOPA in Chinese. Teachers will participate in Guided Reading workshops prior to the start of the school year.

In Grades 2-8, the emphasis in literacy shifts from more supportive activities such as guided reading to more independent activities such as literature circles. Literature circles lead students to deeper understanding by engaging students in conversation with their peers and teachers about what they read, reinforcing comprehension skills and building students' abilities to reflect and critique. Washington Yu Ying will continue the Guided Reading programs in Grade 2 and Grade 3 as well as establish Word Study: Making Words, Words Their Way in Grades 2-6. Students in Grades 4-8 will participate in Literature Circles. These research-based literacy programs mesh well with the expectations in the PYP language scope and sequence and also are compatible with Chinese language learning.

PYP expectations are arranged into three main strands: oral communication, written communication and visual communication. These three strands are organized in sub-strands which include listening, speaking, reading, writing, viewing and presenting. These skills are essential for language development, learning and relating to others and are embodied in the targeted objectives of the Reading First program: listening, speaking, reading writing, vocabulary and text comprehension. In the PYP, literature is an integral part of the curriculum. Incorporating content-based instruction into elementary and middle school foreign language classrooms is a way of providing a meaningful context for language instruction while at the same time providing a vehicle for reinforcing academic skills.<sup>34</sup> The PYP classroom is flexible enough to cater to variables in student backgrounds and experiences. The fundamental objectives of responsible, competent and confident communication are the common denominators for all.

See Appendices to Educational Plan in Tab K-1 for Language Scope and Sequence Overview.

**Mathematics**. Mathematics should be a vital and engaging part of the students' school day. In the elementary grades Washington Yu Ying will build a strong foundation of critical thinking and identifying math in context to the real world by employing inquiry-based methodology. And an entry point for mathematical learning, students will experience what it is like to think and act as mathematicians.

Mathematics, in general, will be taught as a specialized subject outside the PYP units of inquiry. Aspects of math that can be transdisciplinary, such as symmetry when working on an arts project, will be included as much as possible in the PYP units of inquiry. Students will work alone, in pairs, in small groups or as a whole

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<sup>&</sup>lt;sup>34</sup> Curtain, 2001.

class. Teachers will encourage appropriate mathematical discussion among the student mathematicians. Students will record mathematical learning in a variety of ways, including drawing pictures, recording numbers and writing in mathematics journals.

Chinese language learning will also be a featured aspect of Washington Yu Ying's mathematics program. Brain researchers have found that learning Chinese enhances mathematical, musical and artistic skills. This is thought to occur because Chinese is a tonal language with a logographic writing system. Researchers have found there is a higher incidence of perfect pitch<sup>35</sup>, mathematical reasoning skills, and more right-brain stimulation<sup>36</sup> in Chinese speakers.

Mathematics will be taught using the Origo Education program<sup>37</sup> as a text resource as well as Investigations in Number, Data, and Space (INDS).<sup>38</sup> Math Their Way in the early elementary and Math – A Way of Thinking<sup>39</sup> in the upper elementary will round out Washington Yu Ying's mathematics curriculum. These programs are hands-on, manipulative-based conceptual mathematics programs that develop deep understanding of the NCTM standards and offer supplementary resources that provide the practice necessary for automaticity of basic math facts.

Using more than one math text will ensure that there are no gaps in the teaching of mathematics. Students will solve problems in a number of diverse and developmentally appropriate ways and justify their answers. Mathematical ideas will be embedded in daily routines including: morning calendar, visual schedule building, classroom jobs and attendance-taking. Mathematical concepts that are not obviously transdisciplinary such as arithmetic are taught as "stand-alones". Supplementary resources will include Measure Works, a kit for hands-on measurement instruction, Clarifying Activities and Innovations from the Charles A. Dana Center's on-line resources, Mad Minute, and IDEA and KIPP rolling number chants.

Student progress in mathematics will be monitored through teacher-created rubrics and continuums as well as Origo grade-level continuums. In addition, students will participate in the external standardized testing of the DC-CAS from Grade 3 on as well as another external assessment such as Measured Progress for K-8 or Compass Learning's Odyssey for K-8.

The mathematics curriculum will emphasize the following strands:

- Data handling: Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.
- Measurement: To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.
- Shape and space: The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two and three-dimensional world.
- Pattern and function: To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called "functions". This builds a foundation for the later study of algebra.
- Number: Our number system is a language for describing quantities and the relationships between quantities. The value attributed to a digit depends on its place within a base system. Numbers are used to

<sup>&</sup>lt;sup>35</sup> Nov. 15, 2004, Science Daily, "Tone Language Translates To Perfect Pitch: Mandarin Speakers More Likely To Acquire Rare Musical Ability", http://www.sciencedaily.com/releases/2004/11/041114235846.htm.

<sup>36</sup> BBC News, June 30, 2003, "Chinese Takes More Brainpower", http://news.bbc.co.uk/go/pr/fr/-/1/hi/health/3025796.stm.

<sup>&</sup>lt;sup>37</sup> Origo Education, originally developed in Australia and used there as the main mathematics text, combines current educational research with practical classroom application to improve and refine the teaching of mathematics through structured inquiry.

<sup>&</sup>lt;sup>38</sup> Developed at TERC and funded by the National Science Foundation, these are activity-based investigations that encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively – see <a href="http://www.terc.edu/work/440.html">http://www.terc.edu/work/440.html</a>

<sup>&</sup>lt;sup>39</sup> These texts were developed using research on success in mathematical understanding and the NCTM standards as the guideline.

interpret information, make decisions and solve problems. The operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Through the use of the materials from all three programs, as well as supplementary resources provided for independent practice, guided instruction and games to develop and reinforce mathematical understanding and strategies, in Chinese and English, grade levels will meet and exceed DCPS and the National Association for the Teaching of Mathematics standards.

See Appendices to Educational Plan in Tab K-1 for Mathematics Scope and Sequence Overview.

Science: Science is fundamental to understanding the world in which we live and work. In the PYP, science is viewed as the exploration of the behaviors of and the interrelationships among the natural, physical and material worlds. Our understanding of science is constantly changing and evolving. The inclusion of science within the curriculum leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity, develops an understanding of the world and enables individuals to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world by combining scientific knowledge with reasoning and thinking skills. By engaging in inquiry themselves, teachers will not only achieve a deeper understanding of the scientific issues involved, but also will be a model for their students by assuming the role of "teacher as learner." Scientific knowledge is made relevant through its innumerable applications in the real world.

By encouraging hands-on experience, the scientific process enables the individual to make informed and responsible decisions not only in science but also in other areas of life. The PYP emphasizes science as universal and transcending the boundaries of gender, cultural, linguistic and national biases. Including science within the curriculum develops an understanding of and competence in using the facilities of a rapidly changing scientific and technological world while gaining a positive image of science and its contribution to the quality of life today. The curriculum also highlights the scientific contributions of people from various cultures and backgrounds.

The science curriculum will be taught through units of inquiry. The concepts for science units of inquiry in each grade level will be selected from the following:

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Living Things: The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.	Related Concepts: adaptation, animals, biodiversity, biology, classification, conservation, ecosystems, evolution, genetics, growth, habitat, homeostasis, organism, plants, systems (digestive, nervous, reproductive, respiratory).
Earth and Space: The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.	Related Concepts: atmosphere, climate, erosion, evidence, geography, geology, gravity, renewable and non-renewable energy sources, resources, seasons, space, sustainability, systems (solar, water cycle, weather), tectonic plate movement, theory of origin.
Materials and Matter: The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.	Related Concepts: changes of state, chemical and physical changes, conduction and convection, density, gases, liquids, properties and uses of materials, solids, structures, sustainability.
Forces and Energy: The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.	Related Concepts: conservation of energy, efficiency, equilibrium, forms of energy (electricity, heat, kinetic, light, potential, sound, magnetism, mechanics, physics, pollution, power, technological advances, and transformation of energy.

These concepts correlate well with the National Science Education Standards as well as DCPS standards. The collation of these standards with the program of inquiry from PYP will establish the key concepts for each unit of inquiry to be taught at each grade level. Materials used will include Full Option Science System (FOSS) augmented with FOSS Science Stories. Washington Yu Ying is also considering monitoring student progress with the National Association of Educational Progress external science assessment for grades 4 and 8

See *Appendices to Educational Plan* in **Tab K-1** for Science Scope and Sequence.

Social Studies: The PYP social studies curriculum is the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop a deeper understanding of their personal and cultural identities. Students develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities. Social studies provides opportunities for students to look at and think about human behavior and activity realistically, objectively, and with sensitivity. It is essentially about people: how they think, feel and act; how they interact with others; their beliefs, aspirations and pleasures; the problems they have to face; how and where they live (or lived); how they interact with their environment; the work they do; and how they organize themselves. All curriculum areas will provide an opportunity to utilize transdisciplinary skills. The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions and will serve a central role as Washington Yu Ying PCS students explore Chinese culture. In addition, the social studies component of the PYP curriculum encourages students "to understand that other people, with their differences, can also be right" in an effort to reduce prejudice and discrimination with the classroom, school, community and the world.

Students are encouraged to ask and answer their own questions in order to accommodate various learning styles and language levels. Through their interaction with the resources and dialogue with each other, students consider different points of view; develop skills and attitudes, and gain knowledge and conceptual understanding. Students apply skills and concepts in new contexts as well as transfer new skills and concepts to familiar contexts. The social studies component of the curriculum will provide opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their identities and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- gain a sense of time and place in relation to their experiences and the experiences of other people
- gain an understanding of humankind's role in, and dependence on, the natural and constructed world, and learn to apply this knowledge in responsible ways.

As a result of their learning, students share with each other and take action. Students and teachers develop and define clear criteria with which the process and product will be assessed.

The social studies component of the curriculum also provides opportunities for students to:

<sup>&</sup>lt;sup>40</sup> For information see <a href="https://www.deltaeducation.com">www.deltaeducation.com</a>. FOSS was developed with a National Science Foundation grant at the Lawrence Hall of Science, University of California at Berkeley. Many of the methodologies and materials were originally developed for students with disabilities in the SAVI/SELPH program during the 1980's. The multi-sensory philosophy serves all students.

- formulate and ask questions about the past, the future, places and society
- draw information from, and respond to, stories about the past from geographical and societal sources
- use and analyze evidence from a variety of historical, geographical and societal sources
- sequence in chronological order
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity and possible bias of sources.

Content is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments and resources and the environment. Although these strands are considered separately, in practice they are inextricably linked. Students will be made aware of the inevitable links to other areas of the curriculum in order to understand the interconnected nature of the subject areas, with one another and with the trans-disciplinary themes.

What do we want students to know?

Human systems and economic activities: The study of how and why people construct organizations and systems, the ways in which people connect locally and globally, and the distribution of power and authority.	Related concepts: communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.
<b>Social organization and culture</b> : The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.	Related concepts: artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.
Continuity and change through time: The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.	Related concepts: chronology, civilizations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.
Human and natural environments: The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.	Related concepts: amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, and settlements.
Resources and the environment: The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.	Related concepts: conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.

These strands collaborate well with the National Council for Social Studies Standards and the DCPS social studies standards. In addition, the IBPYP encourages the use of local resources to teach global concepts, and the District of Columbia is rich with local history, geography and society.

Teaching social studies in both Chinese and English will enhance language learning by placing it in the context of the curriculum. <sup>41</sup> Instruction emphasizing purposeful comprehension and communicative

<sup>&</sup>lt;sup>41</sup> Brinton, Snow, and Wesche, 1989

production yields superior receptive and expressive accuracy, complexity and fluency. In brief, students who learn language for a purpose learn it better.<sup>42</sup>

To this end, students will be involved in designing interviews, interviewing, surveying, taking polls, reading fiction and trade books, making timelines, devising and performing socio-dramas, making charts, completing decision making trees and diagrams, creating geographical and concept maps, interpreting symbols and keys, measuring distance, plotting routes, examining artifacts, listing sources, evaluating sources, working on computer databases, and presenting patterns and trends. Learning materials will reflect positive images of diverse groups. Activities will be selected which directly and most effectively engage students in research, applying and acquiring a variety of thinking and learning skills and address a variety of learning styles and language levels. Culture is an integral part of language learning. Studies show that attitudes about race most often take root between ages four and eight. Furthermore, "the age of ten is a crucial time in the development of attitudes toward nations and groups perceived as 'other' and thus it is important that children begin language and culture study before the age of ten, when they are more open to other ways of being. In early start language and culture programs children view second language learning and the insights gained into another culture as a normal part of their schooling. Through the use of structured inquiry and the concepts of the PYP program of inquiry, Washington Yu Ying students will meet and exceed the DCPS and the National Council for the Social Studies Standards as they construct meaning about questions that are significant and meaningful in their own lives, enhancing the community of learners atmosphere in the school.

See Appendices to Educational Plan in Tab K-1 for Social Studies Scope and Sequence.

Arts: Washington Yu Ying PCS will base its standards on the National Standard for Arts Education, designed by the Consortium of National Arts Education Associations, and the DCPS standards in art and music.

In music Washington Yu Ying students will be able to:

- Listen, analyze, compare, and describe different forms of music
- Evaluate music and music performances
- Identify, investigate and articulate relationships between music, other arts and outside disciplines
- Explore a variety of traditions of many cultures

In visual arts, students will be able to:

- Understand and apply media, techniques and processes;
- Use knowledge of structures and functions;
- Choose and evaluate a range of subject matter;
- Demonstrate an understanding of the visual arts in relation to history and culture;
- Reflect upon and assess the characteristics and merits of one's work and the work of others;
- Make connections between visual arts and other disciplines.

**Technology:** Based on the framework described in the Massachusetts Technology Standards, students will be able to identify, use and classify natural and mechanical objects. Students at Washington Yu Ying School will use information technology to assist in gathering, analyzing, organizing, and presenting information. Students will learn how to distinguish valid online sources from misleading ones, as well as how to use other electronic databases. Students will produce projects and reports through word processing, graphics and database, and spreadsheet programs. In addition, language support programs such as Rosetta Stone and the BBC's Muzzy will be used to bolster competency in both English and Chinese.

<sup>42</sup> Krueger & Ryan, 1993; Stryker & Leaver, 1997

<sup>&</sup>lt;sup>43</sup> Curtain, H. and Dahlberg, C.A. (2004), Languages and Children--Making the Match: New Languages for Young Learners, Grades K-8.

Health (Physical and Social Education): Health promotion and wellness at Washington Yu Ying PCS will be based on DCPS standards. Students will be expected to understand, explain and apply concepts related to health promotion and disease prevention in order to achieve and maintain healthy lifestyles. Yu Ying students will be able to access, interpret, evaluate and communicate age-appropriate health information that includes ethnic, media and technological influences. Students will engage in activities using interpersonal communication skills that respect differences among people and demonstrate responsible personal and social behavior. They will be provided regular opportunities for exercise and other healthy recreation.

#### c. Methods of Instruction

All students at Washington Yu Ying are language learners. Therefore, the methods of instruction employed to support ELL students will actually be used across the curriculum to assist all students in learning language.

English and Chinese Language Instruction for English Language Learners: Special attention will be paid to English Language Learners at Washington Yu Ying PCS. Service provision model for these students will be inclusive. We anticipate native Spanish speakers will comprise roughly 10% of our learners, and another 2-3% will speak various other languages at home. In our first year, we will have a full-time ELL teacher/coordinator. Our expectation is that this person will be fluent in Spanish to address the needs of the majority of our ELL families and will work closely with both Chinese and English teachers to deliver instruction jointly to support ELL students, especially in critical literacy areas (language arts, math, science, and social studies). He/she will be provided with technical assistance and training to address the needs of families and students for whom Spanish is not the native language. Our Chinese teachers will also receive training in the needs of ELL students and will have expertise in the area of language acquisition and learning.

The Chinese immersion focus at Washington Yu Ying will be challenging for ELL students, but contrary to conventional assumptions, preliminary research suggests that "third language children [in immersion programs] appear to be developing normally in terms of academics and ethnic identification, and there is no reason to expect that they will not continue to do so."<sup>44</sup> In addition, two promising findings from this study suggest that ELL students in third language immersion programs are academically successful (as measured by Stanford 9 scores) even if they are classified as living in poverty. The PYP program, with its emphasis on cooperative learning, multiple intelligences, global collaboration and attitudes such as "tolerance", "respect" and "empathy", will provide a supportive atmosphere for both ELL students and English speakers to flourish as they tackle an unknown language.

Washington Yu Ying is employing a model developed by the New Teacher Center – a project of the Alliance for Excellent Education – that has been adopted by almost 200 school districts in more than 30 states, including the entire state of Hawaii and all New York City Schools. This resource consists of six research-based strategies identifying effective methods for developing English language learners' content knowledge, use of academic language and interpersonal communication skills. These strategies also help native English speakers learn language that is not part of everyday English such as academic words like algorithm or allegory. We will train all staff at Washington Yu Ying PCS to use this approach to help all students as they learn both Chinese and English.

#### Six Strategies for Teachers of Language Learners 45

Vocabulary and Language Development	Introducing new concepts by discussing key vocabulary words. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the students' background knowledge.
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<sup>&</sup>lt;sup>44</sup> Robland, R. (1997). Effects of two-way immersion on the ethnic identification of third language students: An exploratory study. Bilingual Research Journal, 21 (1) pp. 1-15.

<sup>&</sup>lt;sup>45</sup> Alliance for Excellent Education. (2005). Accelerating academic language development: Six key strategies for teachers of English learners. New Teacher Center at UC Santa Cruz.

Guided Interaction	Structuring lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about academic concepts in the text.
Metacognition and Authentic Assessment	Model and explicitly teaching thinking skills crucial to learning concepts, learning second languages and becoming highly proficient readers. Various assessments are employed because students require ways to demonstrate understanding of concepts that aren't reliant on advanced language skills.
Explicit Instruction	Directly teaching concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
Meaning-based Content and Universal Themes	Employing meaningful aspects of students' lives to spur interest in academic concepts. When students can connect concepts to their lives or cultural backgrounds, they are highly motivated and learn better.
Modeling Graphic Organizers and Visuals	Using visual aids including diagrams and charts help all students, but especially ELL students, recognize essential information and its relationship to supporting ideas. Visuals make both language and content more accessible.

In a 50-50 model of immersion, such as we plan to offer, all subjects are taught in both English and Chinese, receiving equal instruction time in both languages. During the English instruction day, ELL learners will receive direct, individualized instruction aimed at developing English fluency by the school's full-time ELL teacher/coordinator. Students will also be provided with materials to be used at home (such as book and tape sets, computer programs) designed to further reinforce English skill outside the classroom.

Literacy Instruction: Teachers experienced with literacy practice will accommodate individual learning through the use of a variety of organizationally and educationally sound practices. There will be work with small group instruction suited to the abilities of the students. In addition, children will work in heterogeneous small groups in literacy centers established, developed, changed and modeled over time by the teacher. Volunteers and specialists will work with a single group or one-on-one with children. Whole class activities will be challenging and developmentally appropriate to the diverse population. The following table outlines the grade levels that will employ various aspects of the Reader's and Writer's Workshops.

English and Chinese Literacy	Pre-K	K	1	2	3	4	5	6	7	8
Phonics/Phonemic Awareness	+	+	+	+						
Read Alouds	+	+	+	+	+	+	+	+	+	+
Shared Reading	+	+	+	+						
Guided Reading			+	+	+	+	+			
Independent Reading			+	+	+	+	+	+	+	+
Literature Circles					+	+	+	+	+	+
Independent Writing			+	+	+	+	+	+	+	+
Guided Writing	+	+	+	+	+	+	+	+	+	+
Investigative Writing					+	+	+	+	+	+
Shared Writing	+	+	+	+						
Inventive/Interactive Writing	+	+	+	+						
Journals (Language, Math, Science)	+	+	+	+	+	+	+	+	+	+
Print Rich Environment	+	+	+	+	+	+	+	+	+	+

**Structured Inquiry:** Everyone is committed to learning in a structured inquiry environment. Adults and children are encouraged to ask questions, identify problems and seek solutions in the pursuit of continuous improvement towards common goals. Each classroom operates as a microcosm of the entire school.

A structured inquiry classroom is a place of variety and balance. Balance is seen in the attention given both to the pursuit of understanding and to the acquisition of knowledge and skills. Variety is there because teachers are resourceful professionals who are in command of a range of teaching and grouping strategies. Teachers select appropriately from this repertoire according to school-wide goals and classroom purpose. Students are actively engaged in planning and assessing their own learning. The classroom is characterized by collaborative and purposeful activity. It is an environment in which learning knows no limits.

Teachers of structured inquiry integrate the various disciplines into a cohesive, meaningful whole while ensuring that the essence of each discipline is retained.

Units of Inquiry and Trans-disciplinary Study: The principal means of bringing about integration is through the trans-disciplinary units of inquiry which form the heart of the PYP approach. These units of inquiry comprise a school-wide, thematic program of inquiry which ensures continuity of curriculum for students throughout their elementary career. Through the units of inquiry, students formulate questions, observe, plan, collect data, organize data, interpret data and present findings in mathematics, social studies and science. Language is the medium of inquiry. Literature is an important element in each unit of inquiry throughout the grade levels.

Language, both Chinese and English, will be used both aesthetically and functionally within the units of inquiry. Teachers and students use concepts to generate key questions with which to conduct inquiry into significant content. In the course of inquiry, students acquire essential knowledge and skills and engage in responsible action. With preplanning and initial teaching of each unit, the essential elements are synthesized into key questions which drive inquiry and into the learning outcomes which form the basis for assessment. Using the written standards and learning objectives as primary resources, teachers and students plan a process of structured inquiry involving a range of classroom activities. Assessment, integral to the activities, focuses on both the quality of the learning process and the quality of the learning product.

**Differentiated Instruction**: The IB curricula focus heavily on differentiated instruction because students learn in a variety of ways. Our teachers will have a solid repertoire of instructional techniques, routines and practices enabling them to match best practices with the instructional needs of students. To provide content-specific instructional knowledge and general instructional skills, teachers will create flexible, heterogeneous groups for small-group instruction and cooperative learning; organize whole-group instruction; model learning aloud; organize independent learning experiences; and provide one-on-one instruction.

The school will also support differentiated instruction with multiple forms of assessment and the constant use of data to inform decisions. The administration will use assessment tools and results to monitor classroom inquiry, to demonstrate program effectiveness, as well as to track student growth. Teachers will use the assessment tools and results:

- to inform better teaching practice
- to track individual students' learning needs and growth
- to identify students' strengths and weaknesses
- to judge effectiveness of teaching and learning processes
- to adjust planning and program development
- to inform effective reporting to students, parents and administration

The students will use the assessments:

- to develop understanding of their own strengths and weaknesses
- to track their own growth and learning
- to proudly demonstrate learning to parents and also community members through portfolios, showcases, presentations, performances, exhibitions, videos, DVDs, and CD-roms

Student-Centered Learning and Active Engagement: Washington Yu Ying School will employ student-centered learning for all grades. We believe that each child brings unique experiences to the

classroom and activating students' prior knowledge and experiences is the key to their engagement. All students will be expected to learn and retain information, and many skills will be demonstrated in individualized projects. Students will be actively engaged in thematic learning by choosing their own foci for reading, writing, artistic and scientific explorations.

Washington Yu Ying acknowledges that young children need extended periods of time and as much space as possible to explore, investigate and play. The school environment will have a range of clearly defined areas to encourage exploration, investigation and play, both in and out of doors. These may include spaces for reading, writing, art, construction, imaginative play, mathematical exploration, and science investigation.

This effort to support children's construction of meaning from the world around them by drawing on their prior knowledge, providing provocation through new experiences, and providing time and opportunity for reflection and consolidation is key to the IB emphasis on inquiry in young children being demonstrated by wondering, exploring, investigating, synthesizing and theorizing. Their developing theories are applied and verified or modified by expressing their ideas in a variety of media facilitated by the teacher and through play with materials supplied by the teacher and reflection encouraged by the teacher.

Classroom Management: Each classroom at Washington Yu Ying will use antecedent-based strategies and consequence-based strategies. Antecedent-based interventions will include teacher proximity and movement, helping students make smooth transitions, establishing and teaching rules, and facilitating and teaching social skills. Rules will be decided within each classroom at the beginning of each year. Whole school rules will be developed by teachers and administrators at the beginning of the first school year to ensure consistency and community understanding. Rules will stay as consistent as possible from year to year in order to create continuity of school community. Lessons teaching social skills are embedded into the IBO curriculum and the IB learner profile: communicators, principled, caring, open-minded, balanced and reflective.

Consequence-based interventions will include positive reinforcement, contracting and self-management evaluations and plans. Teachers will select their own methods of positive reinforcement. Contracting will be a key element for Washington Yu Ying. Grade levels will collaborate to design age-appropriate contracts that include specific guidelines for behavior improvement, action-appropriate consequences if improvement is not observed, and parental signatures. These contracts will be kept on file as documentation of student behavior and teachers' attempts to resolve behavioral difficulties. Grade levels will also work together to develop self-management documentation resources. We believe that in order for students to become self-regulators and independent thinkers, they must be aware of their actions and be able to evaluate their progress. Self-management evaluations will be kept on file to use by school personnel if necessary.

**Gifted and Talented**: Because Washington Yu Ying and the PYP curriculum subscribe to the tenets of multiple intelligences, we believe that all students are gifted, all students have special needs and all students should have the supplemental aids and resources to help them achieve to their highest potential. The PYP student profile enables gifts and talents as well as challenges to be identified, and the PYP curriculum is flexible enough to meet the needs of the highest achieving students across academic and social competencies.

#### d. Students with Disabilities

The Washington Yu Ying Public Charter School community believes that its first obligation is to successfully address the instructional needs of ALL students. We believe that, for too long, students with disabilities have been victimized by the "soft tyranny of low expectations." By employing the IB PYP and MYP curricula we will provide differentiated instruction to address how children learn in different ways – with the expectation that they can and will learn to higher standards. In doing so, we will emphasize the concept of "access" for all community members. Students with disabilities will be afforded the supports, instruction and human resources necessary for them to achieve the standards set forth under the No Child Left Behind (NCLB) Act, the District of Columbia Comprehensive Assessment System (DC CAS), and the International Baccalaureate Primary Years Programme (IB PYP) and Middle Years Programme (IB MYP). We propose to embrace one of the principal intents of the Individuals with Disabilities Education

Improvement Act (IDEA 2004) to ensure "early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children." 46

The concept of "access" relative to student supports means that before referring students for special education evaluation, extensive pre-referral supports will have been identified, implemented and assessed. For students who have been formally evaluated and found eligible for special education and/or related services, we know that inclusion in the general education classroom is the best way to ensure access to the general curriculum; therefore, general and special educators must collaborate and incorporate discipline-specific techniques into each other's repertoire of skills.

To address the needs of students at risk of special education placement, as well as those already receiving services, Washington Yu Ying proposes to establish a support mechanism that blends elements of traditional consultation efforts such as student assistance teams, teacher assistance teams and instructional consultation teams. This entity, called "STARS" (Student/Teacher Achievement Resource Support) will be composed of representatives from special education, appropriate grade level general education, administration, guidance/social work, and related service and technical assistance providers as necessary. This team, in conjunction with individual classroom teachers, students and parents, will collaborate to design, deliver, and develop capacity to implement evidence-based practices to support students and teachers in inclusive environments.

Access to the general curriculum and standards will be afforded to students with disabilities by ensuring that instruction is designed and evaluated against principles of Universal Design for Learning (UDL) a research-based set of principles that forms a practical framework for using technology to maximize learning opportunities for every student. UDL actualizes the opportunities inherent in two great challenges facing today's educators: the challenge of learner diversity and the challenge of high standards.<sup>47</sup> Washington Yu Ying will also ensure that student assistive technology needs will be considered and implemented as per IDEA requirements to both maintain the least restrictive environment (LRE) and to afford accommodations appropriate under the ADA (Americans with Disabilities Act) and Section 504 of the Rehabilitation Act.

Students with disabilities will receive services from educators and related service providers who are highly qualified (possess or are eligible for DC certification in their endorsement area) under NCLB. In addition, Washington Yu Ying will endeavor to increase the capacity of all the adults working with students with disabilities by emphasizing that special education is a service, not a place, and that every teacher at Washington Yu Ying is a special educator, because ALL students have special needs when in comes to accessing the curriculum. Consistent professional development in the areas of evidence-based practices for learning and behavior, special education law and procedures, IEP development and delivery, and the aforementioned Universal Design for Learning will be a requirement for all teachers. Washington Yu Ying does not envision separating special and general educators for training opportunities. A partnership for training and technical assistance has been established between Washington Yu Ying and The Kellar Institute for Human disAbilities (KIHd) at George Mason University. KIHd is a part of the College of Education & Human Development and combines the resources of GMU with local, state, regional, national, public, and private sector agencies and organizations to develop products, services and programs for persons with disabilities.

Washington Yu Ying is committed to the principles of full inclusion for all students and preference will be for the provision of services to take place within the general classroom, provided this meets the individual IEP goals and LRE needs of students with disabilities. As noted previously, the expectation will be for joint professional development and service delivery by general and special educators. For its first year, Washington Yu Ying will have a full-time special educator on staff who will serve as the primary service provider for grades Pre-K-1, and a half-time Special Education Coordinator, who will conduct education evaluations for special education, chair eligibility committees, inform the school community about Child Find, submit (with

<sup>&</sup>lt;sup>46</sup> US Department of Education, Office of Special Education Programs Committee Report: Building the Legacy: IDEA 2004

<sup>&</sup>lt;sup>47</sup> (David H. Rose & Anne Meyer: Teaching Every Student in the Digital Age: Universal Design for Learning ASCD, 2002

the principal) reports required of all LEAs by IDEA and the School Reform Act, and ensure that all timelines and due process procedures are met for Families and Advocates Partnership for Education (FAPE) provisions.

Washington Yu Ying has elected to be its own LEA for special education purposes, and will therefore be eligible for IDEA Part B funds to defray evaluation and other costs born by LEA-charters. Washington Yu Ying will collaborate with DCPS to ensure continuity in services for students entering the school from another DCPS school.

The special education process at Washington Yu Ying will proceed as it does at any school meeting the provisions of IDEA, with qualitative differences at the pre-referral stage:

**Pre-Referral**: Students who appear to be experiencing difficulty accessing or meeting the demands of the general education curriculum (be it academically or behaviorally) will be identified and referred to the STARS committee by an educator, administrator, parent, or related service provider. The STARS committee will observe the student, meet with the classroom teacher and other concerned staff to identify current and potential supports and interventions, and then develop an Access Plan that will include needed accommodations, remediation, behavioral or academic supports, teacher training needs, human, technology, and material resources, and finally an assessment plan to monitor and evaluate progress to determine what the next step(s) should be. If, after a mutually agreed upon amount of time, the student is still struggling academically and/or behaviorally, the STARS team will then refer the student for evaluation for special education eligibility (pending parental consent).

**Evaluation**: Since Washington Yu Ying is an LEA for special education services, it is responsible for ensuring that initial evaluations are conducted by certified providers within proscribed IDEA timelines. Washington Yu Ying will contract with Chesapeake Center for related service (OT, PT, Speech/Language) evaluations, and End-to-End Solutions for the Psychological evaluation. The Special Education Coordinator will conduct the educational testing, and the school social worker will conduct the social case history with the family.

**IEP/504 Plans**: All students who were referred for special education evaluation will have an eligibility meeting conducted to determine whether the results of the evaluations meet the criteria for special education under one or more of the 13 federal categories. Results of the evaluations will be articulated by providers qualified to interpret evaluations so that parents are informed of the precise nature of their child's disability and educational needs. Upon confirmation of the testing results, an IEP will be developed jointly by the parents and Washington Yu Ying staff, as well as by any needed related service providers. The IEP will specify the student's present level of educational performance, educational and behavioral goals and objectives, nature and amount of service delivery, participation in assessments and needed accommodations, and evaluation methods and criteria. For those students who do not meet federal criteria for special education services, but are in need of educational accommodations due to a disability, a 504 plan will be developed and monitored by the STARS committee.

Implementation of the IEP will be conducted, documented and supervised by the Special Educator and Coordinator in conjunction with the school's administration. Service provision will be implemented in the general education classroom unless LRE dictates otherwise. IEPs will be monitored through anecdotal records, curriculum-based assessments and measurements, and service-delivery logs. Progress on IEP goals will be reviewed monthly by the special education team in collaboration with the STARS committee. Progress on goals and objectives will be reported to parents upon request, or at least as often as progress is reported to parents of children without disabilities, in accordance with IDEA mandates. The highest priority will be give to the protection of Due Process provisions for families and students.

Monitoring Progress: To prevent a disproportionate representation by culturally and linguistically diverse groups, data will be collected to document the number and types of referrals to special education. Quantitative and qualitative analysis of special education processes and services will highlight professional development needs for all school staff, as well as illustrate additional services, supports, and resources Washington Yu Ying will need to provide to ensure equitable access to the curriculum and the achievement of high standards by all its learners.

#### e. Strategies for Providing Intensive Academic Support

The following are strategies the Washington Yu Ying PCS will implement to ensure that the needs of all its students are met, that no student suffers from unidentified conditions that could impede his or her academic success, and that are sensitive to the factors that often impact the educational progress of disadvantaged urban children and families.

Health and Wellness: In consultation with area university social work and nursing and medical programs, Washington Yu Ying PCS will connect students and families to area mental and physical health screenings and well-child services to identify potential threats to learning and achievement. The school social worker will be trained to assist parents in getting their children eligible for Medicaid benefits and connected to participating providers or affordable health services through area clinics like La Clinica Del Pueblo. We anticipate that many of our at-risk students will also qualify for free/reduced price meals while at school, so our social worker will also ensure that these students are enrolled if eligible. For any student who comes to school hungry and therefore unready to learn, Washington Yu Ying will ensure that classrooms have nutritious provisions through PTA donations. We will also run an optional before-school breakfast program for all students. Those qualifying for Free and Reduced Lunch (FRL) will be encouraged to attend so as to ensure they begin each day well-nourished. Families with nutritional needs can be referred to area resources such as the Capital Area Food Bank.

Focus on Literacy: Despite research identifying prevention strategies for reading failure, large numbers of students continue to experience literacy difficulties that put them at great risk for school failure. Washington Yu Ying PCS has identified implications for reading instruction that have emerged from the research as common to schools who are successful in teaching children to read and be academically literate, despite conditions of poverty and other environmental barriers to success:<sup>48</sup>

- Accountability for every child. All means All at Washington Yu Ying PCS, and if a child has a label (ELL, Special Education) it does not mean that the classroom teacher has less of a responsibility for his or her progress, or that the rest of the school is not obligated to do whatever it takes to assist that teacher
- Safety Nets. Tutoring before, during, and/or after school will be provided to at-risk learners to provide "intensive care" for their literacy needs. Family literacy interventions will also be provided: workshops on what parents can do to support literacy, audiobooks so children can practice independently at home with their parents, a lending library of leveled materials so students and parents can read books together at appropriate levels, and connections to resources to build parent and family literacy.
- An Open Literacy Model. Providing a balanced literacy approach eliminates the need to defend one particular model and, instead, embraces techniques originating from diverse sources. Students and teachers will have access to a variety of approaches and materials, such as guided reading and writer's workshop along with a strong emphasis on systematically teaching the alphabetic code through a phonetic approach. Through this, instruction is designed to meet the needs of the child, by instead of asking, "Is phonics a better way to go than a more holistic approach?" we would ask, "What does this child need at this phase of his/her reading development?"
- Regular Assessment and Monitoring of Student Progress. Through formative and summative
  assessments and using curriculum-based measurement, student achievement will be documented on a
  weekly basis to ensure literacy needs are identified and tackled immediately.

**Professional Development and Coaching:** Through Washington Yu Ying's professional development agenda and the STARS team (Student/Teacher Achievement Resource Support), teachers will receive the initial training and follow-up support critical to building their own capacity to meet students' needs, as well as having additional human resources to assist with individualizing instruction.

<sup>&</sup>lt;sup>48</sup> Denton, C., Foorman, B., & Mathes, P. (2003) Perspective: Schools that beat the odds. Remedial and Special Education, 24(5). PP. 258-261

**Peer Tutoring and Cooperative Learning**: Washington Yu Ying PCS makes extensive use of these instructional grouping arrangements for student instruction through the PYP.

Time Provided for Learning for both Students and School Staff: Instructional time, teacher planning time, and professional development time are not just emphasized but protected. Washington Yu Ying administration will ensure that literacy instruction is uninterrupted, and has made adequate provisions for teacher collaboration and training by building it into the master schedule.

An Environment that Values All Students: Washington Yu Ying PCS, through the PYP and MYP curricula, will create an environment that truly let's all students know they are valued, and that despite whatever challenges they have in school, we maintain a zero-reject policy. Once a student becomes part of the Washington Yu Ying family, he/she is important to all the stakeholders in the educational community. Teachers, administrators, and all school staff will know all students by name, and will welcome their families into the community as well. Pressure is not on school community members to assimilate, but to understand, respect, and celebrate culture, abilities, and differences. In this way, all students feel like they belong and that any challenges they may bring to the learning process will only cause them to receive more supports, not threats of rejection or dismissal.

#### 3. STUDENT PERFORMANCE

#### a. Student Assessment

The foundation for high academic achievement begins with a strong literacy program at the primary level. Washington Yu Ying PCS will use a balanced literacy and assessment model to achieve this foundation. Essentially, students will be assessed in all subjects in both English and Chinese. Relying on a range of assessments will allow our students to benefit through demonstration of understanding in a variety of ways.

Assessment tasks may include:

- open-ended investigations
- organized debates
- hands-on experimentation
- analysis
- essay
- reflection
- portfolio presentation

Assessment tools may include:

- rubrics
- benchmark/exemplars
- checklists
- anecdotal records
- continuums
- portfolios

Teachers will assist students in understanding the relationship between reading and writing and encourage students to use knowledge of one to support learning in the other. Our IBPYP teachers will organize continuous assessment over the course of the program taking account of specified criteria that correspond to the objectives for each subject. The IBMYP section offers a criterion-referenced published model of assessment for Grade 6 - 8 pupils' results will be determined by performance against set standards, not by each pupil's position in the overall rank order.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required performance and content objectives within each subject group. Assessments, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. Benchmark assessments will be written by our language and curriculum teams to ensure that student progress is monitored in both languages. Formative assessments, to focus on the quality of student learning during the process of inquiry and instruction and summative assessments, a culminating project to demonstrate learning and growth at the end of each unit of inquiry will be documented in each student portfolio. These summative unit assessments may inform instruction through many forms, including self-assessment, peer-assessment, art, essay, research paper, presentation, reflection, science experiment, math reflection, debate, demonstration of problem-solving process, musical performance, drama performance, and portfolio presentation.

English Literacy Assessments: Washington Yu Ying PCS will use the Developmental Reading Assessment (DRA), running records, and Gates MacGinitie, The DRA will be used as a benchmark assessment to establish growth over larger periods of time, which will yield significant results by identifying the instructional level of each student. The DRA will be administered twice each year. On-going running records will also be used to inform instructional grouping, large group instruction and mini-lessons. Individual students' results will be charted to note progress. Running records will be completed on all students a minimum of once every four weeks, more often for those readers who are struggling and/or classified as at-risk. DRA and running records will be included in the data warehouse to ensure that student development can be tracked effectively. The Gates-MacGinitie will be administered once per year beginning in Kindergarten. In addition, students from grades 3 on will participate in the DC-CAS yearly exam.

Chinese Literacy Assessments: In addition to teacher-made assessments, portfolios and unit of inquiry formative and summative assessments throughout the school year, the Washington Yu Ying Chinese teachers will utilize standardized Chinese language tests each year. Despite the limited number of assessment instruments currently available for grade kindergarten through 3 nationally, Washington Yu Ying has chosen the one most appropriate for the younger elementary students. The Early Language Learning Oral Proficiency Assessment (ELLOPA) is a language proficiency assessment, for grades preK – 2, designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. These interactive listening and speaking assessments are designed for young children. The ELLOPA was developed by the Center for Applied Linguistics (CAL), when it became clear that the Student Oral Proficiency Assessment (SOPA) was more appropriate when administered to students after two years of foreign language study (i.e. grades 2-8 at Washington Yu Ying). Also developed by CAL and recently developed for Chinese language assessment, the use of the ELLOPA (grades prek-2) and the SOPA (grades 3-8) will ensure progressive data and record keeping on individual children that is aligned. In addition, as new tools that are in development come on line, Washington Yu Ying will consider new assessment tools.

For 3rd-6th graders, Chinese language proficiency will be assessed each spring using the Chinese version of the National Online Early Language Learning Assessment (NOELLA) developed by the Center for Applied Second Language Studies (CASLS). NOELLA is "...universally accessible, and nationally norm-based assessment of proficiency for early language learners...It is tied to the national foreign language standards and the American Council on the Teaching of Foreign Languages (ACTFL) K-12 Proficiency Guidelines." For 7th-8th graders, Chinese language proficiency will be assessed each spring using the Chinese version of the Standards-based Measurement of Proficiency (STAMP) under development by Language Learning Solutions (LLS). The LLS website 1 notes: "STAMP is an entirely Web-based assessment that can be used for placement or as a summative test. It was developed and statistically validated on over 30,000 students by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based." It is necessary to change the external Chinese exam throughout the Washington Yu Ying school years, as each exam is more appropriate to certain grade levels.

Math and Science Assessments: Washington Yu Ying students will be regularly monitored for mathematical understanding and progress, through math journals, science journals, teacher-created assessments, quizzes, and tests and also through the use of standardized testing. The DC-CAS will be one external exam utilized. Washington Yu Ying is considering the use of another math assessment such as Measured Progress (MP) for K-8, Compass Learning's Odyssey for K-8, and a science assessment such as National Association of Educational Progress (NAEP) for grades 4 and 8.

Standardized Assessment	K	1	2	3	4	5	6	7	8	

<sup>&</sup>lt;sup>49</sup> For more information on SOPA and ELLOPA, see http://www.cal.org/ellopa/ACTFL2002/sopaellopa.pdf

<sup>&</sup>lt;sup>50</sup> For more information on NOELLA, see http://casls.uoregon.edu/NOELLA.php

<sup>&</sup>lt;sup>51</sup> For more information on STAMP, see http://onlinells.com/stampplace.php

DC-CAS				*	*	*	*	*	*
Gates-MacGinitie	*	*	*	*	*	*	*	*	*
DRA	*	*	*	*	*	*			
SOPA/ELLOPA	*	*	*						
NOELLA				*	*	*	*		
STAMP								*	*
Math External Assessment MP or Odyssey	*	*	*	*	*	*	*	*	*
Science External Assessment (NAEP)					*				*

#### b. Basis for Promotion and Graduation

Promotion will be based on students' meeting grade-level knowledge and content standards and will be determined by a student's assessment information, teacher recommendation and principal approval. Washington Yu Ying PCS anticipates that many students may enter the school below grade level. For this reason, the school will recognize students who have not yet met grade level standards but have demonstrated at least one year's growth or have made growth that puts him/her within 6 months of grade level targets or are in pre-K or K and the classroom teacher and principal recommend promotion. For students to be promoted from K to grade one and from grade one to grade two, students must demonstrate ability to read at a benchmark level to be determined by the faculty of Washington Yu Ying PCS. Washington Yu Ying faculty and staff will also be watchful for emotional, physical or social issues that could be hindering a student's progress. The classroom teachers will then conference with the principal about these issues. As a result, a child might be referred to the school's Counselor or an outside social service agency. The school may also reach out to the child's immediate family for help in addressing the troubles that may be causing problems in learning.

In determining whether the student has reached the standard for the effective grade level and should be promoted, multiple factors will be taken into account, including: ongoing diagnostic assessments to determine a student's mastery of material in each core subject both in Chinese and English, performance on the DC-CAS, the DRA and/or Gates-MacGinitie, the SOPA and/or ELLOPA. NOELLA, and STAMP, the chosen external math assessment, and the NAEP for science and staff assessment of whether the student will be motivated or discouraged by repeating a grade. Students who are at risk of not being promoted will be identified in January, and a conversation with each student's family will take place before March about the possibility of retention. All students who are candidates for retention will have an Individual Learning Plan, be given additional academic support, and be closely monitored. If a student must be retained, then the classroom teacher, the principal, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student's success.

Students will be assessed for promotion and graduation not only based on standardized test scores, but also on summative assessments from PYP units of inquiry and on portfolio evaluations. Both the summative assessments and the portfolio system will be aligned with the curriculum content standards, and students will be required to formally present their portfolios containing several years' work in both Chinese and English in the benchmark years of 2<sup>nd</sup> and 4<sup>th</sup> grade.

In the benchmark years of 5th and 8th grade, the students will be expected to present their portfolios as well as formally present at a 5th grade 'exhibition' and at an 8th grade 'graduation project'. (See International Baccalaureate Program in Methods of Instruction section of Washington Yu Ying PCS application.) In order to pass into the next grade or graduate, students must demonstrate mastery of the major standards in each content area by guiding a panel of educators, parents, and community members through their portfolio and discussing their academic strengths and challenges in both Chinese and English. The 6th grade 'exhibition' is an important element of the IBPYP. A culminating project, the 'exhibition' highlights a student's ability to demonstrate transdisciplinary inquiry with a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from the PYP to the MYP. After working with a project advisor to

determine project goals and an action plan, 8th grade students must demonstrate quality of work, creativity of presentation, and the articulation of the value of the project when guiding a panel of educators, parents, and community members through their graduation projects. This final independent project will assist the school community in deciding on a student's preparedness to graduate and go on to a rigorous high school. Completing this assignment will require skills in Chinese and English of reading, writing, public speaking, research, computation, critical thinking, organization, time-management, self-motivation, and diligence – all of which are necessary for Washington Yu Ying's goal of developing life-long learners. Students who present portfolio or project work that does not meet or exceed the standards may not be promoted; the student's teachers and principal will then look at her/his standardized test scores, semester grades, and teacher recommendations to make the final determination.

#### c. Student Intervention

Washington Yu Ying PCS has identified both a mechanism and a research-based model to provide interventions to struggling students in order to avoid retention, dependence on remediation and inappropriate placement in special education. The mechanism will employ the school STARS team (Student/Teacher Achievement Resource Support) which is a combination of three research-based pre-referral interventions: Student Assistance Teams, Teacher Assistance Teams, and Instructional Consultation Teams. The team will employ the Response to Intervention (RTI) model to identify and serve students at risk.

The STARS Team will serve as an interdisciplinary school-based resource to assess, devise interventions for and monitor the needs of students at risk of retention or special education referral. The team is designed to provide turn-around professional development in best practices, academic and behavioral consultation to staff and families, consistent data and assessment analysis and modeling of effective instructional techniques to build capacity. This team is composed of administration, grade level instructional representatives, the special education coordinator, ELL teacher, immersion teachers, social worker, and ad hoc technical assistance providers (for example, faculty from GMU's Kellar Institute for Human disAbilities). This team meets formally on a bi-weekly basis (or more frequently if needed) and members can consult ach other when needed or requested.

The Response to Intervention (RTI) model for school-age children is a three-tiered model emphasizing pre-referral prevention and intervention of learning difficulties that dominates national discussions on the identification of learning disabilities.<sup>52</sup> <sup>53</sup> RTI allows for early and intensive interventions based on learning characteristics and needs rather than waiting for children to fail, and it promotes a collaborative approach to delivering supports and services.<sup>54</sup> <sup>55</sup> Early intervening services can both prevent academic problems for many students who are having learning difficulties and determine which students actually have learning disabilities versus those whose underachievement can be attributed to other factors, such as inadequate instruction. RTI emphasizes the quality of the curriculum and instruction, thereby offering potential benefits to every student.

RTI is based upon three components: (1) the use of multiple tiers of intervention with increasingly intense intervention; (2) a problem-solving approach that provides educators with a step-by-step process to identify and analyze problems, develop a plan, and evaluate the efficacy of interventions; and (3) an integrated data collection/assessment system to guide decision making in each tier of service delivery.<sup>56 57 58 59 60 61</sup> In

<sup>&</sup>lt;sup>52</sup> Learning Disabilities Research and Practice, 2003, Vol. 18, No. 3; Learning Disabilities Quarterly, 2005, Vol. 25, No. 1

<sup>&</sup>lt;sup>53</sup> Journal of Learning Disabilities, 2005, Vol. 38, No. 6

<sup>54</sup> Vaughn & Fuchs, 2003

<sup>55</sup> Fuchs, 2003

<sup>&</sup>lt;sup>56</sup> NASDSE, 2005

<sup>&</sup>lt;sup>57</sup> Blankstein & Cocozzella, 2004

<sup>&</sup>lt;sup>58</sup> Fuchs, 2003

<sup>&</sup>lt;sup>59</sup> Kamps & Greenwood, 2005

<sup>60</sup> Marston et al., 2003

recent years, a standard treatment protocol has emerged as an additional RTI practice<sup>62</sup> which uses a particular research-based intervention for a small group of children with similar problems in a given domain.<sup>63</sup> Tiers 1 and 2 are classroom prevention steps and Tier 3 is a combination of prevention and eligibility determination.

At the Tier 1 level, teachers are preventive and proactive by (1) providing high quality instruction as an essential foundation for learning for all students, and (2) determining which students may need additional instructional interventions to make adequate progress. In Tier 1, all students are screened to determine whether the curriculum and instruction offered in the general education classroom are sufficiently supportive to meet the educational needs of most children. If 80% of the children in a particular classroom meet predetermined academic and behavioral benchmarks, then the general education curriculum is presumed to be of sufficient quality. If the 80% criterion is not met, then classroom-level intervention to improve the quality of instruction should be implemented. In Tier 2, targeted group interventions within the general education classroom are used to address the needs of the students who do not make adequate progress in Tier 1, even when the general education curriculum is deemed to be of high quality. Teachers are encouraged to intervene with these students in Tier 2 by using differentiated instructional methods, such as curriculum-modifications, small group instruction or standard treatment protocols. Teachers can anticipate that approximately 15% of the children will make adequate progress as a result of additional instructional support provided in Tier 2. In Tier 3, teachers implement intensive, individualized instruction for students who fail to make adequate progress in Tier 2. The RTI approach assumes that a small proportion of students (perhaps 5%) may continue to make insufficient progress even with the use of intensive individualized instruction. These students may have specific learning disabilities and should be referred for formal evaluation.<sup>64</sup> <sup>65</sup> <sup>66</sup>

Other essential features of RTI include collaboration between classroom teachers and specialists, use of assessment data and continuous progress monitoring to inform instruction at each tier, research-based curriculum and instruction and systematic assessment of the fidelity with which instruction and interventions are implemented.<sup>67</sup> <sup>68</sup> Continuous progress monitoring of student performance permits data-based decisions on the effectiveness of the general education curriculum, the need to provide enhanced instruction for some students and the timing and intensity of these interventions. By monitoring a student's learning and comparing it to that of peers receiving the same instruction, teachers can determine whether the student's academic level and rate of progress warrant further assessment or formal evaluation. Prompted by the growing movement in the learning disabilities field to shift the focus away from the discrepancy model and toward early intervention combined with high quality instruction, the reauthorized IDEA included RTI approach as one option that schools can use to identify students with learning disabilities.

Strategies that might be identified by the STARS team, documented in the student's portfolio and implemented through RTI could be for educational and/or behavioral concerns. To begin to build teacher capacity to implement pre-referral interventions, Washington Yu Ying PCS will provide all educational staff with the Pre-Referral Intervention Manual (PRIM)-Third Edition (2006). Washington Yu Ying will provide in-school and after-school tutoring (tutors will be recruited from area university teacher-preparation programs in exchange for internship credit), small group and individualized instruction and conferences with students and parents at times and locations that meet the needs of families, as well as insist on rigorous documentation

<sup>61</sup> O'Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2003

<sup>62</sup> NASDSE, 2005

<sup>63</sup> Fuchs, Mock, Morgan, & Young, 2003

<sup>64</sup> Kamps & Greenwood, 2005

<sup>65</sup> NASDSE, 2005

<sup>66</sup> Reschly, 2005

<sup>67</sup> Fuchs & Fuchs, 2002

<sup>68</sup> Fuchs, Fuchs, & Speece, 2002

and analysis of all interventions to ensure that decisions about student progress are data-driven. Students' portfolios will serve as the document for recording decisions and interventions. Unlike typical "individualized learning plans" which serve to primarily identify student weaknesses and interventions designed to remediate those weaknesses, the student portfolio is a collection of evidence of student work and progress which will ensure that a balanced, holistic portrayal of the whole child is presented so that no student ends up being perceived as a collection of challenges and failures.

An immersion model may present challenges for both special education students and English language learners. The Washington Yu Ying immersion model is designed to give students alternating days of instruction in each language (Chinese and English) so that in any two week period, each student will have 4 ½ days of English instruction, and 4 ½ days of Chinese instruction (1/2 days are to accommodate the once a week early closing for professional development time for staff). The rationale for choosing this model is to meet the needs of students who may be learning both English and Chinese, have language deficits or special needs such as language-based learning disabilities. Our rationale is based on research reported by the Center for Applied Linguistics, and technical interviews with staff from Rock Creek International School, which for 18 years employed this model with its students, including those who were identified with language-based deficits and disabilities.

Washington Yu Ying will be implementing a partial immersion program, which means instructional time is divided equally between English and the immersion language throughout the grades. In full immersion programs, teachers use no English at all in the early grades, and then in grade 2, 3, or 4, teachers introduce English language arts and reading for one period per day and gradually move toward an even distribution of English and the immersion language by Grade 5 or 6. The decision to use partial immersion vs. full immersion will allow learners with suspected or apparent language-based learning deficits or disabilities to receive compensatory services in English during non-Chinese days, thus giving them a whole school day to receive remediation and accommodation services. This approach also provides a more concentrated dose of language arts activities in English than full immersion programs provide.

Research has shown that the vast majority of immersion programs are open to all students. There are typically no admissions tests or pre-screening processes in these programs. Research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic and ethnic backgrounds<sup>69</sup>. As is sometimes purported, these programs are not intended exclusively for middle- and upper-class Anglo families. In fact, some recent research indicates that immersion may be an effective program model for children who speak a language other than English or the immersion language at home. <sup>70</sup> It is hypothesized that these learners may benefit from a leveling-of-the-playing-field effect that occurs when all of the students in the class are functioning in a second language. Students who are not native speakers of English are able to be on par with their native-English-speaking peers and enjoy the same kinds of success with learning.

The research does indicate that there are many unanswered questions concerning the suitability of language immersion for children with language-based learning disabilities. Empirical research on this topic is scant. Some researchers and immersion practitioners argue that children whose first language acquisition is *seriously* delayed or who have *extreme* struggles with auditory discrimination skills may be overtaxed in a language immersion program.<sup>71</sup> Students with previously identified language-processing challenges will have

<sup>&</sup>lt;sup>69</sup> Genesee, F. (1992). Second/foreign language immersion and at-risk English-speaking children. Foreign Language Annals, 25(3), 199-213.

<sup>&</sup>lt;sup>70</sup> de Courcy, M., Warren, J., & Burston, M. (2002). Children from diverse backgrounds in an immersion programme. Language and Education, 16(2), 112-127.

<sup>&</sup>lt;sup>71</sup> Genesee, F. (1987). Learning through two languages: Studies of immersion and bilingual education. Rowley, MA: Newbury. *(footnote continued)* 

their needs addressed as soon as classes start rather than delaying interventions until the child is struggling with the curriculum. Interventions will reflect input from parents, previous service providers, IEP team members, and previous assessment findings. Targeted interventions that may assist students with language-based disabilities to access the curriculum and language skills include auditory discrimination training, alternative materials, curriculum adaptations and accommodations, speech/language services, additional staff support or instructional opportunities, and training in metacognitive strategies.

Still, other researchers find that many children with mild learning disabilities, knowledgeable teachers, and supportive families can and do achieve well in immersion programs and develop proficiency in a second language.<sup>72</sup> Parents and educators need not assume that learning in two languages will overtax these children. In fact, many instructional techniques used in immersion are similar to techniques recommended for struggling learners. Understanding how to make language immersion classrooms more inclusive for a broader spectrum of learners is one of many topics of interest to immersion educators, and will be one way in which Washington Yu Ying intends to contribute to the professional research and literature on this subject.

### 4. SUPPORT FOR LEARNING

#### a. Parent Involvement

Washington Yu Ying PCS will prioritize student success and lifelong learning. These core values serve as milestones for goal setting and are the foundation of our shared commitment with our parents and the community. Washington Yu Ying administration and teachers will work with students and parents to encourage student success and lifelong learning.

A strong core value system builds a strong culture. We are developing the phrases that will embody our school culture and reflect our school's Asian cultural ties. These school phrases will be displayed as large, colorful signs in English and Chinese that students, parents, teachers and community members will see everyday. Classrooms and hallways will showcase student work and projects that connect the school to the community we serve. These displays will also serve as a reminder to students of our shared commitment and progress to date. Students and staff of Washington Yu Ying will be expected to know and live core values and parents are expected to support these values as well.

Parent Orientation. All parents of enrolled students must attend an orientation prior to the beginning of the school year. We will hold two sessions, one in the evening and one on a weekend in August, prior to school opening. In each case, we will introduce the parents to the school, IB programmes, immersion and school policies and culture. As this will be a rigorous academic program, we want parents to understand and commit to the program. The orientation will emphasize the need for school leaders, parents, teachers and students to work together to achieve our mission. Parent orientation provides a basis from which to develop powerful and effective partnerships with all students and parents coming into our community.

Parental Service Opportunities. Service experiences enable the Washington Yu Ying community to connect to the wider community as a whole. Each semester, the entire school will collaborate on a Saturday service project such as working in a community garden or fundraising for national organizations such Paul

Cloud, N. Genesee, F., & Hamayan, E. (2000). Dual language instruction: A handbook for enriched education. Boston: Heinle & Heinle.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In School and language minority students: A theoretical framework. Los Angeles: California State University; Evaluation, Dissemination, and Assessment Center.

<sup>&</sup>lt;sup>72</sup> Fortune, T. (2000). Immersion teaching strategies observation checklist. ACIE Newsletter, 4(1), pp. 1-4.

Newman's Hole in the Wall Camps, which provide summer camp experiences for children with life threatening illnesses. Service Learning Events will instill in our parents, students and our community the need to contribute towards our society. Developing these critical relationships between parents, students, teachers and the community will make the mission of the International Baccalaureate Program and Washington Yu Ying PCS come to life. Parents will become familiar with the school mission, the learner profile and the culture of the school and aid in the development of a continuous positive and successful school culture at Washington Yu Ying PCS.

- *Volunteering*. All parents will be expected to participate in the life of the school. This will provide parents with a tangible connection to the school and its mission. It will also provide much needed assistance in the start up phase of the school. We will ask parents to donate at least 20 hours of service each year. This can take many forms, from helping out with mailing, to setting up for an event, to researching for grants, depending on their availability and skill set. One component of the enrollment will be a form that allows parents to sign up and list how they would like to contribute.
- Committees. Parents will also be invited to participate in numerous standing committees. Facilities, marketing, fundraising, technology and development will all require dedicated individuals to address particular needs within Washington Yu Ying PCS.
- Parent Involvement on the School Board. In accordance with the law, a minimum of two seats will be set aside
  for parent representatives to contribute to the leadership of Washington Yu Ying on the board of
  trustees.

**Flexibility in Participation**. Washington Yu Ying PCS understands parents need options to participate in the life of the school. To that end, a range of conference times will be available to meet work schedules. In addition, child care will be available for parents during conferences.

**Communication.** In order actively engage our parents and learning community, we will employ a range of communication methods to ensure that parents have all of the pertinent information they need. Newsletters and the school website will be available in a range of languages (such as Spanish, English and Chinese) to ensure that parents are kept up to date.

After Hours Classes and Referrals. Provided we have the funds available, we hope to offer evening conversational Chinese classes to parents and community members who are interested. We are seeking partners who can help us provide or refer interested parents to adult literacy workshops and classes to help them develop skills that will ensure success for their children.

# b. Community Participation

The community of learners at Washington Yu Ying PCS will strive to support and be supported by the larger community. To that end, we are in the process of forming partnerships with various community organizations to support our mission and provide service opportunities for our students. Our work to build partnerships with various community organizations is ongoing and will intensify during the planning year ahead of the school's envisioned opening in fall 2008.

Organization	Key Contacts	Status	Partnership
IBO North America, 475 Riverside Dr., NY	Ralph Cline, Deputy Regional Director	Support Letter	IBO provides teacher training, curriculum development, and collaboration with IBO schools.
National Capital Language Resource Center	Dr. Jill Robbins, Associate Proj. Director,	Support Letter	NCLRC is DOE sponsored language center dedicated to increasing the nation's capacity to learn and teach foreign languages. NCLRC will provide curriculum and immersion support.
Howard University	Dr. James Davis, Chair Modern Languages	Support Letter	Howard University's Modern Language Department provides links to Chinese language teachers and classroom volunteers. The Education School's Fulbright-Hays Group project our teachers opportunities for

	Ms. Fang Wu		summer enrichment in China.
	School of Education		
The Confucius	Dr. Chuan Liu	Support	Confucius Institute will provide Washington Yu Ying
Institute of Maryland	Director	Letter	with Chinese language instruction and reference books and multi-media classroom materials, teacher training, and support for cultural events.
U.S. Asian	Helen Xu, Vice	Support	USACA will support in developing Chinese language
Cultural Academy	President	Letter	curricular and extracurricular materials and assist with outreach to the Asian community.
Kellar Institute of	Michael Behrmann,	Support	The Kellar Institute will provide professional expertise
Human	Director	Letter	for special education.
disAbilities			
National Council	Kahlil Bryant,	In discussion	NCNW supports women of African descent
of Negro Woman	International		and their families. Links with NCNW's
	Development Center;		International Development Center, and
	Sylvia Patrick,		Bethune Program Center would provide
	Bethune Program		students with speakers programs, mentoring
	Center.		and literacy activities.
CentroNia	Kisha Brown and	In	We are seeking a partnership with CentroNia's Family
	Irma Rivera, Family	discussion	Literacy Program.
	Literacy		
	Coordinators		
Asian American	John Brill, Interim	In	AALEAD promotes the well-being of Asian American
LEAD	Program Director	discussion	youth and families, through education, leadership
1323 Girard St.	Sandy Dang,		development, and community building.
NW	Executive Director		

#### c. School Organization and Culture

Washington Yu Ying PCS has an unwavering focus on student achievement and the transmission of a life-long love of learning in order to maximize the full potential of our students. Washington Yu Ying will have a disciplined and positive school culture where students are held responsible for their behavior by the choices they make. The discipline program will be clearly outlined and documented in the student handbook and will be based on making sound choices, with consequences that are meaningful, natural and provide learning opportunities rather than punitive in nature.

We will use the "learner profile" and the 7 R's as the foundation of our efforts to define a structured, respectful, achievement-oriented school culture. All members of the Washington Yu Ying learning community will share the passionate pursuit of dramatic, measurable student achievement. With this in mind the following underpin the key concepts that will drive the development of our school culture.

# The 7R's / Washington Yu Ying PCS Core Commitments (our Non-Negotiables)

We will be focused upon and dedicated to providing all students an excellent education and immersion experience that prepares them for academic success and instills a life-long love of learning. Teachers and school leaders have extraordinarily high expectations for student conduct, and countless details are intentionally managed to create an overall culture in which achievement and student success is celebrated and valued by students. Washington Yu Ying will use the 7Rs to organize and ignite this effort.

**Rigor**: Washington Yu Ying PCS will rigorously prepare each student to succeed in academics and in their lives. It is the overriding objective in everything that we do.

- Students will meet or exceed learning of core skills at grade level or above in all subject areas.
- Faculty and staff will exhibit the rigor required to insure actions are based on best practices. There will be
  a continuous effort to identify these practices, a commitment to clear, timely communication and a
  willingness to hold oneself and others accountable for reaching established goals.

**Relevance**: Washington Yu Ying PCS will use a curriculum that is relevant to the lives of our students, teaching them to be world citizens and work together for the greater good.

- Students will learn requisite knowledge and skills while discovering how they fit into an increasingly interconnected world.
- Faculty and staff will seek to understand the relevance of each professional's role in furthering our schools mission and values as evidenced by a visible interest in learning and contributing to the organization.

**Relationships**: Washington Yu Ying PCS will foster relationships through our small school size and grade-level teams. We will seek and retain the best possible teachers and school leaders that we can.

- Students experience a public school characterized by a strong rapport with faculty enabled by the small school size and small grade level teams. In addition, student cohorts, in grades 6-8, will meet weekly with faculty advisors in even smaller groups.
- Faculty and staff will build relationships that contribute to an environment of integrity and trust, communicate in a clear and professional manner, with timeliness and follow through. Washington Yu Ying teachers will make a commitment to "going the extra mile" for all students.

**Responsibility:** Washington Yu Ying PCS will expect everyone within our community to maintain high ethical standards in both in their professional responsibilities and in their personal lives.

- Students will learn the relationship between their choices and the resulting consequences. Students will speak respectfully, handle relationships respectfully, dress respectfully, respect other cultures and act respectfully at school events. Our students will learn to accept responsibility for active world citizenship.
- Faculty and staff will assume responsibility for a positive, solutions-based culture and demonstrate shared leadership characterized by interactions and communication that focuses on organizational solutions.
- Students, families and professional staff will make the choice to engage in a Washington Yu Ying education and to maintain high standards of personal responsibility.

**Real Time:** Washington Yu Ying PCS will be uncompromising in our dedication to making "every second count" when impacting the life of a child. Our focus on real time is an important part of our success to date.

- Students will strive to achieve and excel in our immersion-based environment. Washington Yu Ying PCS instruction time will be nearly 20 percent longer than a traditional school day allowing extended reading and math instruction every day.
- Faculty and staff dedicate real time on task each day, using data to improve instructional programs and to make informed decisions. There is consistent prioritization of actions based on observation, analysis and goal setting related to improving organizational and classroom achievement.

**Reflection:** Washington Yu Ying PCS will continually reflect and improve by sharing our most successful learning approaches while continuing to seek out and refine best educational practices.

- Students will be challenged to engage in a proactive review of their own role in and responsibility for their education, to look at what they are learning from multiple perspectives and to ask questions that lead to deeper levels of understanding.
- Faculty and staff will be asked to place significant priority on researching, planning and analyzing results
  to ensure best teaching practices become universal for continuous improvement. A Washington Yu Ying
  employee is reflective and open to new ideas and circumstances.

**Results:** Washington Yu Ying PCS will measure and report our results on an ongoing basis to each constituency who has given us their trust.

- Students will make large gains in achievement as they prepare for high school. Common assessment tools will be used by all members of our learning community. Everyone will be provided with clearly stated learning objectives and monitor their progress toward them.
- Faculty and staff will remain focused on standards of excellence leading to results that support the Washington Yu Ying's Mission.

#### d. Extracurricular Activities

After school opportunities will keep youth safe, provide experiential learning and complement the school day. Through community service, arts education, and integrated curriculum choices Washington Yu Ying PCS children will learn and grow.

Washington Yu Ying PCS will offer a variety of extracurricular activities. Activity goals will include:

- To assist, through facilitated activities, the development of children's talents and skills.
- To promote a positive self-concept in children and youth by providing a supportive environment.
- To promote social growth in children by providing opportunities for sharing experiences with others.
- To promote an appreciation of diversity through selection of activities and materials.
- To promote family-oriented goals.

Mainly including before and after care and our Summer Culture days, the Washington Yu Ying activities will reflect the mission and purpose of the school and reinforce its academic and community goals.

We will offer number of extracurricular activities, some offered by our own teachers, according to their expertise and interest, such as a Reading Club, team sports or Art (such as mask-making), and others offered by outside contractors, parents or community volunteers, for example, Karate (name the contractor), Mad Science, ballet, piano, African drumming, Chinese arts, chorus. Parents will be encouraged to enroll students in these activities as an enriching experience that will further develop social, physical, linguistic and creative skills.

**Before-School Breakfast Program**. An optional before-school breakfast program will be offered each day school is in session. Students, and especially those qualifying for Free and Reduced Lunch (FRL), will be encouraged to attend to ensure they begin each day well-nourished. The program will be available one hour before the start of school. In addition to breakfast, we will also offer reading and literacy activities during this part of the day. The program will be staffed by school staff and volunteers. Parents will pay for their children to participate on a quarterly basis. We will use a sliding scale based on qualification for FRL.

**After-School Program.** An after-school program will be offered each afternoon that school is in session from 3:30 to 6pm. The after-school program will be arranged similarly to the quarters in the school year. Each student, with guidance from his/her teacher and parents, will sign up for certain enrichment activities for each period.

Each after school day will begin with a snack and a supervised break to socialize with peers. Then students will go to their enrichment activities. Activities will range from specialized help in certain classroom subject areas to cultural and physical activities such as Tai Chi. Homework study halls will also be offered.

Washington Yu Ying will utilize community facilities in after school programs for theater, recreation and cultural programs. We will also provide strong Asian cultural programming to help create connections to the language.

Washington Yu Ying PCS will fund the program through fees paid by families, public funding and private funding when available. We anticipate our fees will be similar to other programs: E.L. Haynes, LAMB and others. For students who qualify for FRL, we will use the District of Columbia's Office of Early Childhood Development fee structure.

**Summer Session "Culture Days".** For three weeks each August, Washington Yu Ying will operate a Culture Days program providing intensive English literacy and Chinese Literacy programs with an emphasis

on fun and celebrating culture. The session will be open to all students and required for all new students and those identified as needing extra support. The final week will be required for all students. During this time, students will be introduced to the culture and values of Washington Yu Ying so that parents and students will know what is expected of them.

Harvard Family Research Project (HFRP) research has established that closing the achievement gap and ensuring success for children from birth through adolescence requires more learning supports than what is available during the school day. HFRP suggests that these supports should be linked and should all work toward consistent learning and developmental outcomes for children. This network of supports is called complementary learning. Numerous complementary learning linkages including out-of-school time activities and programs, health and social service agencies, businesses, libraries, museums and other community-based institutions can enrich children's cognitive and social development throughout their school years and beyond. At Washington Yu Ying, we will endeavor to tap those supports as we develop after school and summer culture programs.

#### e. Safety, Order and Student Discipline

Washington Yu Ying PCS intends to adopt policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are capable
  of self-fulfillment.

The school will have zero tolerance policies with regard to drugs, weapons, violence and threats of violence. It is our intention that the school culture and student discipline will create an orderly environment in which students can embark on their journeys as lifelong learners.

Washington Yu Ying Administrators will meet with federal and city safety officials and request that the school be updated regularly on security issues and what measures need to be put into place in order to ensure the safety of our students and staff. The school will also ensure that all administrators and designated staff are provided with step-by-step procedures for reporting and handling serious incidents that occur in close proximity to the school. Such incidents will be reported to the Metropolitan Police Department. In addition, all staff will be trained in activating our emergency response plan in the event of an emergency. The school will undertake random drills to test the evacuation plan.

Washington Yu Ying PCS aims to:

- Recognize and promote responsible and positive behavior;
- Provide a consistent approach to managing inappropriate behavior by applying fair and logical consequences;
- Encourage students to take responsibility for their own behavior by teaching and promoting problem solving and conflict management skills.

Washington Yu Ying is a community of learners. Learning, playing together, solving problems and resolving conflict are all seen as opportunities for learning. Washington Yu Ying students, parents, teachers and administrators create a supportive school environment by displaying the attributes of the IB PYP Learner Profile:

Inquirers		Thinkers	C	ommunicators
Risk takers	Knowledgeab	le	Reflective	Well-balanced
	Open-minded	Caring		Principled

As such students are expected to demonstrate the attributes of the Learner Profile to ensure that they always:

- Foster their own and others' learning;
- Listen to and follow the instructions of staff members;
- Treat themselves and others in a respectful way;
- Attempt to solve their own problems in a responsible way.
- Work, play and move in a way that ensures the safety of themselves, others, and school property.

These expectations apply to all students during all school activities including class, playtime, after-school activities, and other special events.

We believe that our students' parents and guardians play an integral role in creating a Safe and Supportive School Environment:

Parents/guardians have the right to:

- Be a partner in a supportive and safe school environment that fosters quality relationships, mutual respect and effective communication
- See their child experiencing success and pride through meaningful and relevant curriculum
- Feel safe
- Be treated with care, cooperation, courtesy and respect

Parents/guardians have a responsibility to:

- Actively support and contribute to the development of a safe and supportive school environment
- Support and encourage their children to participate to the best of their ability in all aspects of the curriculum
- Behave in a way that respects and supports the safety and well being of self and others
- Treat others with care, cooperation, courtesy and respect.

Parents and Guardians will be encouraged to:

- Inform the school of any situation or information that is relevant and concerns their children's behavior;
- Encourage their children to follow the School Rules and Student Profile;
- Support their children in taking responsibility for their behavior by using problem solving strategies.
- Attend any meetings arranged by the school to discuss their children's behavior; and
- Work in partnership with Washington Yu Ying PCS to develop a safe and supportive school environment.

INAPPROPRIATE BEHAVIORS	CONSEQUENCES TO SUPPORT BEHAVIOR CHANGE
LEVEL 1 – Low level, minor, infrequent behaviors that do	LEVEL 1 – Logical and planned
not significantly interrupt the teaching and learning of others	interventions. Least to most intrusive.
Off task	Clear Direction
Not finishing work or homework	Rule Reminder
Non compliance	Choice
Inappropriate moving around the school	Logical Consequence
Using inappropriate language	Time Out
Chewing gum	
Littering	
Spitting	

INAPPROPRIATE BEHAVIORS	CONSEQUENCES TO SUPPORT BEHAVIOR CHANGE
Bringing inappropriate items to school	
Being late	
Being in an inappropriate area	
LEVEL 2 – Persistent behaviors that disrupts the teaching and learning, or repeated Level 1 Behaviors.	LEVEL 2 – Planned Team Support which may involve teachers, parents, counselors,
Non compliance	administration and may include:
Defiance or disrespect	Time out
Swearing or other verbal abuse	Suspension of privileges
Sexual or racial harassment	Time in an alternate 'buddy' classroom
Teasing or bullying	Contracts
Physical abuse, fighting	Family Conference
Unsafe play	Individual Behavior Plan
Theft	Counseling
Vandalism or graffiti	
Leaving school without permission, truancy	
Inappropriate use of computers	
Cheating	
LEVEL 3 – Repeated Level 2 Behaviors, Extreme Violence, Dangerous or Illegal Behaviors while under school jurisdiction.	LEVEL 3 – Planned team support which will involve parents, teachers, counselor, administrators and other support agencies
Extreme violence towards self, others or property	as appropriate:
Using, possessing or distributing tobacco, alcohol or other	Family Conference
chemical products.	In-School Suspension
Possessing dangerous items or weapons	Drug testing (urine testing)
Possessing or accessing pornographic material	Suspension
Computer hacking, trashing or interfering in any way with another persons' work or intellectual property	Expulsion

#### f. Professional Development for Teachers, Administrators, and Other School Staff

Washington Yu Ying PCS school leaders and teachers will enjoy numerous and ongoing professional development opportunities in order to improve performance and provide support to leaders and teachers in their efforts to help each student thrive. Teachers new to the PYP will receive basic training, on site or at an IBO seminar, during the summer before they begin teaching. At the beginning of each school year there will be a week of orientation and professional development to develop knowledge of and skills in immersion and PYP teaching, to develop or revise units of inquiry as needed and to allow team planning across languages by grade, and as language teams.

Weekly planning time for teachers will be made available by scheduling "specials" at the same time for both classes in a team. For example, English and Chinese Kindergarten classes would have Art and Music back to back, with the two groups switching back and forth, so that the classroom teachers will be free for 2 40-minute periods each week.

In addition, Washington Yu Ying will employ an early release on Wednesdays to provide teachers the opportunity for grade level planning, curricula planning and professional development.

Professional Development Support for Teachers and School Leaders: In order to observe best practices and develop educational partnerships, school leaders will be provided the resources professional

development. Early Release Wednesdays accords Washington Yu Ying staff the time to plan and learn—both of which will be critical in a new school employing an immersion curricula. The following table provides an outline for how such planning will be accomplished.

## EARLY RELEASE WEDNESDAYS 1:00 - 4:00

## 2008-2009 School Year

Each 4 week month – 2 Grade Level Team Planning, 1 All Staff Curriculum Development, 1 All Staff Professional Development

AUGUST 27	SEPTEMBER 3
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
September 10	September 17
Grade Level Team Planning	Professional Development
Responsible - Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training,
September 24	October 1
Grade Level Team Planning	Curriculum Development
Responsible – Grade level teams and Specialists	Responsible – Principal/Head of School and Instructional Leader
Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.	Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,
October 8	October 15
Grade Level Team Planning	Professional Development
Responsible - Grade level teams and Specialists	Responsible – Principal/Head
Possible agenda could include: Teams further develop	Possible agenda could include: Cultural
current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc.	competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement,

#### as needed.

Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

#### October 22

#### Grade Level Team Planning

## Responsible – Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### November 5

#### Grade Level Team Planning

## Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### November 19

## Grade Level Team Planning

# Responsible – Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### December 3

# Grade Level Team Planning

# Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### October 29

#### Curriculum Development

Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

#### November 12

#### Professional Development

## Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

#### November 26

## Curriculum Development

# Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

# December 10

# Professional Development

# Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

#### December 17

# Grade Level Team Planning

## Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

## January 14

#### Grade Level Team Planning

## Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

### February 4

#### Grade Level Team Planning

# Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

# February 18

## Grade Level Team Planning

## Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

## March 4

# Grade Level Team Planning

#### Responsible – Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry,

## January 7

## Curriculum Development

# Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

# January 28

#### Professional Development

## Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

## February 11

#### Curriculum Development

# Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

# February 25

## Professional Development

## Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

# March 11

# Curriculum Development

# Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and discuss daily planning needs, work on assessments, etc. as needed.

#### March 18

#### Grade Level Team Planning

#### Responsible – Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

# April 1

#### Grade Level Team Planning

## Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

## April 29

## Grade Level Team Planning

## Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

# May 13

# Grade Level Team Planning

# Responsible - Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

# May 27

methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

#### March 25

#### Professional Development

#### Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

### April 22

#### Curriculum Development

# Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

#### May 6

## Professional Development

## Responsible - Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

# May 20

# Curriculum Development

# Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

# June 3

#### Grade Level Team Planning

Responsible – Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

#### June 10

Grade Level Team Planning

Responsible – Grade level teams and Specialists

Possible agenda could include: Teams further develop current unit of inquiry, develop next unit of inquiry, discuss daily planning needs, work on assessments, etc. as needed.

## Professional Development

Responsible – Principal/Head

Possible agenda could include: Cultural competency/Cultural sensitivity, Staff enrichment, Curriculum enhancement and improvement, Student Assessment, Parent Education, Community Action development, Immersion, IBPYP, English Language Learners, Special needs students, SIS training, Standardized tests training.

### June 17

Curriculum Development

Responsible – Principal/Head of School and Instructional Leader

Possible agenda could include: Vertical Team Curriculum Development, PYP training and methodology development, Immersion training and development, Mathematics curriculum development, Science curriculum development, Social studies curriculum development, Arts curriculum development, Language curriculum development, Discipline,

Constant learning and continuous improvement are essential to the development of all Washington Yu Ying professionals. For learning and improvement to occur, faculty, school leaders, and support staff will analyze a stream of data from assessments as follows:

- Student Assessment Data: Standardized tests are a vital tool for improvement and Washington Yu Ying will develop both its own interim assessments and annual standardized testing to gauge both absolute achievement and growth.
- Teacher Performance Assessment Data: A variety of tools will be used across Washington Yu Ying in order to assess teacher job performance and success. This data will be used to build a dynamic professional development model.
- School Report Cards: A school report card circulated each year for board review articulates the mission-driven performance data for the school each year and helps to assess achievement of school goals in the interim and for the long term.

Data Driven Decision Making and Focused Inquiry. Washington Yu Ying will employ a summative teacher appraisal system in line with that of DCPS. We will also use a formative local feature which captures cognitive and peer coaching attributes. Management evaluations will include surveys of students, teachers and parents, self evaluation, management evaluation and goal setting. Building time into the professional development schedule to ensure that all staff are proficient at building data driven assessments, and understanding how to use the data generated from these assessments will enable teachers maximize the relevance of the assessment process as well as use their planning time productively and efficiently.

Assessment. We believe that all members of the school community are individually and collectively responsible for creating and continuously improving. Washington Yu Ying PCS will make use of a professional development model for assessing job performance within a collaborative system of improvement across three dimensions of performance:

- Substantive achievement on a given set of job performance standards
- Demonstration of professional respect and responsibility

Demonstration of systemic growth and capacity

This process employs both formative and summative assessments. Formative assessment refers to information collected periodically during performance to guide, monitor and support learning. Summative assessment characterizes the quality of all three performance dimensions.

To achieve a balanced system of professional development, the assessments will:

- Use multiple measures to collect evidence for making decisions
- Strive to align assessments both horizontally and vertically across the system
- Collect data related to performance standards, professional skills and growth

Achievement of Job Performance Standards.

**Dimension I**: Commitment to the formation of a learning community where all members focus on achieving their own specific set of performance standards plays a substantive role in the mission achievement.

**Dimension II**: Professional Respect and Responsibility: Commitment to a school learning community where all members act as a team with personal and professional respect, responsibility and reflection.

**Dimension III**: Systemic Growth and Capacity: Commitment to support the community with coherent and dynamic systems and resources that serve and continuously improve the capacity of the greater learning community and its mission into the future.

#### Coaching and Mentoring Models.

Coaching	Instructional and leadership coaches foster a comprehensive adult learning environment
	through observation, goal setting, and reflection
	Teachers and leaders are helped to address specific professional needs with the goal of improved performance
	Coaching is provided in the form of regularly scheduled observation and feedback
	Outside resources are used to help build capacity and growth
Mentoring	School leaders and teachers will be assigned Washington Yu Ying mentors for their first year.
	School and instructional leaders will mentor a small group of teachers
	Individuals create a strategic plan to secure support for specific job components
	Mentors establish regular meeting times with agendas to review progress
Evaluating	Using the framework described above, evaluators apply a variety of activities, including goal-
	setting, feedback, and collaborative problem solving aimed at helping new school leaders and teachers function effectively in any work situation

**Student Work Analysis:** Student work is analyzed and evaluated on an ongoing basis at every level from the classroom to the IB international organization. Data regarding daily observations, class experiences and performance assessments all help to form a complete picture. The discussion of data regarding student progress is a focal point of collaboration between school leaders and teachers and a primary focus of professional development. Teachers are trained to view assessment as a means of identifying strengths and identifying areas that can be further improved.

Conversations before, during and after assessments guide teachers' professional development and planning. Data provides evidence of student learning as well as a picture of teacher strengths and areas for growth. From data analysis teachers can develop action plans involving such things as individual tutorials or re-teaching an objective to a small group. Data can also provide a tool for charting student and teacher growth.

Learning Opportunities for Teachers and School Leaders: All teachers will complete identified strands of common Washington Yu Ying training (Understanding By Design) Guided Reading/Writer's

Workshop, Assessment Training, Systems Training, Professional Learning Communities, Language immersion, Cultural Sensitivity training, and IB training provided by a combination of Washington Yu Ying, IB and relevant entities external to the school.

Learning Opportunities to Deepen Knowledge of Content, Pedagogy and Student Relationship Building: The primary source of learning opportunities is daily interaction with peers and school leaders. As a professional learning community, Washington Yu Ying will offer:

- Collegial and facilitative participation of the principal, who shares leadership and thus, power and authority through inviting staff input in decision making
- Shared vision developed from staff's unwavering commitment to students' learning that is consistently articulated and referenced to the instruction and educational leadership.
- Collective learning among staff and application of that learning to solutions to students' needs
- Visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement.
- Physical conditions and human resources that support such an operation.

Effective Use of Common Planning Time: Common planning time is a key part of the collaboration process and is integral to professional development for school leaders and teachers. Grade and/or subject teams will have time set aside weekly to plan, share common practices and discuss student needs.

**Job-Embedded Coaching**: Weekly professional development meetings and team meetings provide opportunities for school leaders and faculty members to receive coaching regarding curriculum design and advisory planning. Other areas for growth include teacher evaluations and 2 x 2 evaluations, two areas that are going very well and two areas that need to be improved, that provide opportunities for teachers to identify their own strengths and needs as well as those of the school leader.

# g. Structure of the School Day

**School Day Schedule**. The school day schedule will vary based on grade level. All classrooms will begin the day with morning meetings, leading to readers' and writers' workshops. The Chinese and English language teachers of each grade level will work to coordinate their schedule so that children will transition languages, but not schedule, every other day. In order to best serve children's needs in a long school day, children in the pre-K class will have more choice and guided play activities that are tied with the curriculum woven into their day as well as a nap/rest time in the after – lunch/afternoon period. Children in the upper primary grades will transition to more emphasis on PYP units of inquiry in their literacy activities.

Sample day for Kindergarten:

Time	Kindergarten – English Language day (i.e. Monday, Friday of Week 1)	Kindergarten- Chinese Language day (i.e. Tuesday, Thursday of Week 1)
7:30-8:15	Before Care breakfast and exercise	Before Care breakfast and exercise
8:15	Arrival in classroom	Arrival in classroom
8:15-8:45	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.
8:45-8:50	Clean up areas	Clean up areas
8:50-9:25	Circle Meeting The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news or issues are a part of the circle meeting. Songs and movement may also be a part of the circle	Circle Meeting The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news or issues are a part of the circle meeting. Songs and movement may also be a part of the circle meeting. (Note:

Time	Kindergarten – English Language day (i.e. Monday, Friday of Week 1)	Kindergarten- Chinese Language day (i.e. Tuesday, Thursday of Week 1)
	meeting.	The teacher will speak only in Chinese, with students using Chinese and English depending on their capabilities, the percentage will change as the year progresses.)
9:25-11:00	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson and/or children may work with the teacher in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time-period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson, especially phonemic awareness, vocabulary, and recognition of pictorial Chinese characters, and/or children may work in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the timeperiod. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.
11:00-11:20	Story, Shared Reading	Story, Shared Reading
11:20-11:50	Lunch	Lunch
11:50-12:20	Recess	Recess
12:20- 12:40	Story – PYP related or Math related	Story- PYP related or Math related
12:40- 1:40	PYP units of inquiry activities and projects.  These could be whole group, small group, individual and/or in centers.	PYP units of inquiry activities and projects. These could be whole group, small group, individual and/or in centers.
1:40 – 2:40	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.
2:40-3:00	Clean up areas	Clean up areas
3:05- 3:20	Circle Meeting – Reflection of today, reminders for tomorrow	Circle Meeting – Reflection of today, reminders for tomorrow
3:20-3:40	Dismissal	Dismissal
3:40 - 6:00	After School Activities	After School Activities

Time	Kindergarten – English Language day (Wednesday of Week 1)
7:30-8:15	Before Care breakfast and exercise
8:15	Arrival in classroom
8:15-8:45	Free Choice Play Children choose from play areas such as building blocks, art, writing, class library, drama, math manipulatives, science exploration, and puzzles.
8:45-8:50	Clean up areas
8:50-9:25	Circle Meeting The day's activities are discussed through the reading of a morning message. The calendar, weather and any other class news

Time	Kindergarten – English Language day (Wednesday of Week 1)
	or issues are a part of the circle meeting. Songs and movement may also be a part of the circle meeting.
9:25-11:00	Snack and Reading/Writing Workshop Children may work as a whole group with the teacher on a literacy lesson and/or children may work with the teacher in a small reading group while the rest of the class participates in center activities geared towards reading and writing development. The children move through the centers at regular intervals throughout the time-period. One center is a snack table, where children serve themselves a snack after reading a picture/word recipe.
11:00-11:20	Story, Shared Reading
11:20-11:50	Lunch
11:50-12:50	Mathematics activities and projects. These could be whole group, small group, individual and/or in centers.
12:50- 1:00	Dismissal for Teacher Planning
1:00- 6:00	After School Activities

# School-Year Calendar

2008 – 2009 Calendar	Title	Description
August 11 <sup>th</sup> -21 <sup>st</sup>	Teacher Training	Teacher Planning and Training
August 25 <sup>th</sup>	School Starts	First day of school
September 1st	Labor Day	Holiday
September 14 <sup>th</sup>	Mid Autumn Moon Festival	Event & Fundraiser
September 15th & 16th	Parent Conferences	Parent/teacher conferences
October 10 <sup>th</sup>	Student free day	In service day for teachers
October 13th	Columbus Day	Holiday
October 30th & 31st	Student Led Conferences	Parent/student/teacher conferences
November 27th-30th	Thanksgiving break	Thanksgiving holiday
December 12 <sup>th</sup>	Progress Reports	Reports home to parents
December 22 <sup>nd</sup> – January 4 <sup>th</sup>	Winter Break	10 day holiday
January 19th	Martin Luther King Day	Holiday
January 26 <sup>th</sup>	Chinese New Year Festival	School in Session
February 13th	Student Free Day	In service day for teachers
February 16th	President's Day	Holiday
February 26 <sup>th</sup> -27th	Student Led Conferences	Parent/student/teacher Conferences
April 6th-17th	Spring Break	Holidays
April 13th-17th	Student Free week for teachers	In service for teachers

May 25 <sup>th</sup>	Memorial Day	Holiday	
June 23 <sup>rd</sup>	Progress Reports	Reports home to parents	
June 24 <sup>th</sup>	Last day of School	School year ends	
June 25th-26th	End of Year In service	Staff Professional development	
June 27 <sup>th</sup> – August 2 <sup>nd</sup>	Summer Holidays	School is closed	
2009 – 2010 Calendar Begins			
August 3 – 21st	Summer School	Summer School	

#### **B. BUSINESS PLAN**

#### 1. PLANNING AND ESTABLISHMENT

The founding board of Washington Yu Ying Public Charter School came together with a strong interest and belief in public education, immersion language programs, Chinese language and culture, and inquiry-based learning. All of the members of the founding group have spent considerable effort researching, planning, meeting, designing and revising the plans for Washington Yu Ying PCS. Beyond secondary research, members of the Founding Group have visited over 30 schools – immersion, Chinese language, DC Public and Charter Schools. The group has also reached out to their network of contacts and the community to obtain their feedback and participation.

The group's varied skills have combined to develop this application and design and build Washington Yu Ying Public Charter School. Each member of the group shares the dream to start a Chinese-Immersion IB World School serving District of Columbia students in Pre-K to eighth grade.

# a. Founding Board.

The founders include the following individuals:

Alejandra Maudet has over 25 years experience in elementary education, including experience in urban schools with language immersion and the International Baccalaureate Primary Years Programme. She holds a B.A. in Psychology and Fine Arts Teacher Corp and Bilingual Education. She is currently the Director of the Lower School and Deputy Head of School at Rock Creek International School (RCIS), a private dual-language immersion, IBO World School in Washington, DC which serves a number of voucher students. She has extensive administrative experience and training with the International Baccalaureate Primary Years Programme. She is an expert on multicultural education and ESL literacy, and is herself bilingual in English and Spanish.

Amy Quinn has 16 years experience in elementary education. She holds a MS.Ed in Curriculum and Instruction with a minor in Literacy from the University of Kansas and is currently a doctoral student in Education (Early Childhood and Multicultural/Multilingual Studies) at George Mason University, Fairfax, Virginia. She has taught in international schools in a variety of countries and has extensive experience with the International Baccalaureate Primary Years Programme. She has also worked with educators and students to improve their understanding of inquiry-based learning in European, S.E. Asian and African schools. Ms. Quinn is active in the Capitol Hill area, working with the Capitol Hill Foundation and at Payne and Brent Elementary Schools. She is the single mother of a 2-year old son.

Carmen Rioux-Bailey is a faculty member of the College of Education and Human Development at George Mason University. She is an expert on a wide range of issues, including Special Education, mainstreaming students with disabilities, and collaborating and consulting with culturally and linguistically diverse communities and families. Carmen has extensive experience providing training and technical assistance on special education to local and state education agencies. In addition to twelve years as a public school special education teacher, Carmen has worked on OSEP and DOL projects at the state and federal levels. Carmen received a BA in Special Education from Marymount University, a M.Ed. in Education Leadership from George Mason University, and an Ed.S. from The George Washington University. Long-time residents of Adams Morgan, Carmen and her husband are the proud parents of a daughter adopted from China.

Jameelah Muhammed is the founder of the World Language Institute of Washington, a Saturday school immersion language program at Tyler Elementary on Capitol Hill. The school offers Chinese, Spanish, French and Arabic to 3-11 year olds. She taught Spanish in D.C. Public schools for 10 years. She has a B.S. from Iowa State University and a M.A. in Hispanic Linguistics from La Universidad Nacional Autónoma de México in Mexico City, Mexico. Muhammad recently taught for a year in Spain as part of a teacher exchange program, between DC Public Schools and the Spanish Embassy. Muhammad is the mother of two

multilingual children. She is the author of *The Global Child: A Parent's Handbook and Resource Guide on Raising Children Bilingually in the Washington, DC Area.* 

Qinghua Wang teaches Chinese at the Thomson Elementary School in Washington DC. She is fully licensed and is nationally certified as a teacher of Chinese. She has taught in the US for eleven years. She taught at the university level in China for seven years and developed curriculum for a variety of courses. She has a Bachelors Degree in Education, graduate work in child psychology, a DC teaching license, and is certified to teach Chinese by the American Council on the Teaching of Foreign Languages (ACTFL), and is fluent in English and Chinese.

Andrea Lachenmayr, a business and finance attorney, is a senior associate at Thelen Reid Brown Raysman & Steiner LLP, a national law firm, where she specializes in corporate matters and financing transactions involving both business start-ups and large established companies. She has a B.A. in Economics from Wesleyan University and a J.D. from Georgetown University Law Center. A DC resident for almost 15 years, she lives in Crestwood with her husband and four-year old daughter.

Lisa Seachrist Chiu has 15 years experience in journalism, communications and public relations. She is the author of the book "When a Gene Makes You Smell Like a Fish." She has a B.A. in Chemistry from Miami University, a M.A.in Biochemistry from Duke University and a Certificate in Science Communication from UC-Santa Cruz. A longtime resident of Washington, DC, she lives with her husband and daughter in the Logan Circle neighborhood.

**Deborah Crane** is an International Economist in the Office of International Monetary Policy at the U.S. Treasury Department. Early in her career, she taught English at the East China Polytechnic University in Ma'Anshan China for two years. She has a B.A. in International Relations from Stanford University and a Masters in Public Policy from the Harvard Kennedy School of Government. Deborah is a longtime resident of Adams Morgan, and is active in the Kalorama Citizens Association and Adams Elementary School.

Thesia Garner is a Senior Research Economist at the Bureau of Labor Statistics in the U.S. Department of Labor, where she is an internationally recognized expert on measuring and tracking poverty and inequality. As a single parent of a 3-year-old daughter from China she is also an active member of several local community support groups for families with adopted children. She and her daughter have been studying Chinese with other adoptive families for over a year. Dr. Garner is a longtime resident of Capitol Hill. Dr. Garner received her B.A. from Meredith College in North Carolina, her M.A. from Purdue University, and her Ph.D. from the University of Maryland.

Steven Glazerman, a Senior Research Economist at Mathematica Policy Research, Inc., is a nationally known expert in the evaluation of education programs who specializes in teacher labor markets. He currently directs the Longitudinal Study of the American Board for Certification of Teacher Excellence and is a principal investigator for two major longitudinal studies sponsored by the U.S. Department of Education: the National Evaluation of Teacher Induction Programs and the Preschool Curriculum Evaluation Research (PCER) study. Dr. Glazerman received his B.A. in 1990 from Brown University and his M.P.P. in 1994 and Ph.D. in 1998 from the University of Chicago.

Manisha Modi evaluates education projects at the World Bank. She has a special interest in improving access for girls and low-income children in developing countries. She has a B.A. in Political Economy from UC Berkeley, an M.Sc. in Social Policy and Planning from the London School of Economics and is currently a doctoral student in Education at the University of Chicago. She and her husband live in the U Street neighborhood with their 2-year old son.

Colleen Popson works for the QED Group as a communications and knowledge management specialist. Colleen serves on the American Anthropological Association's Anthropology Education Committee, a group dedicated to developing methods for teaching anthropology in K-12 and promoting the relevance of anthropology as a tool for improving schools and schooling. Colleen holds a B.A. in anthropology from the University of Oregon and an M.A. in anthropology from University at Albany, SUNY. She and her husband, a realtor who speaks Chinese and has lived in China, live in the Brookland neighborhood of Washington, DC.

Mary Shaffner has over a dozen years of experience in business development, management and marketing communications. She is a principal of Siren Digital Communications, a digital media firm located in Adams Morgan, which serves the communication needs of some of the largest associations and non-profits in the District. She has an MBA and a BA in International Affairs from George Washington University. She studied Chinese at GW and spent a year teaching English in Taiwan while studying Chinese. She and her husband have a three-year-old daughter and are longtime DC residents who live in the Mount Pleasant neighborhood.

Jill Eynon is Executive Director of The Hospitality and Information Service, a diplomatic service organization that fosters international understanding through cultural exchange with members of the diplomatic community posted to Washington. She has twenty years of professional experience in the fields of government, politics and fundraising. She served as legislative assistant for education and other issues for Congressman Richard Gephardt and as a corporate fundraiser for the Human Rights Campaign. A long-time District resident, she lives in the Kalorama Heights neighborhood with her partner and son.

The Founding Group has also benefited from consultation with a number of experienced professionals who have agreed to serve in an on-going advisory capacity to the group. These include:

Dr. Jill Robbins, National Capital Language Resource Center, Washington, DC.

Dr. Beverly Hong-Fincher, Founder of the Chinese Program at George Washington University and expert in the area of cross-cultural communications, content-based foreign language teaching and social-linguistics.

Kendra Heffleblower, Third Grade Teacher, Watkins Elementary.

Susan Lamb, Development Director, Human Rights Campaign, Washington, DC (former Development Director for Food & Friends, Washington, DC).

Sean McManus, Head of the Middle & Upper Schools, Deputy Chief Director & Dean of Instruction of the North Hills School in Irving, Texas, and IBO consultant.

Charles Wilkes, Founder and Chairman, The Wilkes Company, commercial real-estate developers, Washington, DC (www.thewilkescompany.com).

Chantale Wong, Assistant Director for Performance Budgeting, Department of Treasury

# b. Planning Process

The Founding Group is comprised of parents, educators and public policy practitioners who:

- Are committed to improving public educational opportunities in Washington, DC
- Believe in primary education in a language immersion environment using the inquiry-based International Baccalaureate curriculum
- Are convinced of the importance of creating global citizens and especially addressing the emergence of the Chinese language and culture

The group coalesced over the past two years initially as a core group of parents committed to living in Washington, who wanted to help meet the significant demand for inquiry-based and language immersion elementary education. They were struck by the success of the Elsie Whitlow Stokes, Capital City, E.L. Haynes, LAMB, and Two Rivers public charter schools, all of which are highly over-subscribed.

The group settled on the inquiry-based International Baccalaureate – Primary Years and Middle Years Programme (PYP and MYP) curriculum because it has an excellent record of supporting student achievement in urban areas. D.C. Public School Superintendent Janey announced his intention to introduce the IB curriculum into a number of elementary and middle schools. Several have started the process including H.D. Cooke and Thomson Elementary. The founding group visited both schools and hopes to share resources as they pursue IB certification as Washington Yu Ying does.

The selection of Chinese as one of the languages of instruction helped generate interest among individuals who eventually joined the founding group – some were attracted by the emergence of China as a significant global economic power, some had experience living and working in China, and others have

children who were adopted from China. While several Founders were motivated by a desire to create a school that their own children might attend, all are motivated by a broader interest in improving educational options for the children of Washington, D.C. The founding group divided into informal working groups to work on various aspects of developing a school from the ground up.

Educational Design Team – Lisa Chiu led the team which included Alejandra Maudet, Amy Quinn, and Carmen-Rioux Bailey, with assistance from Sean McManus in the earliest stages. The group researched numerous models, visited over 30 schools and consulted with experts domestically and internationally to identify appropriate educational models and curricula. The team visited DC Public Charter Schools, immersion schools, DC Public Schools, PYP schools, schools with Chinese language instruction and more.

Lisa Chiu and Mary Shaffner visited Rock Creek International School (RCIS) in the Fall of 2005 where they met Alejandra Maudet, the head of the lower school, and observed a language immersion and the PYP curriculum serving children from a variety of socio-economic backgrounds. That visit galvanized the chosen school model. A visit to Elsie Whitlow Stokes PCS, an urban school implementing French and Spanish immersion with children from various language abilities and socio-economic backgrounds confirmed that choice. Discussion with World Language School of Washington (WLSW) founder Jameelah Muhammed demonstrated parents from all socio-economic, ethnic, and linguistic backgrounds were motivated to have their children learn Chinese; WLSW is a private language school holding classes on weekends.

Educational specialists contributed in their area of expertise: Carmen Rioux-Bailey advised on Special Education and English Language Learning issues; Alejandra Maundet provided expert immersion and PYP experiences; Qinghua Wang and Jameelah Muhammed contributed their knowledge of teaching Chinese to an urban DC population; Amy Quinn developed and advisor Sean McManus contributed much of the IB curriculum sections of the plan.

The founders also met with representatives of many organizations interested in elementary education, the study of foreign languages and the Chinese language. A number of these organizations have offered to assist the school with curriculum and materials including the GW Language Program, the Confucius Institute, the Chinese Embassy and the International Baccalaureate Organization.

**Business Team** – Mary Shaffner organized the business team which developed the operational and business sections of the application and the initial operational efforts of the school; all of the founders participated in the effort. Andrea Lachenmayr, the lawyer for the team, handled the legal filings, legal review, incorporation and application for non-profit status. Steve Glazerman submitted the DCPS pre-planning grant and the demographic analysis. Colleen Popson managed the facilities effort.

**Outreach Team** – Thesia Garner and Deborah Crane organized the group's outreach effort. Deborah and Thesia have tirelessly contacted and visited community members, educators, politicians and more. Individual activities have included visiting Thomson Elementary and the World Language School of Washington, speaking to parents about the school, and emailing parent listservs (e.g., Capitol Hill, Parents, Mocha Moms, DC Urban Moms).

Deborah Crane has enlisted the assistance of professional fundraisers and is developing a fundraising plan with founder Jill Eynon to pursue as soon as we receive our 501c3 status. Deborah led our outreach to various community groups and ethnic organizations including: Asian American LEAD, Latin American Youth Center, CentroNía, and Delta Sigma Theta. Thesia Garner served as point person for our outreach to Chinese cultural organizations such as the Confucius Institute. Mary Shaffner spearheaded the communications effort including creating the website, logo and drafting and sending outreach letters.

During the ramp up to the application the whole group has met every two weeks with team meetings in between. In addition, an online project management tool allows us to collaborate daily.

#### c. Corporate Structure and Non-Profit Status of the School

The Founding Group, with the assistance of Thelen Reid Brown Raysman & Steiner LLP, a national, 600-lawyer firm with an office in the District of Columbia, incorporated Washington Yu Ying School, Inc. as a non-profit corporation in the District of Columbia on March 9, 2006, for purpose of organizing the

Washington Yu Ying Public Charter School. The corporate name was changed to Washington Yu Ying Public Charter School, Inc. March 28, 2007.

Recently, pursuant to the Public Charter School Assets and Facilities Preservation Amendment Act of 2006, the District of Columbia Nonprofit Corporation Act was amended to provide for the involuntary dissolution of a nonprofit corporation operating a public charter school when the charter for the school has been revoked, has not been renewed or has been voluntarily relinquished, and to regulate for the distribution of the assets of such nonprofit corporation upon the occurrence of such an event. Consistent with the requirements of such legislation, Washington Yu Ying has amended its articles of incorporation and bylaws of Washington Yu Ying Public Charter School, Inc. to provide that its sole purpose is to operate a District of Columbia Public Charter School, Washington Yu Ying.

Thelen Reid made our Form 1023 filing with the Internal Revenue Service (IRS), for Recognition of Exemption. On July 2, 2007, we were informed that we are exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code, which exemption is retroactive to the date that Washington Yu Ying Public Charter School was incorporated, on March 10, 2006. Thelen Reid has also made the analogous filing with the District of Columbia, Form FR-164, Application for Exemption, and the District of Columbia confirmed, on August 2, 2007, our xemption from income, franchise and personal property tax under the District of Columbia Code. Thelen Reid is assisting the Founding group with all other legal aspects of the founding of the school. Andrea Lachenmayr, who is an associate at the firm, is acting as legal counsel to Washington Yu Ying.

Included herewith in Tab J are (i) the Articles of Incorporation, as amended through the date hereof, of Washington Yu Ying Public Charter School, Inc.; (ii) the amended and restated bylaws of Washington Yu Ying Public Charter School (the "Bylaws") as currently in effect, (iii) the Conflict of Interest Policy of Washington Yu Ying adopted at the time of its formation, (iv) the working draft of the Board of Trustees' critical Board governance policies, and (v) a copy of the Internal Revenue Service letter confirming tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

## 2. GOVERNANCE AND MANAGEMENT

# a. Board of Trustees

The Board of Trustees plays a key role in setting forth the vision for the school and ensuring the school's mission is fulfilled. The Board, as the governing body of Washington Yu Ying, will provide strategic direction for the school, nurture strong school leaders, and ensure adequate financial resources and legal compliance. In doing so, the Board of Trustees will ensure the success of the academic program, faithfulness to the terms of its charter, and longterm viability.

Prior to the submission of this application, the Board of Trustees, which serves the purposes of the "Board of Directors" of a District of Columbia nonprofit corporation, was comprised of three Trustees, who were members of the Founding Group. For purposes of enabling the corporate entity to engage in activities required during the pre-charter period, such Trustees have also elected officers: Mary Shaffner is President, Lisa Chiu is Secretary, Manisha Modi is Treasurer.

Recently, the initial three Trustees approved resolutions expanding the number of trustees to nine. Six of these nine seats are currently filled, and five of the six current Trustees are members of the original founding group. Those individuals are: Mary Shaffner, who serves as President, Manisha Modi, who serves as Treasurer, Lisa Chiu, who serves as Secretary, Carmen Rioux-Bailey, who serves as Vice President, and Jill Eynon. Although other members of the Founding Group are willing to serve as Trustees if requested, as indicated in the Statements of Interest and Qualifications of Founding Members included herewith in <u>Tab G-2</u>, we have decided to fill a number of spots on the Board of Trustees with individuals from outside the Founding Group, both in order to ensure that there will be a possibility that some members of the Founding Group will be available to serve as Trustees in the future (thus promoting a continuity), and to permit the Board of Trustees to benefit from a broader range of experience and skills in the near term (i.e., to ensure

that the Board of Trustees as a whole, has expertise in such areas as finance and accounting, construction/facilities and human resources). See "Composition of the Final Board" below.

The sixth of the current Trustees is Jordan Schwartz, who is a Senior Infrastructure Specialist in the Sustainable Development Department of the World Bank's Latin American and the Caribbean Region. He works in the field of economic policy, project finance and regulation related to the provision of basic services. Since coming to the World Bank in 1998, Mr. Schwartz has worked on projects and policies for governments throughout Asia, Central Europe, the South Pacific, Africa, Latin American and the Caribbean. Aside from economic and project work, Jordan has extensive experience in fund management and grant application reviews having served as the acting Manager of the Bank-based Public-Private Infrastructure Advisory Facility (US\$20 million per year multi-donor technical assistance program). He is also a member of the executive board of the United Nation's Economic Governance Trust which is a US\$100 million fund for developing basic service provision and regulation in Latin America, China and other selected developing countries. He has written, spoken and provided training on such topics as regulation of basic services, project finance, postconflict reconstruction, and the governance of public-private partnerships. Prior to joining the World Bank, Mr. Schwartz worked for eight years as a management consultant at Deloitte Touche Tohmatsu and at Booz Allen & Hamilton. As a Senior Manager at Deloitte Emerging Markets, and in strategy consulting at Booz Allen, he led project work in China, Thailand, Albania, Brazil, Colombia and throughout the U.S. Before infrastructure consulting, Mr. Schwartz worked for two years as an analyst at the Overseas Development Council, a research institution dedicated to development policy; and for a year in the quality assurance department of an Italian chemical company. After college, Jordan lived in Japan for a year working for the Ministry of Education. He was placed in a district board of education where he was responsible for reviewing the language programs of 40 junior schools.

Mr. Schwartz holds a Masters of Science from Georgetown University's School of Foreign Service where he concentrated his studies in development economics and a Bachelor of Arts magna cum laude from Tufts University. He has lived, worked and studied in Japan, Spain, Italy, UK and Mexico. He is bilingual English and Spanish, has a working level ability in Italian, and has studied Japanese, Portuguese and Romanian. A resident of the District of Columbia, Mr. Schwartz and his wife have a pre-school age daughter, who is being raised to be trilingual. The Founding Group believes that the Board will benefit tremendously from Mr, Schwart's business expertisem including in particular his knowledge of finance and management, as well as his many connections in the District's internationally-oriented business community.

Composition of the Final Board. The Board will be composed of an odd number of 9-15 members. As noted above, expertise being sought for the Board includes educational experience, including with the International Baccalaureate curriculum and DC inner-city schools; real estate development and facilities management; accounting; human resources, community outreach/communication; and fund-raising. The Board will also seek Trustee candidates with contacts in the philanthropic community.

During the first three years of the operation of school, it is anticipated that many of the Founders will remain on the Board of Trustees. This will provide added strength, stability and cohesion of vision, which will be especially important in such early years. The Founding group already has much of the necessary experience, including education, curriculum writing, grant writing, fundraising, business, law, and community outreach.

The original members are in the process, working with other members of the Founding Group and other supporters, of evaluating potential board members who have either volunteered to serve in such role during the course of our outreach activities or have been recommended as desirable candidates for the role of Trustee. In addition to seeking Trustees who are well connected in the community and committed to the mission of Washington Yu Ying Public Charter School, we seek to identify and nurture relationships with potential trustees who have expertise in finance and accounting, construction/facilities, and human resources.

The current pool of additional individuals we are considering (beyond the Founding Group) includes, among others, individuals with such skills, such as:

Audrey Singer, a Senior Fellow at the Brookings Institution Metropolitan Policy Program. Her areas of expertise include demography, international migration, immigration policy, and urban and metropolitan change, and she has written extensively on U.S. immigration trends, including undocumented migration, U.S. immigration policy, naturalization and citizenship, and the changing racial and ethnic composition of the United States. Her addition to the Board would bring it additional expertise in demographics and other important urban issues, as well as contacts in the non-profit community.

Elizabeth Brooks, the Center Manager and Assistant to the Director of the John L. Thornton China Center at the Brookings Institution. From 1998 until 2000, she lived in Beijing China where she worked for the New Zealand and Australian Embassies. Elizabeth subsequently moved to Australia where she helped to establish a national non-profit organization that advocates on behalf of families in all of their forms. She has a Bachelors degree in East Asian Studies from Hamilton College (1998) and a Masters degree in International Affairs from the Australian National University (2001). She speaks Mandarin Chinese. She lives in DC with her husband and two young daughters.

Sally Hoekstra, a Project Executive with Clark Construction, Inc., one of the region's largest construction firms. Ms. Hoekstra focuses her work at Clark on institutional projects and would bring additional expertise in construction and facilities to the Board.

Sheldon Kline, a DC-based attorney specializing in labor and employment issues. Mr. Kline has also represented the Board of Education and several schools, including a District of Columbia public schools and a charter school, on employment matters, and would bring additional expertise in law generally as well as labor and employment issues more specifically to the Board.

While the current list of individuals who we are considering for addition to the Board of Trustees is drawn from our known supporters, we are also seeking to expand this pool through our work with Greater Washington DC Cares (GWDCC), which has selected Washington Yu Ying Public Charter School as one of its "nonprofit partners." Through our partnership wh GWDCC, and in particular through its Board Leadership program, we expect to have access to individuals throughout the Greater DC area business community who have been trained by GWDCC to serve on a non-profit board of trustees and who are committed to using their training to advance the work of a non-profit such as Washington Yu Ying Public Charter School. We understand based on our initial discussions with GWDCC that GWDCC will engage in a cooperative process with us and with such potential board candidates to find a good fit between such individuals' skills and interests and Washington Yu Ying Public Charter School's needs and missions.

Because the Board of Trustees is so crucial to the success of the school, the Founding Group believes it is important to identify individuals who are not only appropriately skilled and committed to the mission of Washington Yu Ying Public Charter School, but who also understand the kind of work that will be required by Trustees. Accordingly, the Founding Group are engageing in a process to better acquaint potential trustees with the school and the role of the Board as well as to evaluate such potential trustees, by inviting potential Trustees to first work with the Board and members of the Founding Group less formally, such as through advisory committees, and to contribute financially and otherwise to the school. In addition, a luncheon event is being planned for October, 2007 for supporters of the school who are being considered as Trustees and advisors. In this way, we are confident that we are on track with recruitment and development activities in order to build the membership of the Board of Trustees in a timely manner, with a goal to have a full and final Board (of up to 15 Trustees) in place by early 2008.

Parents are expected to play an important role in strengthening the Board and ensuring that the school's mission remains relevant to the school community. At least two Trustees will be selected from among parents of current students. While we envision that members of the Founding group will make up this Board contingent initially, final selection of parent Trustees will take place after the enrollment of students, thus permitting the selection to be made from among a larger group with broader sets of relevant experience and skills and to ensure a better understanding of prospective Trustees' commitment to the school's mission. Parent Trustees may be self-nominated or put forward by the Parent Association.

The Head of School will be an ex-officio, non-voting member of the Board.

**Responsibilities of the Board**. The Board will be responsible for policy, strategy and oversight, leaving all day-to-day operational matters to the school administration. The specific responsibilities of the Board will be set out in a Board Policy handbook, a working draft of which is included in Tab J herewith (the "Board Policies").

# Generally, the Board will be responsible for the following:

Determine Mission and Purpose. The Board of Trustees will be responsible for crafting the school's mission and philosophy and ensuring that the school operates in accordance with its mission.

Plan. The Board will review the development of and approve annual strategic plans with concrete and measurable goals to ensure that Washington Yu Ying's programs remain consistent with its mission and successful.

Select, Evaluate and Support the Head of School. The Board will be responsible for hiring and evaluation of the Head of School. The Board will clarify their own functions as distinct from those of the Head of School, recognizing that is the Head of School's exclusive responsibility to select and supervise the school staff. The Board will establish clear objectives and expectations of the Head of School and provide feedback to the Head of School that will support him or her in the fulfillment of his duties.

Ensure Adequate Resources. The Board will set targets and goals for resources. While the Head of School and/or director of development will ultimately be the chief fundraiser and will be responsible for developing budgets, the Board will have the ultimate responsibility for and be accountable for the financial stability and financial future of the school. The Board, through appropriate Committees, will establish targets with respect to fund-raising efforts and otherwise work to ensure the school is in a position to secure appropriate facilities in the short and long term.

Manage Resources Effectively. The Board will ensure that the school's resources are managed effectively through review and approval of the annual budget and monitoring of the financial reports of the Head of School, providing for an annual audit by a certified public account in accordance with all applicable law and establishment of appropriate financial controls, all in accordance with requirements of the schools chartered by the PCSB.

Enhance the School's Public Standing. Trustees are ambassadors for Washington Yu Ying. As such, they will promote the mission, enrollment, recruitment and engage in general public relations for the school. They will engage the business community, the government and the DC community as a whole.

Promote Fairness and Maintain Accountability for School Personnel. The Board will adopt guiding principles for all personnel policies and procedures to be developed by the Head of School. To ensure fairness, the Board will be responsible for ensuring adequate grievance protocols and may delineate the Head of School's authority for hiring, promoting, evaluating and releasing staff in a manner that ensures consistency, but the Board will not get involved with individual personnel matters (other than in accordance with an appropriate grievance channel), which are the responsibility of the Head of School.

Ensure a Safe and Respectful Environment in which to Work and to Learn. The Board of Trustees will promote, through the development of policies to ensure compliance with all applicable laws, including in relation to health, safety, and civil rights, that Washington Yu Ying is a safe and respectful environment for its employees, students and visitors.

Recruit, Develop and Assess the Board. The Board will be responsible for assessing their own collective performance, for developing the collective and individual knowledge and awareness of responsibilities among the Trustees, and for ensuring Trustee's adhere to their commitments to Washington Yu Ying. The Board of Trustees will also be responsible for identifying gaps in the expertise of the Board of Trustees and recruiting and training new board members to ensure effectiveness of the Board for years to come.

Additional detail concerning the role of the Board of Trustees is currently being documented as part of the Board Policies.

Selection and Terms of the Board. Trustees will serve for a period of three years or until a successor has been elected. Terms will be staggered to ensure that new Trustees serve alongside experienced Trustees. Trustees may serve no more than two consecutive terms. The current Trustees have been elected to serve for terms of two or three years initially, while the officers of the Board serve as such for one-year (renewable) terms. The Bylaws and the Board Policies set forth the procedures for the nomination and election of Trustees as well as the preconditions to each Trustee's service (including, for example, execution of a Board Member Agreement and adherence to the conflicts of interest policies).

**Relationship to the School Constituencies**. The Board of Trustees will seek to govern Washington Yu Ying and work with the various school constituencies in a spirit of cooperation and partnership while retaining the ultimate responsibility for policy.

The Board will have at least ten regularly scheduled meetings each school year during the early years of the school's operations; the schedule and agendas for such meetings will be published in a timely manner. The Board and its committees shall also hold additional meetings as needed, after giving appropriate notice as required under the Bylaws and applicable laws. Although the Board of Trustees is not subject to the District of Columbia's open meeting laws, the Board of Trustees shall be mindful of its public accountability as a publicly-funded organization, and shall therefore seek a balance in its governance between the need for the Board to have candid discussion and the obligation to be accesssable and accountable to the public. To that end, the Board shall establish policies ensuring that the Board of Trustees shall hold meetings periodically that include a public comment period, notwithstanding its rights to restrict participation in the other portions of such quarterly meetings to the Board of Trustees and its express invitees. The Board will also endeavor to keep the policy-making process for Washington Yu Ying as open and transparent as possible, and will communicate the results of its meetings to the broader school community in a timely manner and will keep minutes and records as required by the Bylaws and applicable law.

Particularly in the early years of the school's operations, Trustees will be expected to take an active role in assisting the school. The Board of Trustees will be expected to work cooperatively with the Head of School in providing strategic vision and oversight while leaving day-to-day operations to the school administration, as further articulated below. The Board will participate in an annual training session that will help integrate new Trustees and provide all Trustees an opportunity to review the mission of the school and the role of the Board as distinct from that of the school administration.

**Committees.** The Board is expected to form a number of committees to assist the Board as a whole in carrying out its responsibilities and provide guidance to the Board and oversight to the Head of School. These committees will be structured as leanly as is practical.

Such committees would be chaired in each case by a Trustee but would in some cases include as members non-Trustees, such as members of our advisory board and other members of our school community. Each committee will have the authority to act only consistent with the delegated authority to such committee, and committees including non-Trustee members will serve advisory functions in relation to policy. Each Trustee would be expected to serve on at least one committee.

Although the Board of Trustees will refine the Board governance structure once the charter is approved, the Founding Group currently expect to have the following committees.

Executive. This committee, comprised solely of Trustees, will coordinate the work of the Board and be the direct contact with the Head of School. As indicated in the Board Policies, the Executive Committee will not be authorized to act on behalf of the Board with express delegation in specific matters.

Board Development. This Committee coordinates Board recruitment, development, orientation and retention. It facilitates the annual assessment and nomination of officers, articulates the role of individual Trustees and the Board as a whole, and identifies training needs of new and incumbent Trustees.

Finance. The committee will review and advise the Board in relation to the annual budget and other financing matters, including investment policy.

*Audit.* This committee, distinct from the Finance Committee, will advise the Board regarding the selection of an independent auditor and the adoption of appropriate financial controls and ensure that school finances are regularly audited by an independent auditor.

Facilities and Grounds. This committee will develop and advise the Board in relation to a master plan of facilities and grounds. It will also advise the Finance and Executive Committees of expansion and plant needs.

Community Relations and Fundraising. The Committee will advise the Board and work with the Board as a whole, the administrative staff and other constituencies on fundraising, public relations and community outreach efforts.

Special Programs and Technology. Working with the recommendations of the school's administration and faculty as well as research on trends in other schools and the state of the art, this committee will make recommendations to the Board for procurement/development in areas such the arts, library and technology.

Diversity. This committee will be responsible for assessing the success of the school in relation to diverse student, staff and community populations, and making recommendations to the Board of Trustees on policies critical to the fostering of diversity, respect, global concern, etc. based on input from such constituencies and experts in such fields along with the committee's own research.

All committees will be chaired by a member of the Board of Trustees. Committees serving advisory roles will in many cases draw on the skills of members of the Advisory Board (comprised of individuals with expertise in education, law, management finance and fund-raising; intended to add depth and breadth to the skill set within the Board itself) and members of the Parent Association. In this manner, the Board of Trustees will have access to a greater diversity of experience and viewpoints, which it will use to inform its policy-making, while remaining ultimately and solely responsible for such policy-making.

The Head of School's Role in Relation to the Board. The Board of Trustees will be responsible for governance and policy-making for Washington Yu Ying including the hiring and evaluation of the Head of School. In turn, the Head of School, as the lead administrator of the Washington Yu Ying, will be responsible for implementing school policy in the operations of the school. While the Founders group anticipates a cooperative relationship between the Board of Trustees and the Head of School that functions effectively as a partnership and is enhanced by communication, respect and explicitly assigned roles and areas of focus, the Head of School will be held accountable by and to the Board of Directors for his or her performance as the school's chief administrator.

The differences in the roles of the Board of Trustees and the Head of School are demonstrated by the examples below:

The Board of Trustees Roles	The Head of School's Roles
Determine the mission of Washington Yu Ying	Carry out the mission.
Hire, evaluate and terminate the Head of School	Hire, evaluate, and terminate all other staff.
Participate in development of the strategic plan for the school	Participate and implement the strategic plan for the school.
Review and evaluate and approve annual business plan and budget.	Prepare business plan, budgets and information for Board review and approval.
Monitor progress of programs in terms of meeting the goals and mission of Washington Yu Ying.	Manage programs, staff, services and community relations.
Review Board materials; be prepared to make strategic decisions.	Prepare Board materials to facilitate policy-making by the Board.
Establish financial policies and hire certified public accounting firm.	Implement financial policies and work with auditors to facilitate their timely completion of required financial reports.

#### b. Rules and Policies

Certain policies of Washington Yu Ying relating to governance are already set forth in the Bylaws, Conflict of Interest Policy and Board of Trustees Job Descriptions included herein. The Board of Trustees will also adopt rules to facilitate the governance process consistent with the requirements of the Bylaws, Conflict of Interest Policy and Board Job Descriptions and the more general policies articulated in this application. The Board Policies set forth at the end of Tab J hereto represent the Board's working draft of its critical governance policies, which cover such matters as the responsibilities of the Board, board training and development, the expectations of Trustees, the relationship between the Board and the Head of School, financial policies, conflict of interest policies, and policies regarding meetings of the Board.

The Board Policies currently contemplate that the Board will use Robert's Rules of Order for Board and committee meetings.

In the developing the policies including in the Board Policies to date, the Founding Group has reviewed recommendations of BoardSource and the National Association of Independent Schools as well as the American Bar Association, and has reviewed and adopted, with appropriate modifications, model policies being used by other school. On this basis, the Board of Trustees is also in the process of developing policies for the orientation and continued training of all Board members, As set forth in the Board Policies, all new Board members must familiarize themselves with the charter, the charter school agreement, the Bylaws and the Board Policies. All Trustees must also execute the Board member agreements included in this application, acknowledging all of the foregoing, as well as other expectations of individual trustees. In addition, the Board of Trustees will seek to enroll all new Board members in a Board leadership program, such as the training program offered by Greater Washington DC Cares, and will establish polcies for ongoing training of all Trustees and the Board as a whole in accordance with recommendations of BoardSource and other similar organizations.

In addition to policies delineating the roles and responsibilities of the Board of Trustees and administration of Washington Yu Ying, the Board of Trustees, working with the Head of School, will also responsible for establish high-level policies in areas of personnel, academic program, financial management, student discipline, school operations and other areas as required by District of Columbia or federal law. Over the next 6 months, these policies will be further developed and articulated by drawing on best practices of other successful public charter schools and from independent schools implementing the PYP and MYP curricula and immersion.

The school administration, led by the Head of School will be responsible for the development, articulation and implementation of all operational guidelines and procedures to facilitate the day-to-day operations of the school, and will provide copies of such guidelines and procedures to the Board for its information.

See Section B-2-c, above, "Corporate Structure and Non-profit Status of the School" above relating to the organizational documents of the corporate entity, including its Articles of Incorporation, Bylaws and Conflict of Interest Policy included in Tab J hereto.

### c. Administrative Structure.

The administrative team will be led by the Head of School and supported by the Principal, who will be hired in year three. The Head of School will also serve in the role of Principal until the third year. The Principal, who will report to the Head, will be responsible for day-to-day academic oversight and faculty development.

Other key administrative positions expected to be filled during the first five years of school operation include: an Instructional Leader, who will report to the Head of School until the Principal is hired; a Business Manager, who will report to the Head of School; and a Development Manager who will also report to the Head. The Instructional Leader is a teaching position in the early years. The Instructional Leader will also

serve as the primary liaison to the Parent Association. He or she will meet regularly with the Head to discuss teacher-related issues and concerns. As the faculty grows, the school will have grade level team representatives, who meet with the Head as above.

Below is an outline of the anticipated roles of the key administrative staff.

Head of School	Communicate regularly with the Board chair; coordinate Board meetings; provide timely
	and relevant input to Board discussions.
	Ensure that overall administrative systems are coordinated; ensure that required federal
	and district reporting requirements are met.
	Support Principal in the hiring of faculty and monitoring of faculty performance.
	Acquisition and Lease, renovations with the advice of the Business Manager.
	Represent the school within the Washington DC community and among various external stakeholders. Handle all public relations, including marketing.
	Manage the development and execution of a fund-raising plan; cultivate individual, foundation and corporate supporters.
	Communicate with the Parents Association.
Principal	Work with Head of School to hire faculty. Supervise and evaluate faculty, make recommendations regarding continuing employment of teachers from one year to another.
	Guide the development of curricular content, within the parameters of the PYP and immersion program.
	Implement, in a timely manner, all mandated as well as "developed" assessments, as well as making sure that results will be reported on time to DCPS and other agencies, and implement assessment practices to monitor student achievement.
	Ensure that families and students needs and concerns are considered and addressed on a continuing basis.
Instructional	Identify and address training and staff development needs.
Leader (PYP	In cooperation with faculty, lead the development of curricular materials within the parameters of the PYP and MYP program.
Coordinator)	Supervise the implementation of the PYP and MYP
	Manage the application for and preparation of the IBO Authorization process
Business Manager	Set out finance-related policies; develop the budget; manage financial reporting; monitor expenditures and cash flow.
	Accounting, financial reporting, budget execution.
	Manage facilities, including lease, acquisition, renovations and maintenance.
	Management of payroll and benefits.
	Procurement.
	Preparation of financial reports and compliance reports.
	Management and development of marketing and communications materials.
	Assists the Head of School with the establishment of systems, managing facilities, and other roles.

**Parent Association.** Washington Yu Ying believes regular communication among the Board of Trustees, administration, faculty and parents is essential to the formation of a strong school community. To facilitate such communication, Washington Yu Ying will establish a Parent Association during the first year of operation. All parents/guardians of enrolled students have automatic membership and will be encouraged to

participate in the activities of the Parent Association. While the Parent Association will not have an administrative role, a representative will be selected to serve as a liaison for communicating with the Board and administration about parent concerns and providing periodic review of school policies and procedures.

# d. School Management Contracts.

The school does not plan to hire a management company and as such will not engage in school management contracts.

## e. Recruitment of Volunteers and Pro Bono Services.

Washington Yu Ying Public Charter School already benefits from a large group of supporters who wish to assist in the startup and continued operation of the school, with professional skills ranging from outreach, IT, fundraising, accounting, real estate, law and other areas. Washington Yu Ying Public Charter School is in the process of developing a database to keep track of these volunteers and the services they may be able to provide to Washington Yu Ying Public Charter School on a pro bono basis. In addition, the Founding Group and Trustees will continue to mine their respective contacts for such opportunities.

In addition to these efforts, Washington Yu Ying Public Charter School, as a non-profit partner of Greater Washington DC Cares, will have access to a network of professionals seeking to contribute their skills and time to worthy non-profit endeavors. Through a needs assessment process with GWDCC (and GWDCC's screening of potential pro bono consultants and other volunteers), the Founding Group and Trustees will seek to identify additional needs of the school and recruit the appropriate volunteers therefor.

#### 3. FINANCE

#### a. Anticipated Sources of Funds:

With our anticipated 150 students in 6 classes, Pre-Kindergarten through First Grade, we expect to receive approximately \$2 million in DC public funding our first year of operation. This constitutes 76% of our revenue and includes the per pupil allotment -\$1,384,336, the per pupil facilities allowance - \$480,341, the allocation for special education students - \$108,004 (SpEd 12%), and the allocation for English language learner (ELL 12%) students - \$61,717.

We expect to receive approximately \$377,000 or 14% of income in Federal Funding from entitlements and competitive grants. This includes the NCLB grants - \$120,313, the TitelVb planning grants - \$200,000, and the National Food Program -\$56,489. We expect that 50% of our students will be eligible for Title I, 100% for Title II Parts A & D, and 100% for Title IV. Also included in our budget are a before care program with breakfast, an after care program and three-week summer school. In the first year, we expect approximately \$210,000 or 8% of revenue from our lunch and before and after care programs.

We have applied for and received the PCSB/TitleVb planning grant and have included it in our budget. We will use these monies, and any additional funds to get the school up and running in the first year.

The following chart explains per pupil and anticipated funds in the planning and first two years. For a more detailed income analysis, please see our budget in  ${\bf Tab}\ {\bf F}$ .

	Planning Year	Year 1	Year 2
Number of Students		150	200
Per Pupil Allocation		8322	8572
Per Pupil Facilities		3109	3202
Percentage SpEd		12%	12%
Percentage LEP		12%	12%
Per Pupil Revenue			
Total Per Pupil Allocation		1,384,336	1,880,555

Total Facilities		480,341	659,668
Total SpEd Funding		108,004	152,475
Total LEP/NEP Funding		61,717	84,757
Total Per Pupil Summer Allocation			56,284
Total Per Pupil		2,034,398	2,833,739
Other Public Revenue			
NCLB Grants		120,313	165,230
Title Vb Planning Grant	120,000	200,000	20,000
National Food Program		56,489	77,578
Total Other Public		376,802	262,808
Private Revenue	8,000		
Supplemental Program Fees (BC/AC & Summer)		149,600	184,679
Meals		60,511	83,102
Uniforms		5,625	7,725
Total Private Revenue	8,000	215,736	275,506
Total Income	<b>128,000</b>	2,626,936	3,372,053

Contingency Planning. The Trustees of Washington Yu Ying understand that these are aggressive enrollment targets. And although we already have a large list of interested families and steadily growing support in the community, we are planning for the possibility of under enrollment. We are aggressively fundraising to ensure that even if we do not meet enrollment targets, we will be able to adequately support the school.

If our enrollment numbers, and, therefore, anticipated funds, are lower than planned we will make appropriate budgetary adjustments. We created a contingency budget based on the Washington Yu Ying receiving only 75% of its anticipated enrollment. Adjustments made to accommodate this includes: increasing the student per classroom number to 28, not hiring a social worker or literacy specialist, decreasing the textbooks purchased (as PYP does not require many textbooks), decreasing classroom furnishings from \$8,000 to \$5,000, decreased legal fees by \$10,000, as we will rely more on our pro bono law firm, decreasing leasehold improvements by \$10,000. This is demonstrated in our contingency budget, included as Tab F.

As is typical for DC Public Charter Schools, our cash flows show a large negative number in September of the first year. The deficit is between \$150k and \$200k. If we face such a problem, we will resolve this through a combination of the following: First, all payrolls are projected to start on July 1st. In practice, this is never true. Most staff won't start until August or even September. Since payroll is around 50% of expenses, cash flow should not be as difficult as the default conservative scenario would suggest. Second, the school will secure a \$150k line-of-credit from Eagle or City First Bank in July, when the bank accounts will be full and the school will be the most attractive to banks. Third, if needed, the school can stretch (late pay) a number of vendors at the end of September or beginning of October to breach the low cash period.

#### b. Planned Fundraising Efforts

Washington Yu Ying's Chinese and International focus provides a unique model and mission that makes the school appealing to specific corporations and organizations with like foci. We have created a Fundraising Committee who is aggressively targeting potential donors, organizations and corporations.

The Trustees have goal of fundraising approximately 25% of our income per year to support both its capital campaign to purchase a school building and more importantly our 2 teacher per class of 20 class structure.

Washington Yu Ying has a goal of fundraising approximately 25% of our income per year to support both its capital campaign to purchase a school building and more importantly our 2 teacher per class of 20 class structure.

We will apply in a timely manner for all federal monies to which our student population is eligible. We have already applied for the Federal Public Charter Schools Program pre-charter planning grant. We have letters of support from both US Asia Cultural Organization and the Confucius Institute to provide materials, teachers and other assistance that will offset costs. If we are granted a charter, we intend to immediately secure grant-writing services to begin the process of pursuing federal competitive, private and corporate foundation grants. We are in the process of applying for the Walton Family Foundation Charter School Startup grant of \$230,000.

Our Founding Group and advisory board include a number of individuals with significant fundraising and event planning experience, which we will employ to guide the grant application process and to undertake several planned fundraising events during the planning year. We have identified foundations that focus in at least one of the following areas: 1) education; 2) community initiatives in the DC metro area; 3) U.S. relations with Asia; and 4) language immersion programs. We will work closely and creatively with the corporate and local business communities to identify opportunities for sponsorships of certain school facilities (e.g. library, technology center, playground, gym) and community events (e.g. the New Year's and Mid Autumn Festivals). We will explore opportunities for matching grants from the corporate community. We will seek to have our school listed as part of the Combined Federal Campaign, which facilitates charitable giving within the federal government workforce.

The Board committee on Community Relations is responsible for fundraising. This committee will create an information packet on Washington Yu Ying for corporate and foundation donor prospects; strategically target donor prospects; and identify how fundraising goals will be met by corporate sponsorships, foundation grants and individual contributions. This Board committee will be responsible for driving all fundraising efforts for the school.

Federal Competitive Grants:

- Charter School Planning Grants
- FLAP Foreign Language Assistance Grants
- Enhancing Education through Technology
- E-rate Program
- Reading First\*

\* Note: While we plan to explore possibilities for this grant, we recognize that it may be difficult to reconcile the school's language immersion approach with the requirements of Reading First.)

## Private Foundations and Organizations:

- Walton Family Foundation: we are applying for the \$230,000 Startup Charter Grant.
- We have a relationship with the Confucius Institute of Maryland who has agreed to provide us with teachers and Chinese language books. This will result in significant savings in our budget.
- Annie E. Casey Foundation: supports disadvantaged children and families
- Ford Foundation: education division focuses on increasing educational access and fostering curriculum supportive of inclusion, development and civic life
- Henry Luce Foundation: Asia program supports initiatives that foster understanding of Asia in the U.S.
- Mott Foundation: focus on improving education in low-income areas
- Committee of 100: group of distinguished Chinese-Americans, education initiative supports curriculum development that is inclusive of Asian-American perspectives
- Asia Society: includes support for materials and programs for students and teachers
- Asia Foundation: includes support for Asian-American exchange programs
- U.S. China Education Trust: supports activities which improve U.S.-China relations
- Kinsey Foundation: supports educational and cultural initiatives in the DC metro area

- Morris and Gwendolyn Cafritz Foundation: supports arts, community service, education and health initiatives in the DC metro area
- Meyer Foundation: includes a focus on strengthening communities in the greater DC area
- Hattie M. Strong Foundation: grant program supporting education initiatives, primarily in DC metro area
- Lois and Richard England Foundation: programs in support of children in underserved areas of DC region, includes focus on after-school programs
- Spring Creek Foundation: includes support for education initiatives in the DC area
- KaBOOM!: helps build community playgrounds, includes challenge grants
- Nike's Jordan Fundamentals Grant Program: funding for innovative programs to teach children in need
- Mattel Children's Program: funding for innovative programs for children in need

### Corporations/Corporate Foundations/Business Associations:

AT&T Foundation AES Corporation
Verizon Foundation Capital One
Fannie Mae Corporation Marriott

Freddie Mac Foundation Gannet Company
Clark Construction Booz Allen and Hamilton

Sprint Nextel U.S.-China Business Council

Lockheed Martin U.S./China/Hong Kong Chamber of Commerce

**United Airlines** 

**Individual Giving**. Founding members have already donated small amounts of cash and a large amount of in-kind giving. As soon as we receive our non-profit status and Charter, we plan to start fundraising in earnest. Once the school is in operation, we will also welcome those families which are interested in doing so to make donations in cash or in-kind. The Chinese New Year Event in particular will be a community event but also will include a fundraising component such as an auction.

#### c. Financial Management and Accounting

Washington Yu Ying PCS will maintain its financial records in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. The school will establish financial management and internal accounting procedures with strong fiscal controls. The business manager will be in charge of establishing the schools financial systems with assistance from the Board and with review by the Head of School.

To mitigate cash flow and management issues associated with only receiving four payments over the course of the year. We expect to develop cash reserves to help manage cash flow and intend to obtain a line of credit from our banker in case our cash reserves are depleted.

Each year the business manager will start with a target budget including all revenues, expenses and savings targets. We will use Quick Books for everyday bookkeeping and will prepare monthly financial reports to ensure that we are meeting our budget: budget-to-actual, income/expense, cash flow and balance sheet. The business manager will be responsible for preparing these reports and presenting them to the Head. The Head will be responsible for preparing summary financial reports for each board meeting. We are considering contracting with GoldStar LLC to handle our accounting, payroll and DCPS reporting needs.

# d. Civil Liability and Insurance

Washington Yu Ying PCS will secure the following types and levels of insurance coverage. We have contacted three agencies from the Hartford Group of Insurance professionals and are awaiting quotes.

Type	Estimated Amount
General Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Director and Officers Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
Student Accident	Per student basis
Umbrella Coverage	\$3,000,000
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate or actual loss)
Auto Liability	\$1,000,000
Workers Compensation	As required by law

#### e. Provision for Audit

The Washington Yu Ying board will provide for an annual audit of the school's financial statements. The audit committee of the board will ensure than an annual audit of the finances of Washington Yu Ying PCS is conducted in a timely manner. We will select a Certified Public Accountant licensed in the District of Columbia from the list of DCPCSB approved firms.

#### 4. FACILITIES

#### a. Identification of a Site

Washington Yu Ying Founders take seriously the challenges associated with securing space for a new charter school and have employed a multi-pronged and flexible approach to our facilities search. Current market constraints make it unlikely that we will find a building that the school could grow into and eventually own. We are considering renting an incubator space for as many as the first three years of operation. This temporary space will allow us to minimize economic risk while increasing enrollment and staff, and at the same time, conserving cash needed to purchase or construct a permanent facility capable of accommodating 700 students (roughly 70,000 square feet). During the Years 4 to 13 growth period, we would lease surplus space to another charter school or to organizations with services or programs that complement our vision and mission.

In order to find a creative solution, our list of facilities criteria is short:

*Metro Accessible*. Because we anticipate serving students from a number of wards (1,2 and 6), access to public transportation will be critical and more important than locating in a specific neighborhood.

**Room for Growth.** We estimate our minimum space requirement for Year 1 at 15,000 square feet, or 6 classrooms and 2 additional rooms. By Year 3, the space needs will be 25,000 square feet, or 10 classrooms and 2 additional rooms. We would like to move no more than once between years 1 and 6.

**Renovations**: We will assess the suitability of any incubator space with respect to the costs of bringing the space up to appropriate standards and use estimates of that cost to inform negotiations of lease terms. In addition to classroom space, we will also consider the requirements, as applicable, for non-classroom space, such as nursing stations, lunch-warming areas, restrooms and administrative space.

*Costs*: We have budgeted \$28/square foot for 24,600 square feet of incubator space, including all applicable management, maintenance and insurance costs.

**Safety.** The facilities will meet the following criteria: excellent personal safety, excellent building safety, ability to drop off and pick up, access to safe outdoor space, good day-lighting and access to community facilities.

Specifically, the Washington Yu Ying facilities committee, composed of a group of professional real estate developers, agents, and motivated parents, are following three primary avenues to ensure Washington

Yu Ying finds the most appropriate space available for the students' needs: co-location with an underenrolled or occupation of a vacant DCPS school, private development, and commercial leasing.

Building Hope, a non-profit organization with an excellent track record for helping charters secure space, has selected us to receive assistance in finding and financing a facility. With advocacy from Kathleen Padian of Building Hope, who has become intimately involved in the DCPS effort to identify schools that would be promising candidates for co-location with charter schools, we have identified and appealed to Chancellor Rhee and other decision-makers within DCPS to consider us for co-location in five DC public schools in Wards 1, 2, and 6 that are currently under-enrolled. Because Washington Yu Ying offers a unique model of education, we feel we would bring many opportunities for cultural enrichment that would complement rather than compete with an existing public school willing to share its space.

Washington Yu Ying is actively exploring co-location at an under-enrolled D.C. Public Schools facility because it offers us the opportunity to lease a facility at a rate far below Washington commercial market rates and save more money for a down payment on a permanent space. Hoever, there are no guarantees that such a facility will be available in time for our opening in fall of 2008. We are also pursuing opportunities to develop privately owned property. Washington Yu Ying is well-positioned to be an active participant in raising funds and cultivating relationships with non-profit organizations, city agencies and others for public/private development partnerships that have the goal of serving both the local and the wider DC communities. We are currently in the process of procuring the aid of the Charter Schools Development Corporation, non-profit organization that buys and develops space to lease to charter schools. We have begun talks with CSDC and are looking for real estate that meets their criteria.

With the help of commercial realtor Matthew Ward of Studley, we have been actively scouting facilities for six months and have developed a database of site candidates, including several viable backups that can get us through at least the first year and up to the first three years of operation.

As we build this school and search for facilities, we understand how essential it is to get to know the needs of and appeal to the neighbors in the communities and/or the principals, teachers, and parents in the schools in which we hope to locate. For that reason, our facilities and outreach committees are working closely together as we zero in on locations to help us understand the unique challenges and opportunities Washington Yu Ying and the schools or communities afford each other and how we can work together to leverage the opportunities and find creative solutions to the challenges. By choosing to join the network of International Baccalaureate Schools, the founders of Washington Yu Ying obligated the school to become a thriving community of learners—stretching beyond the students enrolled at Washington Yu Ying—actively engaged in the wider DC community. In this regard, we plan to use our facilities to offer such cultural enrichment activities as: language classes, summer camp, martial arts, calligraphy, music, dance, and puppetry, as well as programs and services not exclusively tied to Chinese language and culture.

#### b. Site Renovation

Each of the properties currently under consideration by Washington Yu Ying is in a different stage of renovation to accommodate a school. In addition to our relationship with Building Hope, Washington Yu Ying has identified an architect, Milton Shinberg, of Shinberg & Levinas, who can provide guidance on code compliance, design issues and the improvements necessary to create a suitable space for the school. We have contacts with a number of local licensed contractors who can bring the facilities into compliance with all building, zoning and safety codes, although Washington Yu Ying will comply with the applicable requirements for competitive procurements under the DC School Reform Act in contracting for such work.

Before signing a lease, we will consult with an architect and general contractor and arrange for a site inspection. We will coordinate with the architect and contractor to develop a detailed scope of work and timeline for work to be completed no later than April 2008. In negotiating the lease for the incubator space, we may request that the landlord pay for part or all of the work.

# **Proposed Timeline:**

September 2007: Identify space; Hire inspector, contractor, and architect; Inspection/Walk-through with contractor and architect; Lease negotiation

October 2007: Scope of work for renovation; Obtain building permits; Begin renovation

January 2008: Ability to show space underdevelopment

April 2008: Renovation complete; begin inspections process to obtain occupancy permit

Our selection of a permanent facility will also involve a similar evaluation of the degree and expense of renovation required.

## c. Facilities Financing

Washington Yu Ying PCS has a bank account at Bank of America and anticipates applying for a line of credit at Bank of America once the Charter is established. If obtaining the line at Bank of America proves difficult, we will pursue one of the other banks used by charter schools, Eagle or City First. While developing our curriculum and otherwise planning for the opening of the school, we will use this line of credit to begin to establish a credit history that will bolster our efforts to lease and later purchase or construct a facility.

The most immediate need, however, is to secure financing to lease and renovate an incubator space. Washington Yu Ying will be aided by its relationships with various nonprofits. Building Hope, through its partner American Charter, offers credit enhancements and loan guarantees to new charter schools.

We plan to save on average \$100,000 per year while occupying the incubator space for a down payment to purchase and renovate a permanent facility.

# d. Building Maintenance

Washington Yu Ying PCS recognizes the importance of a safe, clean environment for its students. In order to ensure such an environment, we will schedule an initial inspection of the space and subsequent quarterly inspections with professional building inspectors to ensure that all codes and standards are met, mechanical systems are operating properly and that HVAC systems are primed for the seasons. A tracking system will monitor maintenance needs and fulfillment, ensure maintenance and repairs are conducted swiftly and cost-effectively, and identify opportunities for increased efficiency. We will contract with appropriate maintenance staff and firms to perform maintenance as needed and in each case subject to any applicable requirements for competitive procurements under the DC School Reform Act.

## 5. RECRUITMENT AND MARKETING

### a. Outreach to the Community

Creating strong linkages in the community serves our mission and creates an essential support network for Washington Yu Ying. Our outreach goals are to publicize the school, build community partnerships that can help us meet our goals of the school and determine how we may best serve the community. Washington Yu Ying founders have contacted numerous organizations and individuals in this effort. Many of the organizations submitted letters of support indicating their willingness to work with Washington Yu Ying. In addition to those activities already included in the Education Plan, our activities have included the following:

Organization	Key Contacts	Mission of Org. and Benefits to Washington Yu Ying
		School/Students
Community Service P	artners:	
National Council of	Kahlil Bryant,	NCNW's supports women of African descent and their
Negro Women	International	families including mentoring and literacy programs for
633 Pennsylvania	Development Cntr	youth Washington chapters provide students with special
Ave. NW	Sylvia Patrick, Bethune	programs, mentoring and literacy activities.
	Program Cntr	
Delta Sigma Theta	Ella McNair, Director,	Delta Sigma Theta sorority has a strong history of public
Sorority	Programs and Public	service and active programs in the field of education.
1707 New	Relations	Delta Sigma Theta provide opportunities for tutoring and
Hampshire Ave.	Nicole Bates, Program	mentoring.

NW	Specialist	
Latin American	Gerry Schaffer,	LAYC offers comprehensive social services to the
Youth Center	Educational	Hispanic community in Washington, DC. We are
1419 Columbia Rd.	Enhancement	exploring cooperating with LAYC on after-school
NW	Jeanne Konicki,	programs, tutoring and mentoring, and recruitment.
	Americorps Liaison	
CentroNia	Kisha Brown, Family	CentroNia's mission is educating children and youth and
1420 Columbia Rd.	Literacy Director	strengthening families in a bilingual, multicultural
NW	Irma Rivera, Family	community. CentroNia's Family Literacy Program
	Literacy Coordinator	provides students with access to literacy programs and
		their families to information on the integrated social
		services CentroNia provides.
Asian American	John Brill, Interim	AALEAD's mission is to promote the well-being of Asian
LEAD	Program Director	American youth and families, through education,
1323 Girard St. NW	Sandy Dang, Executive	leadership development and community building. We are
	Director	exploring with AALEAD cooperation on recruitment,
		tutoring, mentoring and after-school programs.
Vietnamese	Hien Vu, President	The Vietnamese American Community Service Center
American		provides comprehensive social support to Vietnamese
Community Service		immigrant families in the DC area. Cooperation with
Center		VASC would provide support for Vietnamese speaking
2437 15 <sup>th</sup> Street		students and their families.
Cultural Institutions a	nd Extracurricular Enrichr	ment:
Textile Museum	Linda Powell, Curator	The Textile Museum and its hands-on Activity Gallery
2300 S Street NW	of Education	offers students a chance to learn about the
		cultural/practical significance of textile.
National	Kim Hulse, Education	National Geographic will provide curricular materials and
Geographic	and Children's	students with speakers programs and field trip
1145 17th Street NW	Programs	opportunities.
Freer Gallery of	Claire Orologas,	The Freer and Sackler Galleries house world-renowned
Art/Sackler Gallery	Director of Education	collections of Asian art. The galleries can provide
1050 Independence	Maria Williams, Office	curricular materials, field trip opportunities and interactive
Ave.	Manager	art programs.
Meridian Int'l	Ruth Withnell Fitts,	Meridian promotes international understanding through
Center	Director, Educational	outreach, exchanges and arts programs. They provide
1630 Crescent Place,	Outreach Programs	curricular materials and speakers programs.
NW	M. F L.	The colour of the second of th
Embassy, PR China	Mr. Fang Jun, Counselor for Sino-US	The embassy can provide cultural exchanges, access to
Education Office		Chinese language teaching materials, and links to networks
2300 Connecticut	Educational Exchange	of Chinese teachers.
Ave. NW	and Chinese Language	
İ	A ffaire	
National Capital	Affairs Donnie Shaw	YMCA can provide physical education opportunities and
National Capital	Donnie Shaw,	YMCA can provide physical education opportunities and health/wellness programs for after-school programs
YMCA	Donnie Shaw, Community	YMCA can provide physical education opportunities and health/wellness programs for after-school programs.
YMCA 1711 Rhode Island	Donnie Shaw,	
YMCA 1711 Rhode Island Avenue	Donnie Shaw, Community Development Director	health/wellness programs for after-school programs.
YMCA 1711 Rhode Island Avenue Hung Tao Choy Mei	Donnie Shaw, Community Development Director  Abdur-Rahim	health/wellness programs for after-school programs.  This local Kung Fu Academy provides students with
YMCA 1711 Rhode Island Avenue	Donnie Shaw, Community Development Director  Abdur-Rahim Muhammad	health/wellness programs for after-school programs.  This local Kung Fu Academy provides students with opportunities to learn both the physical and cultural
YMCA 1711 Rhode Island Avenue Hung Tao Choy Mei 1351 U Street, NW	Donnie Shaw, Community Development Director  Abdur-Rahim Muhammad President/Founder	health/wellness programs for after-school programs.  This local Kung Fu Academy provides students with opportunities to learn both the physical and cultural aspects of the martial arts.
YMCA 1711 Rhode Island Avenue Hung Tao Choy Mei 1351 U Street, NW Everhart's Nippon	Donnie Shaw, Community Development Director  Abdur-Rahim Muhammad President/Founder Robert Everhart,	health/wellness programs for after-school programs.  This local Kung Fu Academy provides students with opportunities to learn both the physical and cultural aspects of the martial arts.  This martial arts studio will help shape martial arts
YMCA 1711 Rhode Island Avenue Hung Tao Choy Mei 1351 U Street, NW	Donnie Shaw, Community Development Director  Abdur-Rahim Muhammad President/Founder	health/wellness programs for after-school programs.  This local Kung Fu Academy provides students with opportunities to learn both the physical and cultural aspects of the martial arts.

Whole Foods	Heather Rogers,	Whole Foods' community relations program provides			
1500 P Street NW	Community Liaison	students with field trip opportunities and curricular			
	·	material related to food and nutrition.			
Washington	Stephanie Wright and	Washington Opera provides access to interactive			
National Opera	Rebecca Kirk, Ed. &	presentations and performances and links to the "Family			
6925 Willow St. NW	Comm. Programs	Opera Look-In" program.			
Other Targeted Outre	ach:				
DC Politicians	Councilman Graham	We met with Councilman Graham who submitted a letter			
	and Wells,	of support and also offered to help us especially with the			
	Congresswoman	effort to collocate our facility with DCPS. Met with			
	Norton, and Mayor	Councilman Wells have initiated contact with			
	Fenty	Congresswoman Norton and Mayor Fenty			
Listservs	In targeted wards and	DC Urban Moms, Mocha Moms (Southern DC), Families			
	for families	with Children from China, MOTHS (Parents on Capitol			
		Hill), World School of Washington (Southeast DC),			
		Community Listservs in targeted wards, Asian American			
		Community, U Street Tots			

We also have a website—www.washingtonyuying.org—which we use to educate people about the school, for hiring purposes and to collect names of interested families via a link to a Google Group.

We plan to conduct an intensive outreach effort over the next six months broadening and deepening our effort to partner with community associations in our targeted wards, cultural institutions and other relevant groups. Our activities will include:

- Creating flyers and other print media in English, Spanish and Chinese and distributing them at community meeting places in Wards 1 2 and 6.
- Holding a Mid Autumn Moon Festival Party in the fall 2007 and a Chinese New Year's event in early 2008 to raise money, promote enrollment, and educate the community about the school.
- Targeting community organizations in Wards 1, 2 and 6, we will ask community groups to include information about Washington Yu Ying in their newsletters. We will also request a few minutes at upcoming events to address members.
- Developing a presentation and holding informational seminars at libraries, churches, daycare centers and community centers in our target Wards and in conjunction with cooperating community groups.

Other initiatives will include prominent signage, investigating advertising in cable or radio, targeted PR releases for local broadcast media. In addition, after school opening, students will be required to wear uniforms (Washington Yu Ying T-shirts and khakis)—150 students, and more the following year, will be walking promotions for the school.

**Serving the Community**. Washington Yu Ying will be an integral part of the community and will engage in and share with the community as a whole:

- We will share our experiences with other educators in immersion and Chinese: LAMB, Elsie Whitlow Stokes, ABC Bilingual, Thomson.
- We will explore the possibility of cooperating on International Baccalaureate training programs with DC public schools (e.g. Thomson and H.D. Cooke).
- We plan to hold community events to commemorate Asian holidays: Mid Autumn Moon and Chinese New Year's Festival and Fundraiser.
- We will hold lectures on Asian culture with experts and invite community members.
- During off school hours we will provide space for Chinese conversation classes for our parents and interested community members.
- During off hours, if possible, we will rent space for Asian cultural activities like Gong Fu and Tai Chi.

#### b. Recruitment of Students

We are aware that an increasing number of public charter schools are available for parents to choose from, particularly at the elementary level and in Ward 1. Therefore, a strong effort will be required to introduce Washington Yu Ying to District families and to emphasize the benefits of the inquiry-based International Baccalaureate PYP curriculum and Chinese language immersion. Particular attention will be paid to introducing the Chinese language element of the program to families, including those for whom English is not the primary language and who might not ordinarily consider a Chinese immersion curriculum for their children. Evidence of young children's capacity for acquisition of second and third languages will be emphasized.

The recruitment process will be an extension of broader community outreach efforts described in the previous section, which are already producing significant interest in Washington Yu Ying among area families. Recruitment efforts will include coordination with other public charter schools in the targeted neighborhoods, such as Elsie Whitlow Stokes, Capital City, E.L. Haynes, and Two Rivers, that are not able to accommodate all interested families. The inquiry-based Primary Years Program of the International Baccalaureate curriculum is similar in some aspects to the Expeditionary Outward Bound curriculum or Language Immersion programs used by the above-mentioned charter schools, and could prove attractive to families of children not gaining admission to those schools.

Washington Yu Ying will also conduct information sessions/presentations at a variety of locations in targeted wards, as detailed above, to inform prospective families of the plans for the school and opportunities for enrollment. A translator will be on site when appropriate. We will also staff information booths at grocery stores and shopping areas to distribute information (in Spanish and English) about the school.

Print and radio advertisements may be employed throughout the District to ensure that a diverse array of families who may have an interest in an inquiry-based, language immersion program for their children have an opportunity to learn about the school and submit an application. All local media outlets will be contacted and invited to the Chinese New Year and Mid Autumn Moon Festival Community Events/Fundraisers.

In general there has been a great deal of interest in the school. This summer we continued to build our list of interested families. Our listsery now includes 130 individuals, most with families in the District and interested in the school. We held two playdates and have created committees around Governance Community Outreach, Fundraising and Facillities that will implement the following. Over 60 people attended both playdates, and they resulted in over 30 families who were will to join committees and help out. We plan to continue to build on this effort to meet our goal of 150 students in 2008.

Summer 2007	Contact of potential community partners, generating interest through listservs, informal
Sammer 2007	discussion, develop community partnerships.
October October	Finalize development of print materials and presentation.
October – February	Present to community centers, churches, libraries in targeted wards.
September	Mid Autumn Festival and Fundraiser Event.
September – March	Ask partners to distribute information to their constituents. Staff informational booths
	as key grocery stores and shopping areas.
Early February	PR "blitz" over Chinese New Year. Send press release to all local outlets.
Continued Activities	Community outreach, information sessions, print and radio advertising.
Jan. – April 2008	Application forms accepted.
Mid April, 2008	Public lottery, if needed. Notification of lottery results mailed.
May 2008	Enrollment confirmation and enrollment packets due; orientation meetings scheduled.

Washington Yu Ying PCS intends to enroll students in two pre-kindergarten classes, two kindergarten classes, and two 1st grade classes. We anticipate that recruitment will be significantly more difficult for prospective 1st graders as these students will already be enrolled in kindergarten programs at other schools. We will not recruit for students outside of the District.

A public lottery will be held to determine which applicants will be offered enrollment if applications exceed spaces available. Families will be notified immediately of the results of the lottery. Families of students being offered enrollment will be required to confirm their child's enrollment and submit a short enrollment packet which will include important demographic and educational information about their child. Each family will be required to arrange for an individual; or small-group orientation meeting with school leaders. This will be an opportunity for us to demonstrate our commitment to meeting the needs of each student and for parents to understand the commitment required on their part to support their child in a dual-immersion PYP school.

In the case of under-enrollment, we will adjust the number of faculty, and hiring contracts will be contingent on adequate enrollment, and a continued period of recruitment will be implemented in April and May 2008 in an effort to bolster enrollment.

# b. Future Expansion and Improvements.

Five-Year Enrollment Targets by Grade Level and Special Need

	Year 1	Year 2	Year 3	Year 4	Year 5
PreK 4	50	50	50	80	80
Kindergarten	50	50	50	50	80
1st	50	50	50	50	50
2 <sup>nd</sup>		50	50	50	50
3rd			46	46	46
4 <sup>th</sup>				42	42
5 <sup>th</sup>					39
6 <sup>th</sup>					
7th					
8 <sup>th</sup>					
Total Students	150	200	246	318	387
Special Education 12%	18	24	30	38	46
English Language Learner 12%	18	24	30	38	46

Washington Yu Ying plans to be located at an incubator site for the first three years of operations with the goal of raising sufficient capital and locating an appropriate permanent site by Year 4. We are planning for 25 students per class and two classes per grade while we are in our incubator facility. Once we move to the purchased facility, we will begin to have four classes of 20 per grade in admitting years. The numbers also show an estimated 8% attrition once we stop admitting students in 3rd grade.

The enrollment figures above are estimates, which will be impacted by developments related to facilities, funding and the level of interest for enrollment. We will put forth a vigorous effort for student and faculty recruitment and retention, throughout the growth period and after. The school's full capacity, approximately 700 children, would not be reached until year 13, when all the students will have started in the purchased building, and with four classes of 20 students starting in pre-K.

Should we find that our attrition rates are greater than 8% and budgetary changes fail to address our shortfall, we may need to request an amendment to our charter that would permit admission after 2<sup>nd</sup> grade. Students who enroll at Washington Yu Ying after grade 2, during Chinese language days, will participate in a pull-out program similar to programs used for ELL students.

The program will be organized for intensive vocabulary and basic grammar development. Vocabulary taught will be that which will allow the student to participate in general activities (such as asking for a pencil, to use the restroom) as well as vocabulary specific to the Unit of Inquiry being taught (for example, words relating to Chinese fairy tales). This approach will allow students to quickly develop the ability to communicate, albeit at a basic level, with their classmates and their teachers, and to participate in the class activities. Additionally, a "buddy" will be assigned to students new to the language. The buddy will be a student with grade-level fluency who will assist the new student by translating or demonstrating the teacher's instructions and modeling appropriate oral responses.

#### C. PLAN OF OPERATION

### 1. STUDENT POLICIES AND PROCEDURES

# a. Timetable for Registering and Admitting

The Founding Board of Washington Yu Ying will actively recruit new students upon final approval of the Charter in September of 2007 and once an application has been developed. The deadline for applications will be April 18, 2008, prior to a lottery, if necessary. If accepted, families will be required to confirm their enrollment, attend an information/orientation meeting, meet with a school administrators, and complete registration and submit all required paperwork by May 2008.

August 2007	Development of Student Application (one page)
September 2007 – February 2008	Active recruitment and dissemination of application culminating with Chinese New Years event.
September 2007 – April 18, 2008	Registration period; all applications due April 18, 2008
April 11, 2008	Announce lottery date and arrange for public forum (if applicable)
April 18, 2008	Lottery held (if applicable)
April 22, 2008	Notices mailed to prospective students and those wait listed (if any)
May 12, 2008	Intent to enroll forms due.
June 1, 2008	Any remaining open slots filled according to the waitlist.
May – June 2008	Parents complete registration information; Parent/school conferences; verify residency; collect information on special needs students.
July 2008	Orientation / open house brunch 1;
August, 2008	Orientation/open house brunch 2 for all families.
September 2008	School year begins.

#### b. Policies and Procedures for Selection, Admission, Enrollment, etc.

Application. Any student who is a resident of Washington, DC, is eligible to apply for admission to Washington Yu Ying for their grade level. All applicants must submit a completed, signed application with proof of DC residence. Prospective students will be considered without regard to any measure of aptitude or intellect, language proficiency or any other basis prohibited by law. After the first year of operation, preference will be given to already enrolled students and their siblings. If more students apply than there are spaces available, the selection will by made by a random lottery system with a waiting list, which will also be organized based on the random lottery method. Washington Yu Ying will maintain the waiting list as a part of ongoing recordkeeping for the school year; waitlisted students will be confirmed and sent invitations to apply as student slots become open. The waitlist will be generated anew each year. If, and only if, slots remain unfilled, students from outside DC may apply; these students would be required to pay the applicable annual tuition as set by the DC State Education Office. However, Washington Yu Ying will not advertise to nor actively recruit any students from outside the District. If the school is under-subscribed at the end of the enrollment period, Washington Yu Ying will continue its recruitment campaign with rolling admissions on a first-come-first-served basis until capacity is reached.

Solely to the extent permitted by recent amendments to the DC School Reform Act, Washington Yu Ying will provide a limited preference in admissions for children of the Founding Board; Washington Yu Ying will develop policies for administering such limited preference in adherence with applicable regulation and in close consultation with the DC Public Charter School Board and other relevant authorities after receiving its charter.

Due to the rigors of a Mandarin Chinese language immersion program, Washington Yu Ying intends to have open enrollment only through Second Grade and ass no students in upper grades.

Admissions Meetings. Once selected, parents and the student will be required to: attend an individual meeting with a school administrator; sign a parent agreement to be engaged with their child's education; confirm residency; submit proof of student immunization and confirm status as other primary caregiver (if applicable). The purpose of the individual meeting is to introduce and ensure that parents (or primary caregivers) understand and agree with Washington Yu Ying's philosophy, curriculum and method of instruction. Although we will not discourage or counsel students against enrollment, we want to ensure both parents and students understand and support the program. The Founding Board believes that such a process is necessary to ensure that parents understand the commitment it takes for a student to become biliterate and the rigors associated with an immersion program in Chinese. In addition, Parents need to understand and embrace the PYP/IB educational model and philosophy.

This meeting is scheduled early on so that staff may prepare class/lesson plans that will best meet the specific needs of enrolled students. If it is deemed that a child is not performing at the pre-enrollment standard, s/he may be required to complete a summer enrichment session and/or be placed in appropriate grade. Students in pre-K through Grade 3 may transfer during the school year to fill open slots. Students transferring before the start of classes will be encouraged to begin after an intensive summer program in Mandarin Chinese. If the students enroll mid-year, every effort will be made to assist their integration into the immersion setting; in the summer, they will be required to attend the intensive Mandarin program.

Other requirements upon enrollment. Parents and/or sending schools will be required to submit student educational records, including results of any screenings/assessments or documentation of special service documents such as IEPs or 504 Plans within 2 weeks of student enrollment in Washington Yu Ying. An informal child study meeting will be conducted by the STARS (Student/Teacher Achievement Resource Support) team to decide whether current IEP goals can be addressed, or whether a new IEP needs to be developed. Accommodations, adaptations and supports will be devised to ensure that students with special needs are afforded a free, appropriate education in the least restrictive environment at Washington Yu Ying.

Our admission policies will be an entirely open enrollment process and no information gathered will serve to differentiate among prospective students.

Withdrawal. A student may withdrawal at any time during the school year. Washington Yu Ying will make every effort to conduct an exit interview with the family in order to understand why the student wishes to leave. This information will be documented and shared with staff in order to address any school shortcomings that resulted in a student's departure. Washington Yu Ying is committed to positive forms of discipline including modeling good behavior and positive reinforcement. We plan to work closely with parents to ensure that children, starting from a young age, learn key values like respect, responsibility and hard work at home and school. With our Asian focus and PYP model, these values will be embedded in all aspects of the student's daily life.

**Suspension and Expulsion**. The Founding Board is committed to fostering an environment for children where respectful and appropriate behavior is as highly valued as academic achievement. These values will be reinforced at the enrollment meeting and subsequent parent / teacher meetings.

In order to provide a safe, nurturing and appropriate environment that is conducive to learning, Washington Yu Ying will develop a code of conduct and disciplinary policy that clearly defines expected and prohibited behavior. Students whose behavior does not meet the clearly defined standards will not be allowed to disrupt the education of their fellow classmates. In extreme cases, where all other means have been exhausted, sanction for violating the code of conduct will include suspension and expulsion. All students will be treated equitably and fairly in compliance with all relevant laws.

Washington Yu Ying will ensure that all students have a safe and nurturing environment where every second counts, and teachers spend their time planning and instructing a rigorous curriculum. Disruptive behavior will be managed in a proactive manner, and teachers will employ phone calls and email, parent-teacher conferences and counseling to develop child-specific plans with action items for both teachers and parents. Physical violence will not be accepted. A first instance of willful violence will require a telephone call and parent-teacher conference. During this conference an action plan will be agreed upon, and parents will be updated in writing of their child's progress in the classroom. In person parent-teacher conferences will be

required if there is a second instance of willful violence. A third instance of willful violence will lead to suspension with a requirement that the student be evaluated by a therapist, and the evaluation report shared with the DC Authorities.

By involving parents in creating an action plan, Washington Yu Ying anticipates that most students will overcome problems in this area. If such behavior continues, parents would be informed in writing that a fourth incidence of violence will result in expulsion. In the rare event that this does not occur, we anticipate that parents will agree that these behavioral problems warrant an environment that can provide more individual support than is available in a classroom setting; however, if parents are resistant to expulsion, they may appeal this decision to the Board of Trustees. Bullying will be treated in the same manner.

In the event of extreme inappropriate behavior, parents will be required to pick up their child from the school immediately. Failure to do so may result in a same-day suspension or termination from the school. Readmission may occur after counseling and a parent-teacher conference. Extreme behavior could include such things as death threats, weapons, or violence and will be outlined in the student handbook.

The rights of Washington Yu Ying students with an IEP or in need of a review for an IEP are governed by the 1997 amendments to IDEA concerning the suspension of expulsion of students with special education needs (20 U.S.C Section 1415, subsection K.) Washington Yu Ying will follow the IDEA discipline guidelines provided for in subsection K when managing potential suspension of a student with an IEP or a student identified as in need of a review of an IEP.

## c. Development of Student Policies.

A handbook of student policies and procedures will be completed by June, 2008 by the schools administration team. This handbook will clearly explain expected student behavior, discipline and procedures. This handbook will be presented to students and parents in August and reviewed in the first week of school. Moreover, it will be followed by each teacher, parent, student and administrator.

# 2. HUMAN RESOURCE INFORMATION

# a. Key Leadership Roles.

Washington Yu Ying staffing plan will be arranged to meet the unique structure of the school, which blends the Primary Years Programme (PYP) of the International Baccalaureate (IB) Curriculum with Chinese Language immersion.

**Administration**. The Interim Head of School is Founder Alejandra Maudet. She is leading the effort to open the school. She is providing instructional and business leadership for the school. She is also leading the recruiting effort for a permanent Head of School

**Instructional Leader**. Founder Amy Quinn is serving as the school's PYP coordinator. She is leading the instructional effort and will assist teachers with development of lesson plans.

**Business Manager**. The business manager will run the day-to-day operations of the non-instructional aspects of the school including: finance, accounting, marketing compliance with regulations, permits and management of facilities. Members of the Board of Trustees will provide lead guidance in this area until a Business Manager has been hired in early 2008.

**Legal Counsel.** Thelen Reid Brown Raysman & Steiner LLP, a 600-lawyer firm located at 701 Eighth Street, NW in the District, is generously serving as Washington Yu Ying's legal counsel on a pro bono basis. Andrea Lachenmayr, a lawyer in the firm's business department, acts as general legal counsel to the Founding Group/Trustees. The firm represents many firms who do business in China and also has an office in Shanghai. Other lawyers at Thelen Reid have offered assistance to this effort, including attorneys specializing in labor and employment matters, Gerald Towne, a tax, trusts and estates attorney with experience 501(c)(3) tax-exempt organizations, James Newland, a construction lawyer, and Mark Jefferson, a business attorney who previously taught at a DC public charter school, to name a few.

## b. Qualifications of School Staff

Washington Yu Ying will strive to assemble a faculty of experienced, highly motivated and culturally diverse staff.

Administration. The Head of School will carry forward the academic vision of the school but will not delve deeply into the day-to-day budget and operational issues. He/she will rely heavily on the business manager and the instructional leader. The business manager will manage the operational aspects of the school. The instructional leader will manage curriculum and staff development and evaluation. As the student population increases, we envision hiring additional staff in the finance/operations area, and a Principal to focus on the instructional leadership of the school.

**Head of School.** The Head of School will be a visionary leader capable of motivating staff, students and parents, and able to communicate effectively with all of the schools constituents. He or she will have knowledge of educational administration based on academic disciplines as well as applied professional practice. Qualifications will include:

- Experience as a teacher and/or principal
- A minimum of a Master's degree in Education
- Excellent oral communication, writing and organizational skills

**Principal**. In our start up years, the Head of School will fulfill the Principal's role. These roles will be separated in the third year of operation. The principal's qualifications include experience in:

- Management of operations
- Curriculum Coordination
- Leadership of teaching staff and the ability to build teams
- Dean of Students

**Business Manager**. The candidate will have experience managing successful businesses accounting, finance, operations and marketing. The candidate will preferably have school experience and an MBA.

Instructional Leader. The instructional leader will be a specialist in PYP. The ideal candidate will be creative, highly motivated and an excellent communicator. He/she will be a senior-level teacher with a range of previous experience in teaching PYP and MYP across grade levels (elementary through middle school). Finally he/she will be a motivated teacher with a positive attitude and a commitment to making learning enjoyable.

Chinese Program Coordinator/Lead Chinese Teacher. Ideal candidates will be native speakers of Chinese with experience teaching Chinese to both native and non-native school-age Chinese speakers. Additionally, the candidate will have experience as a program coordinator and in supervising staff. Candidate should be highly motivated, an excellent communicator and highly creative. The teacher should be a senior level teacher with a range of previous experiences in teaching Chinese to native and non-native speakers. He or she should have teaching experience across grade levels (elementary through high school). Finally, he/she will be a motivated teacher with a positive attitude and a commitment to making learning enjoyable. Lead teachers will be native speakers of the language in which they will teach, hold a bachelor's degree and have extensive experience in their related field.

Teacher Qualifications. We are seeking individuals with a commitment to our mission who have understand and relish the demands of a start-up school. All teachers will have experience in elementary education and a passion for working with children. In addition, they will have a minimum of a bachelor's degree and have passed the appropriate Praxis if applicable. All teachers will be highly qualified as defined by NCLB. Preference will be given to teachers with immersion experience, charter school experience, and/or PYP experience. In addition, we will endeavor to employ only native or native-level speakers of Chinese for the Chinese immersion classes.

Other educational professionals, including the social worker, literacy and math specialist, special education teachers, ELL Coordinator, and others will have appropriate qualification for their role in the school. We also seek highly experienced assistant teachers who have completed an undergraduate degree and are highly motivated to support our teachers and students in the classroom. All faculty members, once hired, will be required to participate in PYP training and immersion methodology.

## c. Recruitment Strategies

The Founding Board is in the process of recruiting a Head of School. The team drafted and posted announcements domestically and internationally for the position. Listings were made on a number of job boards, in local newspapers, with educational job listing publications and with the International Baccalaureate Organization (IBO). The team received many qualified resumes and held seven phone and two in-person interviews. The qualified applicants have a shared interest and experience in PYP and immersion. And they all share in the dream to build a school from the ground up. Because many of the qualified applicants are not local, the team decided to wait until a Charter is granted before finishing the interview process and offering the position to a candidate.

The Founding Board of Washington Yu Ying understands the challenge of recruiting qualified teachers. To that end we have begun building a bank of interested teachers and have contacted the Chinese Embassy, the Chinese government organization Han Ban, which provides Chinese teachers to US schools, and the Confucius Institute for assistance in finding and hiring Chinese teachers. After we receive our Charter, we will begin this effort in earnest. We will advertise nationally and locally, post our positions at local colleges and universities. We will make a particular effort to recruit a diverse teacher population, in particular African American and Latino teachers in our English teacher roles, to ensure that staff are representative of the diversity of the District and of our student population. The Head of School will look at a teacher's previous experience, education and GPA, standardized test scores, rewards, recognitions and community involvement. We will begin interviewing in the winter of 2007-8.

#### d. Staffing Plan

**Pre-Opening Staff.** Washington Yu Ying is in the midst of a search for a Head of School. Our intent is to bring him/her on board on a contract basis by July, 2007 after we receive our Charter. We are in discussions with New Leaders for New Schools, and it is our goal for our applicant to be trained by NLNS during the school year of 2007-8. During this year, the Head of School will also be planning the curriculum, getting the school ready and recruiting the teachers for the school.

We will also hire a business manager on a half-time contract basis in the beginning of 2008. This person will be in charge of setting up the operational and business aspects of the school. Washington Yu Ying will hire an administrative support person in the summer of 2008. We also have budgeted time for the instructional leader to begin work quarter time in the planning year.

Classroom Staff Years 1 – 5. Each class will have a full-time lead (Chinese or English) teacher and an assistant teacher (also English or Chinese speakers) because students benefit from having two-trained adults in the classroom. In the early years of the school, the Instructional Leader and the Chinese Program Coordinator will also be core teachers. Children will receive alternating daily instruction in Chinese and English language. In addition, students will have math, literacy and/or special education support as needed.

Math, Science and Literacy Years 1-5. There will be a full-time (2 by year four) literacy specialist/ELL teacher on staff supporting students individually or in small groups in or out of the classroom and supporting teachers through coaching, co-teaching and lesson planning. The literacy specialist is critical to ensure that students have grade-level skills in English. The math / science specialist, beginning in Year 3, will teach these courses in the early years, but will focus on a coaching role for students and teachers in the upper grades.

**Before Care / After Care Director.** A full-time Director will be hired in Year 1 to manage the before school, after school, lunch and summer programs. The director will be interested in Asian and Chinese culture to weave aspects of this into the children's before and after care curriculum.

**Social Worker.** A full time social worker will be hired in Year 1. An additional part-time counselor will be added in Year 5 and expansion of these social services will continue as the school grows.

**Specialists Teachers for Years 1-5**. In Years 1-5 specialist teachers teach music, drama, dance, and or Physical Education. We will require that these people have interest, knowledge and a willingness to learn about and implement programs in Asian arts and physical activities. We have already discussed with area Tai Chi and Kung Fu teachers about teaching such classes.

**ELL Coordination for Years 1-5**. In Years 1-3, the Literacy Specialist will also be the ELL Coordinator. In Year 4 we will hire a full time ELL Coordinator. The teacher will be fluent in Spanish. We will secure additional expertise to support non-Spanish speaking ELL students.

**Special Education Staff.** Washington Yu Ying will have a full-time special education coordinator and teachers who will provide direct services to students, support teachers and manage case files, in addition to coordinating any contracted services required in students' IEPs. Special education staff will have at least an undergraduate degree and will be licensed as per DC regulations. The staffing chart below, with fractional numbers for special education teachers, indicates that we may have some part-time assistance from the special education teachers.

Literacy Specialist. Washington Yu Ying will have a full time literacy specialist who will provide direct services to students. Due to the nature of our immersion model as well as our expected number of ELL students, the Literacy expert will focus full time on ensuring and improving English literacy on a student by student basis. The literacy specialist will have a minimum of a bachelor's degree and experience as a literacy specialist or a teacher with a reading specialty endorsement.

**Librarian / Media Specialist**. Due to the nature of our immersion program, we will provide access to reading materials and other media in both English and Chinese. The librarian/media specialist will be hired in Year 2 and will either be fluent in English and Chinese or will work with the Chinese teachers to choose appropriate materials in Chinese as well as in English.

**Administrative Staff for Years 1-5**. There will be a full-time Head of School and business manager in Years 1 – 5. The Head of School will be primarily focused on the curriculum, teachers and students. The business manager will focus on the business aspects of the school: operations, facilities, and technology. We will hire a Principal additional administrative staff and development staff in Years 3-5.

	Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
ACADEMIC STAFF						
Instructional Leader	0.25	1	1	1	1	1
Chinese Program Coordinator/Core Teacher		1	1	1	1	1
Core Teachers (English and Chinese)		4	7	10	14	18
Asst. Teachers		6	8	10	14	18
Before/After Care, Summer Programs Director		1	1	1	1	1
Literacy Specialist / ELL Teacher		1	1	1	1	1
Math / Science Specialist				1	1	1
Special Ed Coordinator		1	1	1	1	1
Special Ed Teachers		1.23	2.1	2.95	4.08	5.18
Specialist Teachers (Art, Music, PE)		1	1	1	1	3
Social Worker Counselor		1	1	1	2	2
Librarian / Media Specialist			1	1	1	1
ELL Teacher					1	1
ADMINISTRATIVE STAFF						
Head of School	0.5	1	1	1	1	1
Principal				1	1	1
Business Manager	0.25	1	1	1	1	1
Administrative Assistant		1	1	1	2	2
Development Manager					1	1
TOTAL STAFF	1	21.73	28.6	36.45	50.08	61.18

Contract Staff for Extracurricular Programs. We anticipate hiring a number of contract staff to provide education and programs before and after school and during the 3 week summer program. These could include literacy specialists, Chinese conversational teachers, tai chi instructors, Chinese cooking teachers, kung fu instructors, art teachers and so forth.

Below is an estimation of those staff needed, based on a model of 15 students per staff. While we have included these staff in our budget, we anticipate that some may be provided by Chinese cultural organizations and volunteers, increasing our per student ratio.

	Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
Part Time and Contract:						
Summer School (3 Weeks)			3.6	4.8	5.9	7.6
Before/After Care		5	6.67	8.2	10.61	12.91

## d. Employment Policies

Washington Yu Ying will be a drug free workplace and learning environment. The school will conduct background checks on all employees prior to their hiring using an independent private firm with international search capabilities. Washington Yu Ying will be an Equal Employment Opportunity employer and will not discriminate on the basis of age, sex, race, color, religion, national origin, pregnancy, marital status or disability. In accordance with relevant law, all staff will be required to submit police clearance and proof of Tuberculosis testing. We will verify that the employee is permitted to work in this country and complete Form I-9 for the Immigration and Naturalization Service.

Washington Yu Ying's facility will meet or exceed applicable standards of No Child Left Behind. Washington Yu Ying Board of Trustees will work with the Head of School to develop a comprehensive personnel plan that promotes professionalism, distributed leadership, continuous learning, trust, and motivation within the staff. This will include customized staff contracts, evaluation plans, salary and benefit plans and other policies designed to attract and retain a committed and high qualified faculty and staff. The Head of School, Principal and Board will recruit and hire a group of educators who have strong preparation and experience in their respective grades, language and/or content areas. In addition, we will search for individuals who have familiarity with immersion, PYP and MYP, have taught in elementary schools in an urban environment, have experience and success facilitating the needs of students with disabilities, and an interest in crafting and nurturing the culture of our new school environment.

Salaries and Benefits. Washington Yu Ying compensation packages will be commensurate with the higher level of achievement, experience and education that we will expect from staff. Washington Yu Ying benefits will include health care, dental care, disability and a retirement savings plan. With respect to any teacher hired from the DCPS, Washington Yu Ying will comply with all DCPS requirements to protect certain rights and benefits of such employees.

Initially, Washington Yu Ying employees will be unrepresented for collective bargaining purposes.

**Turnover**. Since we will place significant effort on recruiting top teachers of the highest caliber, we anticipate that the dismissal of employees would be a rare occurrence. It is anticipated that teachers will work on two year contracts with renewal in February to help us determine vacancies in the upcoming school year.

**Staff Evaluation**. Staff evaluation procedures will be finalized once key leadership of the school is in place. Staff evaluation at Washington Yu Ying will be a cyclical process that fosters an opportunity for growth and improvement, focused on enhancing rigorous outcome based instruction. The evaluation "system" would include preparation (articulating procedures, policies, and purposes); data collection (using multiple data sources); and follow-up (providing feedback and generating professional growth plans). The evaluation will consist of 360 degree feedback—with each staff member completing a self evaluation as well as receiving evaluation from supervisors, peers, assistants, and, eventually, students (all in a strictly confidential and

professional manner). The process will consist of explicit standards with expectations of staff stated clearly and ratings of "exemplary," "proficient," "progressing," and "not meeting standards."

The staff will discuss the self-assessment with his or her supervisor, identifying areas for improvement. The supervisor's role is to provide candid feedback on the staffperson's self-assessment and also suggest goals for the professional growth plan (which typically includes two to four goals). For each goal, the plan establishes strategies that will be pursued, evidence that will document achievement of the goal, and a timeline. The principal and staff then have periodic conferences to monitor and discuss progress, followed by a summative conference at the end of the evaluation cycle

#### e. Use of Volunteers

Volunteers have already played an extremely valuable role in the creation of Washington Yu Ying. The school has already benefited from pro bono legal assistance, grant writing expertise, marketing and communications, writing and in many other areas.

Washington Yu Ying strongly believes that a rigorous program with high academic standards will attract volunteers who seek to be affiliated with its success. Washington Yu Ying also believes that it has much to gain from volunteers with expertise and experience in various areas. We will seek volunteers from the community, academia, graduate students, retirees as well as students' family members.

Parents will be asked to volunteer at least 30 hours a year similar to the Latin American Montessori Bilingual and Capital City PCS models. Upon admission, parents will submit their requested area to volunteer. The Head of School and later Principal will be responsible for identifying volunteer activities/needs; a volunteer coordinator (parent) will serve on a rotating annual basis, reporting to the Head of School. Washington Yu Ying envisions recruiting volunteers in the following areas:

Volunteer	Activity
English- and Chinese- Speaking	Pre-K, K: Reading stories; oral history (English) and culture (Chinese) instruction
Retirees	Grades 1, 2, 3, 4: Tutoring reading; oral history (English) and culture (Chinese)
	instruction; instruction in basic etiquette
Graduate Students	Special Assistants to Principal, Head of School, Business Manager, ECD
(Education/Chinese Programs)	Coordinator, Chinese Coordinator; Volunteer Coordinator
Community Stakeholders	Fundraising Events
Parents/Families	Assist in school/classroom management; fundraising events, docents, tutoring, etc

Any students, parents, retirees or others who come into contact and interact with students will be required to attend a extensive weekend training session and be supervised by Washington Yu Ying staff at all times of interaction with children. All volunteers that deal directly with students will be required to have a background check from a private firm that conducts national searches and a Tuberculosis test.

In addition to the above, Washington Yu Ying will continue to recruit and benefit from volunteer services for a variety of business areas: legal, public relations, communications (print and web), fundraising, banking and other fields.

# 2. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

Washington Yu Ying will comply with all applicable federal and District of Columbia laws in carrying out its mission. Below is a summary of Washington Yu Ying's plans for complying with certain of such laws. Although not exhaustive and cognizant of the fact that such law and regulations are subject to change, Washington Yu Ying will seek, through the selection of qualified and knowledgeable Trustees, administrators and other staff, and through continuing education of such persons in applicable requirements, as well as through consultation with relevant legal regulatory authorities and relevant associations, review of practices of similar schools and advice of legal counsel, as appropriate, to ensure compliance with all applicable law, whether or not described below.

#### a. Health and Safety.

To ensure the health and safety of students, employees, and guests of the school, as required by Section 2202(11) of the DC School Reform Act<sup>73</sup>, Washington Yu Ying will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration.

As required by Section 2204(c)(4) of the DC School Reform Act<sup>74</sup>,, furthermore, Washington Yu Ying will submit, before September 16 of each year, a report to the District of Columbia Public Charter School Board and, in each control year to the District of Columbia Financial Responsibility and Management Assistance Authority, a report that documents that Washington Yu Ying's facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia, (including the District of Columbia Fire Prevention Code, DC Code §6-701.01 et seq. (D.C. Fire Code). The report shall be open to public inspection and available upon request. In addition, Washington Yu Ying will submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulation.

In addition to maintaining a safe facility, Washington Yu Ying will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual courses in preventing, recognizing, and providing basic care for injuries and sudden illnesses until advanced medical personnel arrive. Other training alternatives, as may be required or be customary for urban elementary schools, will be explored. The school will be equipped with appropriate first aid kits, and Washington Yu Ying will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately-equipped on-site health unit.

In accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Washington Yu Ying will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

#### b. Fire Safety

Washington Yu Ying will ensure that the facility meets all requirements of the DC Fire Code for fire safety. In addition, Washington Yu Ying will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed at random on a monthly basis.

## d. Facility Access

Washington Yu Ying, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with respect to access. We will carefully consider such requirements in the selection, configuration or alteration of any existing facility and the planning and construction of any new facility.

## e. Transportation

Washington Yu Ying will inform and assist students in applying for reduced Metro fares and obtaining other public transportation benefits available to students of District of Columbia public charter schools under

<sup>73</sup> DC Code §38-1802.11.

<sup>&</sup>lt;sup>74</sup> DC Code §38-1802.04(c)(4).

Title 35, Subtitle 1, Chapter 2 of the DC Code. If necessary, to ensure the safety of our students arriving at school or departing from school by foot, Washington Yu Ying will seek assignment of a crossing guard or guards through the Metropolitan Police Department and will consider using volunteers in such role.

#### f. Enrollment Policies.

Washington Yu Ying will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available, as required under Section 2206 of the DC School Reform Act<sup>75</sup> and as described in greater detail under Section C.1. of this application. As prohibited by Section 2204(c)(2) of the DC School Reform Act<sup>76</sup>, Washington Yu Yung will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities.

## g. Enrollment Data

Washington Yu Ying will collect and maintain enrollment data as required pursuant to §2204(c)(12) of the DC School Reform Act<sup>77</sup> for submission to the Office of Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. Residency information shall be verified and included in such data in accordance with the applicable requirements.

#### h. Maintenance and Dissemination of Student Records

Washington Yu Ying will maintain student records in accordance with the requirements of the DC School Reform Act and other applicable laws, including with respect to enrollment, attendance, the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.) and DC Code §38-301 et seq. (regarding residency requirements and nonresident tuition) and DC Code §38-501 et seq. (regarding required immunizations). Washington Yu Ying will utilized a web-based application that would give users varying degrees of access; data entry and application would allow for real-time use of information for classroom/school management.

## i. Compulsory attendance laws

Washington Yu Ying will abide by the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.). Washington Yu Ying will maintain attendance records and take appropriate steps to remedy persistent absence and/or tardiness. All attendance data shall be collected, recorded and reported using attendance management reporting software as may be required by the District of Columbia Public Charter School Board.

# j. IDEA and Rehabilitation Act

Washington Yu Ying will operate as a LEA in accordance with Subchapter B of IDEA and Section 504 of the Rehabilitation Act. The school's special education program will be developed by our administration with the assistance of specialized expertise in this area, as further discussed in section xx of this application.

## k. Title I of the No Child Left Behind Act

Although it is not yet known if Washington Yu Ying will qualify for Title I funding; we assume that Washington Yu Ying will qualify and that these funds will be used to provide intensive academic support programs within the school. Consequently, we will also comply with federal and District of Columbia regulations applicable thereto, including No Child Left Behind Act's regulations regarding teacher

<sup>75</sup> DC Code §38-1802.06.

<sup>&</sup>lt;sup>76</sup> DC Code §38-1802.04(c)(2).

<sup>77</sup> DC Code §38-1802.04(c)(12).

qualifications, adequate yearly progress and reporting thereon and parent notification, as further discussed in Section xx of this application.

# 1. English Language Learners; Elementary and Secondary Education Act of 1965

Washington Yu Ying will provide assistance to students who are limited-English proficient (LEP), as discussed in further Section A.4 of this application, and will seek guidance from organizations such as the Center for Applied Linguistics in designing such assistance. Although it is not yet known if Washington Yu Ying will qualify as a LEA for purposes of part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) (ESEA), if it does so qualify, then all funding thereunder will be applied by Washington Yu Ying in accordance with the requirements of the ESEA. Similarly, Washington Yu Ying will apply any Title VII funds received under the ESEA to the purposes required thereby.

# m. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

Washington Yu Ying will comply with Sections 2202(11) and 2204(c)(5) of the DC School Reform Act<sup>78</sup> as well as all applicable federal and district civil rights laws, including applicable provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C §2000d et seq.), which prohibits discrimination on the basis of race, color or national origin, and Title IX of the Education Amendments of 1972 (20 U.S.C. Sections 1681 et seq.), which prohibits discrimination on the basis of sex in education programs, Section 504 of the Rehabilitation Act and Title II of the ADA, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975 (42 U.S.C. 12101 et seq.), which prohibits discrimination on the basis of age, and other applicable federal and District of Columbia laws and regulations promulgated thereunder, to avoid unlawful discrimination against any student, employee (as further discussed in Section xx of this application) or volunteer. As discussed in further detail in Section 2 of the Business Plan, Washington Yu Ying's Board of Trustees will establish a diversity committee, which will advise the Board as a whole with respect to the adoption of policies to ensure such compliance, among other things

### n. Other

**Employment Law.** Washington Yu Ying will apply with all other applicable federal and district employment, labor and benefits laws, as more fully described above in Section C.2.d of this application. Washington Yu Ying will also be aware of and comply with applicable immigration law and related requirements in connection with its employment practices, including in relation to its hiring of foreign nationals as faculty members.

**Procurement**. Washington Yu Ying shall establish a contracting and procurement policy consistent with the requirements of Section 2204(c)(1) of the DC School Reform Act<sup>79</sup>.

**Grievances**. In accordance with Section 2204(c)(13) of the DC School Reform Act<sup>80</sup>, Washington Yu Ying will establish a an informal complaint resolution process not later than two months prior to the first date on which instruction commences.

Other Reporting, Access to Charter Authority. In addition the data and reporting noted above, Washington Yu Ying shall submit such reports and other data as the District of Columbia Public Charter School Board may require, including financial statements, audited annually in accordance with Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools. In addition, Washington Yu Ying will provide the District of Columbia Charter School Board with access and the right to examine all records related to the award of its charter, and all documents including audit findings needed to determine the performance of Washington Yu Ying in accordance with its charter.

<sup>&</sup>lt;sup>78</sup> DC Code §§38-1802.02(11) and 1802.04(c)(5).

<sup>&</sup>lt;sup>79</sup> DC Code §38-1802.04(c)(1).

<sup>80</sup> DC Code §38-1802.04(c)(13).

Nonprofit-Corporation. Washington Yu Ying will continue to hold non-profit status under the terms stated in the District of Columbia Nonprofit Corporation Act, as amended, (DC Code §29-301.01 et seq.) prior to and after receiving its charter and to act in accordance with the requirements of such law. As required under the terms thereof, the sole purpose of the Washington Yu Ying Public Charter School corporate entity shall be the operation of a charter school.

Other Applicable District of Columbia Requirement. Washington Yu Ying will review and comply with all other applicable District of Columbia requirements, including under the District of Columbia Municipal Code, such as rules establishing the requirements for facility occupancy, food service and playground and similar facilities.

## 4. IMPLEMENTATION OF THE CHARTER

## a. Timetable and Tasks for Implementation of Charter

The table below visually describes the implementation plan for Washington Yu Ying. The grey bars indicate during which quarter of the planning year each task will occur. "Done" indicates that this item has already been completed prior to submission of the charter application.

been completed prior to submission of the charter application.	1	4 /07	0.707	1 /00	1./00
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	Begun	8/07	12/07	3/08	8/08
A Accountability					
A. Accountability					
Develop a comprehensive accountability plan					
Develop 1 and 5 year academic and non academic goals and outcomes					
Determine Data collection needs and reporting requirements					
Select and purchase software for student, staff and school assessment					
instruments - academic and non-academic					
Identify, research and purchase hardware and software for managing				1	
student personnel and financial info, and reporting requirements					
Finalize Student records and forms templates					
Establish suspension and expulsion policies					
B. Admissions					
Collect sample applications and registration forms and design					
Washington Yu Ying forms					
Establish actual student application period					
Establish an impartial lottery procedure for selecting students if					
applications exceed available seats					
Develop confidentiality policy for student records					
Collect sample student/parent handbooks and design Washington Yu					
Ying version					
Accept Student Applications and acknowledge receipt					
Enter application info into student info system					
Establish and adhere to application deadline					
Conduct Lottery and establish waitlists (if applicable)					
Send confirmation of admission or waitlist status; notify parents of					
deadline for completing registration					
Move applicants of waitlist into accepted status and continue					
registration until school is fully enrolled					
Create letter for requesting records from previous schools and begin					
requests as students enroll					
Hold Open House and Parent and Student Orientation				†	
Establish plan for recording and Compiling Attendance Information				†	
Develop Parent Student Handbook					
Establish system for recording and compiling enrollment and attendance			1		
information			1		
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G. Board of Directors Organization and Procedures C. Board of Directors Organization and Procedures C. Board of Directors Organization and Procedures Schedule first annual Board of Trustees Meeting Conduct elections/selection of remaining board members Establish plan for transition from start-up board to ongoing governance body Ibid Ifirst Board Retreat to establish: Roles & Responsibilities Board, Governance, Relationship to Principal Review and revies Governance Documents  D. Communication & Marketing Develop Communication, & Marketing Develop Communicities, organizations, and businesses and execute activities Outreach to Community through Local Listserv Develop Identity and Website Develop Identity and Website Develop Identity and Website Develop Identity and Mebsite Develop Identity and Identity		_		T - /	1	
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f)Establish a deadline for deciding if facilities are ready						
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	1	6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
e) Create contingency plans.	Deguii	6/07	12/07	3/00	6/06
Complete all inspections-fire code, health & safety, ADA, asbestos, etc					
Obtain certificate of occupancy					
Acquire furniture and materials					
Procure and manage communication lines					
Technology installation					
Move in furniture & arrange classrooms and other spaces					
Open buildings for public access					
If building will not be ready prior to school opening, secure space for					
staff training					
Ensure punch list is created and completed					
Hire custodial staff, engineering					
I. Financial Management					
Transfer responsibility for managing, administering, accounting for and					
reporting on initial grant funds, other revenues and disbursements to					
Head.					
Develop Year 1-5 operating and capital budget for Board approval					
Establish school bank account	Done				
Make financing and banking arrangements and get letter of credit					
Develop financial management systems, policies and establish internal					
controls					
Determine insurance needs and obtain policies					
Contract with payroll firm					
Develop internal accounting, monitoring and financial reporting systems					
or choose vendor (ie Gold Star)					
Identify and procure software for generating monthly financial reports					
and all other required reports					
Select independent auditor					
J. Food Service					
Select a Food Services Vendor					
Ensure facility meets any food service requirements					
Ensure staff members acquire safe food handler training					
Ensure start members acquire sate food nandier training					
K. Governance					
Establish Board of Trustees					
Advisory Board					
Establish School Planning Team					
Establish Academic and Social Student Support Team					
Establish Instructional Leadership Team					
K. Health and Safety					
Acquire medical and health forms, including most recent physical exam,					
TB tests, immunization records					
Check medical and health forms for completeness and conduct follow					
up				1	
Establish policy for addressing noncompliance by parents or guardians					
in ensuring school receives all medical and health information required					
by statue regulation					
Provide all staff with first aid training and ensure school has adequate					
first aid supplies					
Establish evacuation routes and procedures and schedule fire drills					
Provide staff and students with orientation on code of conduct,	İ			1	
suspension an expulsion policies, behavioral requirements, and					
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		6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
prohibition of weapons on school property					
Create risk management plan for emergencies / disasters					
Orient families and staff on code of conduct, behavior requirements,					
suspension and expulsion policies					
M. Legal and Organizational					
Receive approval of charter application					
Negotiate and sign contract with chartering authority					
File application for IRS 501c3	Done				
File application for state tax exempts status	Done				
Obtain licenses.					
N. Parent Involvement					
Ensure ongoing and meaningful involvement of parents in school					
governance, committees, classrooms, fundraising, and other areas					
Establish and carry out process for choosing parent trustees					
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O. Procurement	<u> </u>			<u> </u>	<u> </u>
Order and manage delivery of textbooks and instructional materials					
Order and manage delivery of desks, furniture and classroom equipment					
Order and manage delivery of office equipment and supplies					
Order and manage deliver of computers and other technology					
Order and manage deliver of kitchen/cafeteria, gymnasium/recreation					
and other equipment and supplies.				1	
P. Special Education					
Obtain cumulative files (including existing IEPs) & suspension reports					
for all students from previous schools					
ID students with IEPs					
Create SPED recordkeeping process, ensuring confidential records are					
kept in locked cabinet					
Hire full-time staff, contract with outside provider, and or enter into					
agreement with school district for appropriate SPED service delivery					
Establish pre-referral and referral process for students with potential					
special needs  Develop a description of the schools special ed program and service					
deliver approach for parents and external entities (i.e. chartering					
authority, SPED monitoring entity)					
audioney, or ED monitoring energy					
Q. Personnel					
Collect sample personnel policies and handbooks and develop					
Washington Yu Ying versions					
Develop benefits package					
Determine Staffing needs, including needs for multilingual counseling					
and social services and other staff					-
Collect samples and design Washington Yu Ying employment applications and contracts					
Develop job descriptions and timeline for hiring Administrators,					
teachers and staff. Advertise and hire.					
Research requirements for background checks	<u> </u>				
Research policies for staff taking leave from DCPS	<u> </u>			†	<u> </u>
Develop staff professional development plan and schedule for year,					
including pre-opening activities					
Establish salary scale / comp structure	1				
Conduct background check as required					
J					

		6/07-	9/07-	1/08-	4/08-
	Begun	8/07	12/07	3/08	8/08
Create personnel files					
Assign classrooms and distribute curricular materials, furniture, supplies,					
etc					
Conduct employee orientation and pre-opening professional					
development activities					
Distribute employee handbooks					
Establish staff evaluation policies and forms					
Assign staff to committees as outlined in governance plan					
Distribute class lists and cumulative records to teachers as appropriate					
R. Technology					
Determine computer and other technical procurement for Year 1					
Purchase PCs and other technology					

The board currently uses an online project management tool to distribute messages, track milestones, monitor timelines, and assign tasks within the groups. All of the items indicated as occurring pre-Charter are already being tracked. We have found it to be a very useful tool for monitoring and driving implementation and will continue to use it to manage the creation of the school.

### b. Major Contracts Planned

Washington Yu Ying's major contracts will be carefully designed to enhance the goals of the school. The following major contracts are planned.

Contract	Service Provided	Estimated Cost
TBD	Lease	\$ 29 per sq. ft. p.a.
International	Staff Development	\$ 3,580 per annum plus \$525 per staff p.a.
Baccalaureate Primary		
Years Program		
TBD	Foodservice	\$4.00 per student per lunch and breakfast
TBD	Contracted Building Services	\$30,000 p.a.
Gold Star LLC	Accounting/Payroll/Reporting	\$60,000 p.a.
(tentative)		

The full costs of theses items per year are included in the budget. At this time we have not entered into any contracts but we are in the process of selecting and identifying vendors for many of the above services. We are working with Building Hope for facilities, and we plan to work with Gold Star for accounting, payroll and reporting. In addition, we have been compiling recommendations from fellow charter school administrators with respect to contracted services and vendors. Once the Charter has been approved we will begin securing contracts.

Other contract services that might be necessary include: financing, architectural, construction and renovation, financing, and student supplies. All contracts and procurement will be in accordance with District of Columbia law and with regard to proper public notice and DCPCSB review, with publication of a request for proposal as required.

# c. Orientation of Parents, Teachers, and Other Community Members:

**Faculty Orientation**: Faculty will spend 2 weeks in August 2008, and in subsequent years, in an intensive School Planning session:

Week 1:	Participate in team building exercises; discussion of school philosophy, PYP method of
	instruction, and discipline policies and procedures; begin training on computerized school
	records software program. Begin discussion/coordination of immersion program.

Week 2:	Continue coordination of immersion program and PYP instruction; complete training on
	computerized school records software program; coordinate extracurricular activities.
	Individual classroom preparation and lesson planning; teachers identify any outstanding
	classroom needs; teachers ensure that classroom computers are configured as per their
	needs.

Parent Orientation. Washington Yu Ying's unique curriculum and method of instruction will require intensive initial and ongoing parental orientation. All applicants will receive a copy of the School Handbook with the application. We will conduct two information sessions after the enrollment period to overview the school philosophy and education models and present topics covered in the School Handbook. During the admissions process (April 2008), we will also conduct an open house meetings with prospective parents. We will provide an overview of the school and parents will be allowed to ask questions. Two Family Orientation meetings will be held over the summer so that parents and students may familiarize themselves with the facilities, teachers, and other staff.

Community Orientation. Washington Yu Ying will place significant emphasis on the importance of community making community involvement critical. Similarly, Washington Yu Ying will strive to involve the community and set an exemplary standard in order to sensitize the community to the importance of schools in the community. Washington Yu Ying will invite community members to back to school night and will hold an annual "Mid Autumn Moon Festival" in the early fall to celebrate autumn, back to school and introduce the community to the Asian culture and focus of the school.

#### 5. SERVICES SOUGHT FROM DCPS

Washington Yu Ying does not foresee seeking services from DCPS.

#### D. ACCOUNTABILITY PLAN

Developed within the guidelines of the mission, philosophy and educational focus of Washington Yu Ying PCS, the goals for students' academic performance, students' non-academic performance, and the school's organizational performance are listed below. All individuals associated with the school, therefore within the school community, will support each other in achieving goals. Progress toward goal achievement will be regularly assessed in order to determine the school's level of success and need for improvement. Each goal listed below has associated performance indicators, assessment tools, baseline data, annual and five-year targets, and strategies for attainment, as indicated in the Accountability Plan.

# 1. GOALS AGAINST WHICH THE SCHOOL'S SUCCESS WILL BE JUDGED

#### a. Academic Performance Goals for Students

- Students will achieve literacy in English.
- Students will achieve literacy in Chinese.
- Students will be adept inquirers and flexible thinkers capable of solving problems effectively.
- Students will understand and master increasingly complex mathematical concepts.
- Students will master the scientific method and apply it.
- Students will be able to relate their learning to the outside world.
- Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.
- Students will satisfy Washington Yu Ying School's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.

#### b. Non-Academic Performance Goals for Students

- Students will become life-long learners who possess a positive attitude toward school and learning.
- Students will embrace diversity and respect other cultures.
- Students will treat themselves, other students, staff and the physical plant with respect.
- Students will learn to work collaboratively and resolve conflicts effectively and safely.
- Students will embrace the community by contributing to their school and wider community with service projects.

# c. Organizational Performance Goals

- The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.
- Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.
- The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying School.
- The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.
- The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.
- The school will be a good citizen and contribute to the local community.

## 2. INDICATORS OF PERFORMANCE

The founding group of the Washington Yu Ying Public Charter School is committed to thoughtfully and effectively guiding students through five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action. Assessment is integral to all teaching and learning. To that end, we have developed indicators of performance for all of our goals-academic, non-academic and organizational- to ensure that we can achieve our mission.

Through professional development resourced by International Baccalaureate North America, Washington Yu Ying will educate its staff on methods of data collection regarding student achievement. These professional development seminars will take place before and throughout the school year. Teacher-created formative, both formal and informal, and summative assessments, including portfolios, projects, presentations and tests will be our primary methods of routinely assessing students academic achievement. We will use surveys, self-assessments and reflection rubrics to assess non-academic goals. We will also participate in norm and criterion-referenced assessment, including the DC-CAS.

Being an educational organization, it is the school's mandate to improve student learning. Every student will enter the school with a distinctive set of skills and talents; it is our task to ensure that they all leave with their own talents enhanced and further developed, as well as the skills and knowledge necessary to excel in a rigorous high school academic program. With this in mind, it is vital that we determine and understand the value that Washington Yu Ying adds to each child's education, so that we can continuously adjust our program accordingly to meet the needs of every individual student.

To achieve this, Washington Yu Ying will operate with a modern Web-based system for warehousing data, such as Cognos Corporation, to organize, analyze and monitor data in all areas of the school. This system will allowing us to assess our progress toward our goals. An essential element in the system will be the use of Value Added Analysis or Accountability. VAA performance data will play a role in more effectively aligning district level policies, resources and instructional strategies with Washington Yu Ying's needs.

#### 3. BASELINE PERFORMANCE

Washington Yu Ying will use the first month of the school year to emphasize Chinese and English language and the structured inquiry approach. This period will allow students to acclimate to the immersion program as well as the school environment. During this month, classroom teachers and specialists at Washington Yu Ying will administer diagnostic assessments in Chinese, English, and math to every student. These assessments will be chosen for their analytical quality as well as their quick determination of results. Teachers will use the results immediately to adjust lesson planning in order to meet the needs of students.

Anecdotal records of student progress will be sustained by all teachers. These records will be started at the beginning of the school year to create baseline data and maintained at regular intervals throughout the year. Future reviews of both academic and non-academic goals will utilize the data collected by teachers. In addition, surveys of staff, parents, students and community will be administered at the beginning and end of every school year. These will develop baseline information and follow-through information for school leader's to use in reviewing organizational goals progress, both the first year and in following years.

# 4. TARGETS

Based on federal mandates, District of Columbia requirements, and experiences in teaching, Washington Yu Ying has set annual as well five year targets for our students, staff, and board of trustees. As our student population will begin with preK, K and grade 1, we will not be utilizing DC-CAS to satisfy the adequate yearly progress (AYP) provisions of No Child Left Behind for the first two years, 2008-2009 and 2009-2010, of the school in operation. However, we will utilize Reading First criterion and Language Assessment Scales (LAS) to monitor our young children's progress. With the addition of third grade, beginning in the school year 2010-2011, 60% of our students must achieve proficiency on the DC-CAS in both math and reading to satisfy AYP provisions of NCLB. Washington Yu Ying will continue to work with students each consecutive year to bring the percentage up, thereby having all students proficient by 2017.

## 5. ASSESSMENT TOOLS

Washington Yu Ying endeavors to be a valuable asset to the community through the proficient, professional, and effective teaching and assessment methods utilized. Washington Yu Ying plans to implement a Web-based data warehousing system, in addition to the process of value-added analysis. The costs of such a system have been considered and included in our budget. This system will allow us to organize, analyze and monitor progress through the results of the wide variety of assessment tools used by our students, staff and administration.

Academic performance goals: A variety of tools will be used to assess our students' progress in the areas of academic development and language acquisition of Chinese and English. Tools to assess and monitor both academic development and language acquisition will include: the DC-CAS; Language Assessment Scales (LAS), administered once per year in the spring, including the SOPA and/or ELLOPA, the NOELLA, the STAMP for Chinese and the Gates-MacGinitie for English; interim assessments developed utilizing the Standards for Chinese Language Learning; teacher-created assessments (e.g. homework, tests); checklists; rubrics; essential agreements; benchmarks/exemplars; portfolios; and anecdotal records. At the end of the fifth grade year, students will participate in the PYP exhibition, an extended collaborative inquiry in both Chinese and English which will be the end-of-PYP summative assessment. At the culmination of the eighth grade year, students will participate in the graduation project, an extended individual inquiry in both Chinese and English, which will demonstrate each students learning from a school career at Washington Yu Ying. All results from the recording and tracking of these tools in the data-management system will allow Washington Yu Ying to identify learning trends and the efficacy of the program for both the individual student and the student body.

Non-Academic performance goals: In order to assess the non-academic performance goals, the students will regularly reflect on their attitudes and actions through self-reflection tools (e.g. rubrics, journal reflections, drawing). In addition, teachers will keep anecdotal records of students' responses and actions within the community. Surveys are another valuable tool that will be utilized at Washington Yu Ying. In order to gather information on students, families, the school community and the community at-large, students in Grade 3 and above will participate in student survey process twice a year.

Organizational goals: Administrative, staff, family and community surveys will give us important feedback on the progress of the school in meeting our organizational goals. Attendance data, staff attrition data, and collaborative staff meeting times and data will also contribute to the overall understanding of the success of Washington Yu Ying Amongst the roles of successful governance and strategic planning, an important role will include to ensure successful articulation and alignment of Washington Yu Ying's overall mission and goals. Board meeting minutes and records, maintaining thorough annual audit records and establishing enrollment data and targets will be essential elements in an active and responsible board of trustees. The recruiting, nurturing and retaining of excellent teachers dedicated to our mission and the school will be an important accomplishment; the aforementioned data as well as the results of surveys will help Washington Yu Ying to achieve all of its' high aspirations.

## 6. REPORTING PERFORMANCE AND PROGRESS

Semester report cards will be sent to students' families to update them on their children's progress toward the learning goals. Teachers will send home forms and/or call parents to report both student difficulties and outstanding success. Parents/guardians will be invited to an initial Parent/Teacher conference within the first 8 weeks of the school year. The purpose of this meeting will be to simply establish a common bond, discuss individual children's adjustment to the school and the school year, and share results from initial screening. Parents/guardians will be invited to student-led (3 way Student/Parent/Teacher) conferences during the year. In addition, parents/guardians can contact their students' teachers for conferences or discussions at any time throughout the school year.

During their annual performance reviews, the DC Public Charter School Board will be able to view school data; the school's annual audit; and student, staff, family and community-at-large surveys to determine the progress Washington Yu Ying has made toward the goals expressed in the accountability plan.

As our own LEA, Washington Yu Ying will report the students' Adequate Yearly Progress annually by August 1. We will make the AYP progress report via newsletters, website updates and parent meetings. In addition, Washington Yu Ying will publicize the performance of subgroups, by August 1 annually, which contain more than 10 students to retain anonymity, and thus will comply with No Child Left Behind.

# Washington Yu Ying Public Charter School Accountability Plan

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will achieve Literacy in English	Students will demonstrate proficiency in reading and writing.	Gates- MacGinitie Reading Assessment Test DC-CAS Value-Added assessments Teacher-created norm-referenced assessments DRA	Data gathered through teacher observation and teacher- created assessments.	95% of eligible students participating in DC-CAS Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Reading. 70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal.	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily.  Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills.  Students will have access to reading and writing materials in each classroom.
Students will achieve Literacy in Chinese	Students will demonstrate proficiency in reading and writing.	Value-Added assessments Teacher-created norm-referenced assessments Spring 2009 SOPA and/or ELLOPA (Grades K-1 only, Grades K-2 following years)	Data gathered through teacher observation and teacher- created assessments.	Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments.  Each subgroup make significant gains toward its AYP goal	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily.  Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills.  Students will have access to reading and writing materials in each classroom.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
		NOELLA (Grades 3-6 only) STAMP (Grades 7-8 only)				
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Students will demonstrate tenacity and perseverance when presented with problems to solve. Students will demonstrate the ability to ask critical questions. Students will demonstrate ability to address critical questions through research.	Teacher-created norm-referenced assessments. Portfolio assessments. Anecdotal records. Student self-assessments.	Data gathered through teacher observation and teacher- created assessments	All students will be involved in PYP units of inquiry.	All students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills. All students who have attended the school for at least 3 years will be able to demonstrate research abilities through a completed inquiry project.	Development of critical thinking skills in all classrooms.  Explicit teaching of inquiry, learning through inquiry and understanding of self as a learner.  PYP units of inquiry.
Students will understand and master increasingly complex mathematical concepts.	Students will demonstrate proficiency in math.	DC-CAS Value-Added assessments Teacher-created norm-referenced assessments Anecdotal records Measured Progress or Odyssey	Data gathered through teacher observation and teacher- created assessments.	95% of eligible students participating in DC-CAS. Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in math. In the first year,	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Math. 70% of students who have attended the school for at least 2 years will be at grade level on school math	Students will use manipulatives, technology, and problem-solving techniques to explore a wide range of mathematical concepts, within a variety of learning styles.  Students will participate in 'real-life' mathematical situations.  Students will explore

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
				the target will be 50% of each grade level.	assessments. Each subgroup will make significant gains toward its AYP goal	mathematical concepts through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate math learning in math journals.
Students will master the scientific method and apply it.	Students will demonstrate proficiency in science. Students will participate in one 'science exhibition or fair' each school year.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments. NAEP (Grades 4 & 8)	Data gathered through teacher observation and teacher- created assessments. Participation in grade level 'science exhibition or fair'.	All students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school science assessments.	Explicit teaching of scientific method through PYP units of inquiry.  Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry.  Exploration of science concepts through PYP units of inquiry.  Opportunities to reflect on and demonstrate science learning through self-assessments.
Students will be able to relate their learning to the outside world.	Students will demonstrate proficiency in social studies. Students will participate in action component of PYP units of inquiry. Students will participate in community service projects.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data from teacher observation; teacher assessments. Participation in grade level service projects. Participation in grade level units of	All students will participate in the learning of social studies concepts. All students will participate in the exploration of the local and international implications through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school social studies assessments.	Explicit teaching of social studies concepts through PYP units of inquiry.  Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry.  Students will be given opportunities to reflect on and demonstrate social studies learning through self-

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	Students will contribute to PYP units of inquiry with topic specific ideas, questions, materials and objects from the outside world.		inquiry action components. Participation in classroom discussions, explorations and inquiry.			assessments.
Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.	Students demonstrate responsible learning behaviors when working independently. Students complete papers, reports and performances in a timely fashion. Students participate in the Grade 8 "graduation project".	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data gathered through teacher observation and teacher- created assessments.	Students will participate in a learning environment that values independence and responsible behavior. Students will develop a repertoire of work.	All students who have attended the school for at least 3 years will demonstrate independence in work. All students will participate in a "graduation project" at the culmination of Grade 8.	Participation in independent learning centers. Participation in cooperative learning groups. Participation in a variety projects, research, reports, demonstrations, and performances to develop experience and confidence.
Students will satisfy school's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most	Students demonstrate proficiency in all core subject areas. Students participate in cultural and arts experiences.	Annual report cards. Anecdotal records.	Data gathered through teacher observation and teacher- created assessments.	65% of students will demonstrate proficiency in all core subject areas. 80% of students will participate in cultural and arts experiences.	70% of students will demonstrate proficiency in all core subject areas. 95% of students will participate in cultural and arts experiences.	Participation in classroom activities. Participation in formative and summative PYP and MYP assessments. Participation in standardized tests in core subject areas. Exposure to a variety of classroom and school cultural and arts experiences.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
rigorous academic curricula in high school.						
Students will become life- long learners who possess a positive attitude toward school and learning.	Students participate in classroom and school activities. Students demonstrate enthusiasm for learning activities.	Anecdotal records. Student surveys and self-assessments.	Data gathered through teacher observation. Portfolios. Student-led conferences.	Students will be involved in a school wide community service project	Students will exhibit the traits of the learner profile	Implementation of the PYP program  Annual training and professional development for all staff and faculty
Students will embrace diversity and respect other cultures.	Students demonstrate interest in and respect for other cultures. Students demonstrate proficiency in oral communication in Chinese and English.	Anecdotal records. Teacher-modified language acquisition and communication skills rubrics. Student surveys; self-assessments.	Data gathered through teacher observation.	Students will participate in a range of international festivals and activities that celebrate multicultural beliefs.	Students and faculty will develop a week long festival of international activities, events, educational seminars and cultural events	Develop a steering committee to begin planning. Include this as a target in the strategic plan Recruit volunteers, board and community members to plan and run the event
Students will treat themselves, other students, staff and the physical plant with respect.	Students will treat themselves, one another, school staff and school visitors with respect, regardless of race ethnicity, origin, gender, religion ability or orientation. Students will treat the school physical	Anecdotal records. Student, parent and staff surveys.	Data gathered from teacher observation.	Students reach a satisfactory level of understanding on the survey and self reflection	Students attain a good level of understand on the student survey and self reflection	Build a survey tool that students can understand and answer accurately

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will learn to work collaboratively and resolve conflicts effectively and safely.	plant with respect.  Students will participate in group projects.  Students will demonstrate ability to settle conflicts with respect for themselves and others.	Anecdotal records. Student surveys. Student self-assessment.	Data gathered from teacher observation.	Students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	School Councilor will develop and implement character education sessions for students
Students will embrace the community by contributing to their school and wider community with service projects.	Students will participate in community service projects that make a difference in the school and wider community.	Anecdotal records. Community survey data.	Data gathered from teacher observation.	Students will raise funds / collect items for local, national, and international charities and donate them	School will track the volume of goods collected for charity, hours donated and \$ raised	Team leaders will work with their classes and students to plan community service projects
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Students will demonstrate their own learning. Students, families and school staff will participate in celebrations of learning (e.g. exhibitions, performances). Teachers will share knowledge with one another in both	Anecdotal records. Student self-assessments. Student surveys. Student-led conferences. Family surveys. Teacher team meeting minutes. Teacher surveys.	Data collected through student, family and teacher surveys. Teachers' satisfaction with the professional expectations of the school and the level	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing instructional methods.  The percentage	80% of teacher meetings are about instruction and not about other issues. 75% of families have regular contact with their students' teachers regarding student progress.	Student learning is celebrated through display, emphasis on process as well as product and school-wide appreciation.  Teachers are given time within the weekly schedule for team meetings related to instruction.  Teachers and staff are given time within the school week for meetings related to professional development.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Trackers	formal professional development and informally in team collaboration of knowledge.		of collaboration continues to increase. All teachers attend at least one professional development activity.	of families involved with student learning and volunteering continues to increase.	All to a slave as: 11	
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Teachers will attend team meetings. Staff will participate in school and community events. Teachers will attend weekly staff meetings.	Teacher team meeting minutes. Teacher attendance data. Staff meeting minutes.	The percentage of satisfied students, family and teachers continues to increase.	90% of staff will attend all staff meetings. All teachers will meet weekly within grade level teams. There will be an obvious active presence of teachers and staff at all school and community events.	All teachers will attend all staff meetings. All teachers will attend and demonstrate input in grade level meetings. 80% of teachers and staff will be actively present at all school and community events.	Teachers are encouraged to develop and enhance curriculum in a collaborative team environment.  School leadership empowers staff to help make decisions and to have a positive impact on the school, academically, non-academically, and organizationally.
The school will be led by an active Board of Trustees that will work with the head of school and	The board will evaluate the head of school and the principal annually, following guidelines established in the Board Policy Manual.	Staff attrition data. Staff survey data. Community survey data.	Data gathered through teacher and community surveys.	A decrease in the rate of staff attrition. Teachers' satisfaction with the school leadership and professional	Less than 10% turnover of staff each year. A great majority of the staff, including administration, are satisfied with the professional	The board seeks advice from the administration on a range of school performance and development issues.  Administration seeks opinions from the staff on school issues when going through the decision making process.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
principal to effectively run the Washington Yu Ying Public Charter School.	The Board, the head of school and the principal will annually have a retreat or special Board meeting for the purposes of setting Board goals for the next year.  Annually, the Board, the head of school and the principal will evaluate the board's progress in meeting it's goals.			environment. Administrations' satisfaction with the collaborative leadership of the Board of Trustees.	environment in the school and the level of collaboration.	
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The school will recruit teachers and staff internationally, nationally and locally. Teachers will remain at the school year after year because of the positive, challenging, and stimulating professional environment.	The percentage of teachers continuing to remain at the school increases	Recruit teachers from a diverse range of backgrounds that are highly qualified and contribute to the full life of the school	Retain 100% of the founding group of staff for The second year of the schools operations	Retain 90% of staff on an annual basis	The Head of School will conduct exit interviews with staff not returning to the school to ensure that the school and the administration does all it can to retain and attract staff of the highest caliber.
The school will be in sound fiscal health, and the Board of Trustees will ensure the	The board will keep financial records in a timely fashion. School enrollment will be high, and the school will have a	Board meeting records. Annual audit records. Enrollment data and projected	Financial records from audit in 2008-2009. Monthly balance sheets	Quarterly reports on finances to the Board will be up-to-date. Annual audit will have no findings and will indicate	All quarterly reports on finances to the Board will be up-to- date for every year. All annual audits will have no findings and will	The head of school will work with members of the Founding Group to ensure sound fiscal practices are in place before school opens.  Conservative financial

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
school has the resources it needs to carry out its program.	waitlist. An annual independent audit will indicate sound financial practices and no significant findings.	enrollment data. Waitlist data.	reflecting positive bank balance. Student enrollment and waitlist data for each year for first four years of operation.	positive fiscal outlook. Student enrollment will be within 10% or less of target.	indicate positive fiscal outlook. Student enrollment will be within 5% or less of target every year.	estimations are utilized. Founding Group (prior to the first year) and subsequently the administration will thoroughly consider and research all expenditures. Training for all staff involved in financial record keeping.
The school will be a good citizen and contribute to the local community.	Students, staff and families will participate in community events.  The community will embrace the school as an asset to the community.	Data on level of involvement in community activities will be gathered	Review learner profile surveys; community service projects	An annual review of community involvement	An increase in involvement in the community each year as the school grows	Each year the school board and the Head of School will review the schools involvement in community and service related activities

#### K. OPTIONAL DOCUMENTS

#### 1. APPENDICES TO THE EDUCATIONAL PLAN

#### Standards Development Timeline Table

Timeline	Activities and Group Responsible
2007	Preparation – Washington Yu Ying Founders
July-September	Identify curriculum planning team including hiring principal and curriculum developer/coordinator
October – December	Refine Content Standards for each grade level
	Refine Performance Standards for each grade level
	Refine Language Standards for each grade level
2008	Development-Principal/Curriculum Coordinator and Curriculum Planning Team
January-March	Coordinate IBPYP curriculum framework with our standards
January – June	Begin search through international, national and local resources for hiring of Chinese language teachers and IBPYP experienced teachers
February-May	Draft and refine units of inquiry for each grade level with horizontal and vertical articulation (preK-6)
	Draft and refine scope and sequence for each subject area.
May-August	Select leveled texts and materials for guided reading and literature circles – preK-grade 2 levels
	Select texts/materials/resources for units of inquiry- preK - grade 1
	Select texts/materials/resources for Chinese language – preK – grade 1
July-September	Introductory teacher training – IBPYP, Cultural Sensitivity and Language Immersion
	Refine first unit of inquiry

**Preparation**: We will interview and work with expert/veteran teachers in early childhood development practices, language immersion programs and structured inquiry. These teachers will come from authorized IBPYP schools in the area as well as the IBO, both regional and national, the Chinese American International School (San Francisco) support for schools service and the Confucius Institute of Maryland. We will investigate whether contracting on a fee-for-services basis is feasible for the Curriculum planning team.

Coordination and Refinement of Content, Performance and Language Standards: The Principal, Curriculum Coordinator and the Curriculum Planning Team will coordinate and refine our standards by ensuring alignment of the standards selected with those of rigorous elementary schools in order to ensure the preparation of our students. The team will look at the district's comprehensive assessment system (DC-CAS), the CLASS (for Chinese language) and the DRA (for early primary reading and writing) to ensure that our standards not only meet those standards but also exceed them.

**Development**: The Principal, Curriculum Coordinator and the Curriculum Planning team will begin to search and hire qualified Chinese language teachers for grades preK, K and 1, preferably with some experience with structured inquiry. The team will begin to search for and hire qualified English language teachers for grades preK, K and 1, with experience in literacy instruction as well as structured inquiry. The team will coordinate the developed standards with the IBPYP curriculum and framework, thereby drafting and refining the units of inquiry and the scope and sequence for each grade level creating a comprehensive articulation for the elementary years. The team will use the units of inquiry to make decisions on selecting materials, including literacy texts, for both the English and Chinese language programs. The Principal and the Curriculum Coordinator, with the support of IBO and the Confucius Institute of Maryland, will develop and present workshops to the incoming teachers on the IBPYP and language immersion. The Principal will develop cultural sensitivity workshops for all teachers, with input from organizations such as ELT and Global Integration, both of which offer cultural diversity and sensitivity trainings. The teachers in each grade level, with the input of the Principal and the Curriculum Coordinator, will refine the first unit of inquiry to be taught.

#### Sample Program of Inquiry

#### Sample programme of inquiry 2003

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Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
.ge	An exploration of the nature of the self: of our beliefs and values: of and spiritual health, of our families, friends, communities and cultures; of our rights and responsibilities: of what it means to be human.	An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our houses and journeys; of the discoveries, explorations and nigrations of humankind; of the contributions of undividuals and critications.	An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	An exploration of the physical and material world, of natural and human-made phenomens, of the world of science and technology.	An exploration of human systems and communities; of the world of work its nature and its value; of employment and unemployment and their impact.	An exploration of our rights and responsibilities as we ny to share finite resources with other people, with other living things; of communities and of the relationship within and between them.
3-4	Who am I?  Subject focus PSE, social studies Central idea Every day Lan learn about who J am and what I can do An inquiry into: what I can do	Our haby stories Social studies, PSE Social studies, PSE Central fidea We can find out about our past through stories. An inquiry into: • who knew us when we were babies. • who knew us when we were babies. • who knew us when we were babies. • who knew us when we were babies. • who knew to when we were babies. • who was common the purpose of the purp	What can I use this for? Subject focus Arts Central idea People use different materials and resources to express their feelings and ideas An inquiry into: the properties of different materials the more common uses of a material or an object of material or an object of officent purpose and objects and objects the use of materials	Shadows and reflections Subject focus Science and technology Central idea Light creates shadows and reflections. An inquiry into: different sources of light what happens when light is blocked the shadows that can be made and how they can be changed reflective surfaces and how they can make things look different.	Our school Subject focus Social studies, PSE Central idea Social studies, PSE Central idea Social see seguinzed to help us learn and live together. An inquiry into: - the school bindlings and grounds - who work in our school, what jobs they do and what tools help them do their job - routines and systems that help us learn.	Caring for living things Stdence and technology, PSE Central idea Plants and animals in our homes and classrooms have certain requirements in order to grow and stay healthy. An inquiry into: the conditions plants and animals need to stay healthy what animals can our responsibilities towards the plants and animals we choose to bring into our homes and classrooms.
4-5	Families and friends Subject focus PSE, social studies, arts Central idea People need families and friends. An inquiry into: - how families are similar and different - how we make and keep friends - why we need families and friends - the family and friends through literature and the arts.	What dothes do we wear?  Subject focus Socal studies, PSE Central idea Where people live and what they do influences what they wear.  An inquiry into: he kinds of clothes we wear how weather affects what we wear how weather affects what people living in other places wear other factors that affect what people wear.	Everyone has a story to tell Subject focus Language, arts, PSE Central idea Stories inform and provoke us; they give us pleasure and help our imaginations grow. An inquiry into: our fravouries stories the retelling of stories how stories are adapted and changed recording and acting out stories how stories are adapted and changed velocity from the stories are subpred and changed velocity from the stories of what we learn from stories - creating and conveying our own stories.	Exploring materials Subject focus Science and technology Central idea We can do things with materials to find out how they technology can be used for and how they can be changed. An inquiry into: how different materials behave how the properties of materials can be changed how different materials are used for particular functions.	Taking a trip  Subject focus PSE, social studies Central idea Central idea Coganizing a trip requires planning, and working together. An inquiry into: where and when we might go what we might see and do how we might get there what and who we need to take with us who how we might get there what and who we need to take with us who needs to know how we might keep a record of our trip to share with others.	Food from the earth Subject focus Science and technology, PSE Central idea Many plants provide us and other animals with food. An inquiry into: the firnits and vegetables that we eat very control of the provide of th
5-6	Let's play  Subject facus PSE, PE Central idea People play to leam, explore and have fan. An inquiry into: • why we play • the social elements of play • different kinds of toys and games • the connection between play and learning.	What was it like when you were young?  Subject focus Social studies Central idea Central idea Control Con	Celebrate!  Subject focus Social studies, PSE Central idea Families recognize important personal and cultural events through celebrations and traditions. An inquiry infor ' what and why we celebrate what eclebrations look, sound, smell, taste and feel like the similarities and differences between celebrations.	Growing things  Subject focus Science and technology Central idea Plants have certain requirements in order to grow and tasy healthy.  An inquiry into:  - how to recognize whether a plant is growing and healthy - how different plants have particular requirements - the connection between light and growth	Going places Subject focus Social smalies, science and technology Central idea People choose different types of vehicles to get from one place to another. An inquiry into: - the kinds of transport we and other poople the special seed of the special seed of the special seed of the special seed of the special seed of the special seed of the special seed of the special seed of the special seed of the special seed the same and how they are different what iousness we have made	Animals and their babies Subject focus Science and technology, PSE Central idea In the life cycles of many animals, adults care for their young. An inquiry into: how living things change during their lifetime the particular needs animals have when they are young the ways animals, including thumans, care for their young.
	8	their favourite stories from childhood     their special memories of childhood.		the connection between water and growth.	the systems different vehicles need to allow them to work (buildings, workers, roads, signs).	
6-7	Home  Subject focus  PSE  Central idea  Central idea  People make their home in different places and personalize it in different vays.  An inquiry into:  the nature of home  how we make a home personal  why we need a home  how a home can create a sense of belonging.	Subject focus Social studies Social studies Central idea Public places serve the needs of the community. An inquiry inte: the public places and buildings in our community. how and by whom these places are used (the needs they meet) how these places differ from our homes the systems that public places have to make them work such as opening hours and regulations. how the purpose influences the design and size of the space.	Just imagine Subject focus Language, arts Central idea People tell stories in a variety of ways to explore feelings, explain the world or entertain. An inquiry into: what a story is why people tell stories different types and purposes of stories different types and purposes of stories different ways that stories are presented such as drama, dance, music, puppetry and images.	Where is air?  Subject focus Science and technology Central idea Air supports our lives and its uses are related to its properties. An inquiry into: - the evidence of the existence of air - what air can do - what we can make air do - how we measure air.	From field to table Subject focus Social studies, science and technology Central idea Many foods need to be transported ander processed before they reach, of our tables. An inquiry into:  - the foods we eat the way foods are transported and processed why foods are transported and processed - why foods are processed - why foods are foods are transported and the processed of the processed of the processing of these foods.  - the people and foods that are part of the processing of these foods.	Reduce, resuse, recycle Shiplet focus Social studies, science and technology Central idea Our personal choices can change our environment. An inquiry into: An inquiry into: the packaging for different products how different materials decompost how different materials and be resused resused resused school and recycle our waste in school and at home.
7-8	Give and take  Subject focus  PSE, social studies  Central idea  Listening to other people's  perspectives and communicating our own points of view help us live together better.  An inquiry into:  why people feel and think differently  how whis can lend to conflict  appreciating others' perspectives  how differences can be resolved  how to prevent bullying in school.	A sense of place Social studies Social studies Central idea All places on faith have special features that distinguish them from other places. An inquiry inte: the physical characteristics of where we live what other places are similar to or different from this place (physical characteristics). I have been been been been been allowed to the contraction of the places are similar to or different from this place (physical characteristics). I how people have changed the indicacupe here indicacupe here of the places and things you fail the activities are that we could find out more about the places and things you'd like as	Signs and symbols  Subject focus  Language, mathematics, arts  Central idea  A variety of sign and symbol systems were developed to communicate.  An inquiry inter  - how and why some of these symbol systems developed  - the power of visual communications such as logos, tradematics and signs  - the symbols of mathematics  - communication such as fogos, tradematics and signs  - the symbols of mathematics  - communication such as fogos, and signs  - the symbols of mathematics  - communication such as fogos, and signs  - and signs  - and signs  - and signs  - and signs  - and signs  - and signs  - and signs  - and signs  - and signs	Architecture and design Subject focus Science and technology, social studies Central Idea The properties of construction materials influence the design of buildings and structures.  An inquiry into: the considerations that need to be taken into account when buildings and structures used as they cover and properties of materials available how materials as abape, cost and properties of materials available in the consideration of the consideration o	Workplaces  Subject focus  Social studies, PSE  Central idea  The workplace is an organization where people share responsibility towards a common purpose.  An inquiry into: the types of jobs people do in the school and one other workplace the tools and skills they need the tools and skills they need to the tomaining they need to the training they need to the purpose and/or responsibility of the purpose and/or respo	Habitats  Science and technology  Central idea  The place in which living things are found provides them with what they need to survive.  An inquiry into: the components of a habitat the diversity of habitats the diversity of habitats how plants and animals adopt to particular habitats what happens when habitats change.

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#### Sample programme of inquiry 2003

Who we are An exploration of the nature of the self, of one blocks and values; of and spiritual health; of our families, friends, commanies and cultures; of our rights and responsibilities; of what it means to be human.  Health and well-being  Subject focus PEE, science and technology, PE Central idea A balance between factors such as nutrition, exercise and recreation contributes to human health.  An inquiry into: behaviour that its beneficial or humful to our bodies what it means to have a healthy	Where we are in place and time An exploration of our crientation in place and home; of our personal interiors; of fristory and specagarily from home and pour-properties; of the discoveries, explorations and registations of hombinals, and arringations of hombinals, and arringations of hombinals, and ordinations.  Family histories Subject focus Social studies, PSE Central idea Family histories provide an insight into culture, family and the	How we express ourselves An exploration of the ways in which we discover and express our nature, sitess, being, shelpf and values through language and the aris.  Looking in the mirror  Subject focus Arts	How the world works  An exploration of the physical and material world, of natural and human-made phenomena, of the world of science and technology.  Planet Earth	How we organize ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.	Sharing the planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationship, within and between them.
Subject focus PSE, science and technology, PE Central idea A balance between factors such as nutrition, exercise and recreation contributes to human health. An inquiry into: - behaviour that is beneficial or hamful to our bodies what it means to have a healthy	Subject focus Social studies, PSE Central idea Family histories provide an insight into culture, family and the	Subject focus	Planet Earth		
PSE, science and technology, PE Central idea A balance between factors such as nutrition, exercise and recreation contributes to human health. An inquiry into:  - behaviour that is beneficial or harmful to our bodies what it means to have a healthy	Social studies, PSE  Central idea  Family histories provide an insight into culture, family and the			Communities	Finite resources—infinite demands case study (water)
and balanced lifestyle  how various influences affect our body systems  the ways safe practices promote personal well-being.	individual.  An Inquiry into: the nature and configurations of a family (real and factional) are important of a family the ways that generations connect with one another similarities and differences between generations within a family the similarities and differences between the similarities and differences between the similarities and differences between the similarities and differences between the similarities and differences between different types of families.	Central idea People use many different forms of expression to convey their uniqueness as human beings. An inquiry into:  • the diverse ways in which artist express themselves • how people become artists • how we can expesses our uniqueness through visual art, music, drama and dance.	Subject focus Science and technology Central idea The natural features of the Earth have been formed over time and are still changing. An inquiry intoo - the different components that make up planet Earth - how the different components of the Earth affect one another - the evidence that the Earth has changed and is continuing to - thomas of the control of the control of - the evidence that the Earth has - though one of the continuing to - thomas of the control of the control - the wide and the Earth has - the control of the control - the control of the control - the evidence that the Earth has - thomas of the control - the control of the control - the	Subject focus Social studies Central idea Communities provide services and systems to allow them to work. An inquiry into: the reasons people live in the local community the variety of factors including climate, geography and resources that influence the growth and location of communities the systems that are needed to support a community the effects that planning, or the lack thereof, might have on a community.	Subject focus Social studies, science and technology Central idea Imited resources tha are unevenly distributed. An inquiry into: where our water comes from howeve week, how much water we use and what happens after we have used it is the distribution and availability or usable water. how button of usable water or however, or usable water or how button of usable water or how button of usable water or how button of usable water or proposibility for water our responsibility for water conservation.
Human rights and responsibilities	On the move	Heroes ·	Energy for work and play	Off the drawing board	Ecosystems
Subject focus	Subject focus	Subject focus	Subject focus Science and technology	Subject focus Social studies, science and	Subject focus Science and technology
Central idea In an attempt to meet human needs, societies have determined human rights and responsibilities. An inquiry intel: - making our classroom work as a community - the connection between rules in a community - the connection between rules in a crommunity, rights and responsibilities - ways that detections are made about rights and responsibilities or restoant why some people require more protection than others - ways that actions and international organizations aim to protect human rights.	Central idea Throughout history people have been on the move, with wide-ranging effects on themselves and on the indigenous population.  An inquiry into: the social, economic and political reasons why people move to how people move to where people move to where people move to the impact of people moving, on the impact of people moving, on themselves and on the indigenous population.	Central idea We express our ideas, hopes and values through our choice of heroes. An inquiry into: the qualities that make a hero ways our choice of heroes reflects our values part and present heroes from around the world the difference between being famous and being a hero.	Central idea Emergy exists in different forms and is changed, stored and used in different ways. An inquiry into:  • how we use energy where many comes from where energy comes from • the different forms of energy • how energy can be changed from one form to another • the impact of energy we on the environment and society • our role as consumers and conservers of energy.	technology Central idea Technology has changed the world of work and leisure. An inquiry into: • what technology is • what technology is the historical circumstances that led to the development of some important inventions and their import the underlying principles and processes involved in those inventions • the technology and inventions of the home, workplace and leisure activities of today now inventions get their ideas chinking and working like an invention!	Central idea An ecosystem is a community of organisms interacting with one another and with their environment. An inquiry infor • the components of an ecosystem • where different kinds of ecosystems are found the simularities and differences between two very different ecosystems, including the relationship between the producer and consumers in them • significant events that affect the ballance of an ecosystem.
Decisions, decisions	Legacies: an examination of past civilizations*	I believe	The circle of life	- The marketplace	Challenges, risks and resilience
Subject focus PRE Central idea The decisions we make every day influence who we are and who we want to become. An inquiry into: • how our actions are evidence of who we are • how decisions affect the human the effects the decisions we make have on ourselves and others how values and others how values and others how values and other influences determine decision making.	Subject focus Social studies Central idea Many systems of past civilizations are Indeed to societies and cultures of the present day. An inquiry into:  - the time and place of the civilizations being examined - the systems developed by those - the appears (systems, artifacts) of past civilizations that are relevant todaly - the relevance of examining past civilizations - "The study of one or more civilizations would be appropriate.)	Subject focus Social studies, PSE, arts Central idea The beliefs and values of cultures are conveyed through rimals, codebrations, the arts and the way people live their lives. An inquiry intoe the relationship between iconic productions in daily life and cultural values and the control of the control values are the control values and the control values are the control values are trituals and celebrations vays in which personal adomnements can represent cultural beliefs the relationship between decoration and identity	Subject focus  Science and technology, PSE:  Central idea  All animals have life cycles characterized by physical chunge and changing roles.  An inquiry into:  the major phases in the life cycles characterized by the cycles and differences the smalleriness and differences between life cycles in different animal species the changes in our bodies as we grow, including those associated with puberty how manufast reproduce and care for their young.	Social studies  Central idea  The ability to produce more goods than needed prompted the exchange of merchandies and the birth of markets.  An inquiry into:  the medium of exchange in various marketplaces the enitus of the marketplace the rise of the service industry thow and for what we depend on people in other places though global movement and communication affect the availability of goods and services.	Subject focus PSEL, social studies, science and technology. Central idea Children wordtwide face a variety of challenges and risks. An inquiry into: . some of the challenges and risks that children face what determines the challenges and risks a child is likely to face how children react to challenges and risks in different ways the role of the PTPS student profile and stitudes in supporting indicates in dealing with challenges and risks the role of the PTPS student profile and stitudes in supporting the role of the PTPS student profile and stitudes in dating with challenges and risks organizations and nations try to propose children ton raisk.
Learn to live and live to learn	A place for everyone	Persuasion	Earth, space and the universe	Fair play for all	Exhibition
Subject focus PSE, science and technology Central idea Learning is a fundamental characteristic of humans that connects them to the world. An inquiry infoct • what learning is • when learning is • how we construct meaning through learning • how who brain functions • the various ways people learn • how animals entered in the construct • the uniquely human elements of learning.	Subject focus Social studies, science and technology Central idea Himman have adapted to a variety of citimatic and geographic conditions. An inquiry into:  - the range of geographic and climatic conditions that exists on Earth and how geographics - a comparison of the ways different goups of people meet their basic goups of people meet their basic people in externe conditions - geographic conditions - a comparison of the ways different environments - causes and effects of changes in world climatic conditions in the past and of the future.	Subject focus Language, arts, social studies Central idea Print, other visual media, and sound can create, alter or manipulate images or pecceptions. An inquiry into: - different kinds of communication such as speech, the media, - computers, performing arts and - advertising - the purpose of advertisements - devices that are used to manipulate - perceptions - the role of music in the media.	Subject focus Science and technology Central idea The Earth and its atmosphere are surrounded by space and are part of a vast and complex universe. An inquiry infoct • what planets, stars, solar systems and galaxes are • the Earth's position in our solar systems and the soler system's aposition in our galaxy to the control of the properties of the Earth and our solar system • the exploration of space • the exploration of space • the use of space technology and the impact it has on our daily lives.	Subject focus Social studies, PSE Central idea Personal and institutional value systems, attitudes and structures can either promote or dawy social justice. An inquiry intel - the principles of human rights and social justice - how personal and institutional substantiours and attitudes affect - how personal and secient structures affect social justice - historical case studies - historical case studies - historical case studies - the impact of denying or granting social justice on individuals and groups.	The exhibition may replace any unit at the discretion of the school. The subject of the schibition inquiry should be a real world save or problem, local or global, which is of sufficient scope and significance to warrant an extended investigation.
	PSE, social studies  Central idea  In an attempt to meet human needs, societies have determined human rights and responsibilities.  An inquiry inter  making our classroom work as a community  the connection between rules in a crommunity, rights and responsibilities  ways that decisions are made about rights and responsibilities  ways that decisions are made about rights and responsibilities  ways that necessation and responsibilities  ways that necessation and responsibilities  ways that necessation and responsibilities  ways that necessation and responsibilities  ways that necessation and responsibilities  ways that necessation and responsibilities  ways that nations and international organizations said to protect human rights.  Decisions, decisions  Subject focus  PSE.  The decisions we make every day influence who we are and who we ware  In how our actions are evidence of who we are  Now of actions affect the human body  the effects the decisions we make have on ourselves and others  how of actions affect the human body  the effects the decisions affect the human body  The work of the control of	PSE. social studies  Central idea  In an attempt to meet human needs, societies have determined human rights and responsibilities.  • making our classroom work as a community, piths and responsibilities  • making our classroom work as a community, piths and responsibilities  • ways that decisions are made about rights and responsibilities  • ways that necisions are made about rights and responsibilities  • ways that necisions are made about rights and responsibilities  • ways that necisions are made about rights and responsibilities  • ways that necisions and international organizations aim to protect human rights.   Decisions, decisions  • way that nations and international organizations aim to protect human rights.  Decisions, decisions  • PSE  Sobject focus  PSE  Sobject focus  Sobject focus  Sobject focus  Now our actions are evidence of who we are and who we are how one with the concess who we make every day influence who we are and whose	PSE. social studies  Central idea In an attempt to meet human needs, societies have deemined human nights and responsibilities.  Man inquiry into: • making our classroom work as a community; olights and responsibilities.  Man inquiry into: • making our classroom work as a community; olights and responsibilities.  Man inquiry into: • ways that decisions are made about rights and responsibilities.  Man inquiry into: • where the decisions was to protect human rights.  Decisions, decisions  Subject focus  PSE  Central idea  Legacies: an examination of past civilizations are incled to societies and columes of whose ware and who we ware and who we ware to decisions we make every day influence who we are and who we was to become a column of the column of	Secal studies Central idea In an attempt to more housen needs societies have determined human rights and responsibilities. — making our classroom work as a community withstand responsibilities. — making our classroom work as a community withstand recognibilities. — making our classroom work as a community withstand recognibilities. — reasons why some people require more production than others ways that nations and intellimental populations. — how are summant to protect human inglits.  Decisions, decisions — legacises an examination of past civilizations are make every day influence who we are and who we want to become. — An inquiry into: — how our actions are evidence of who we are not with evidence of the ourselves and others obody— the decision making. — the decision making. — the decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making.  The decision making are decision making.  The decision making.  The decision making are decision making.  The decision making.  The decision making.  The decision making are decision making are decision making.  The decision decision making are decision making are decision making.  The decisio	Social studies Central idea In an attempt to meet human need, as consequent to meet human need, as consequent to meet human need, as consequently registed and responsibilities. An inquiry into:  - the consection between rate in an expensibilities the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the consection between rate in an impuly into: - the migrate propels require more procedure than other congruent on the indigenous population.  - the register is an examination of past circlinations in protection than other congruints and propositions are reviewed on the indigenous population.  - the register is an examination of past circlinations in the indigenous population.  - the register is an examination of past circlinations in the indigenous population.  - the register is an examination of past circlinations in proceed human rights.  - the register is the decisions we make every dry influence who we are and who we are not to become a finish of the variety in the circlinations being examined the register is the decisions we make on the circlinations where it is not only the past of past of the interaction of the circlinations where it is not only the past of past of the interaction of the indigenous population.  - the register is the decisions we make on the circlinations where it is not only the past of past of the interaction of the past of past of the interaction of the past of past of past of the interaction of the past of past of the interaction of the past of past of the interaction of the past of past of the interaction of the past of the interaction of the past of the interaction of the past of the interaction of p

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#### Language Arts Scope and Sequence PYP

#### Overall expectations

Students will identify and reflect upon "big ideas" by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all their learning. They will learn to understand that effective use of language is a valuable life skill.

Strand	Children aged 3-5 will	Students aged 5-7 will	Students aged 7-9 will	Students aged 9–12 will
Oral	use oral language for social interaction and to obtain understanding communicate needs, feelings and ideas participate appropriately in conversations tell stories and events in sequence give and follow instructions have daily opportunities to listen and speak in a variety of authentic contexts.	use a variety of oral language appropriately with increasing confidence     talk about their thoughts, feelings and opinions     work in groups and discuss ideas     appreciate that listening is important in both small and large groups     listen with increasing concentration and consideration     pick out main events and relevant points     increase their ability to anticipate and predict.	appreciate the power of oral language     use speech with increasing responsibility     participate appropriately in discussions     talk about a wide range of topics     use increasingly complex language confidently and creatively     use language with increasing accuracy, detail and range of vocabulary     use oral language to articulate, organize and reflect on learning begin to communicate in more than one language.	have an increasing awareness of the power of oral language, how it helps them to construct meaning and connect with others     use speech responsibly to inform, entertain and influence others     understand that oral language is a medium for learning as well as for individual enjoyment     interact confidently in a variety of situations     use a wide range of linguistic structures and features to present ideas and information     adapt speaking and listening strategies to the context, purpose and audience     reflect upon communication to monitor and assess their learning.
Written	Reading  • be eager to read  • enjoy playing and experimenting with reading behaviours  • show an interest in books, stories, charts and songs  • "read" familiar text using visual, contextual and memory cues  • focus on meaning of text rather than word accuracy  • "read" daily in a variety of situations and have opportunities to discuss what has been read.	Reading  read simple texts with confidence and pleasure  use a range of strategies to decode text  discuss stories heard and read, demonstrating an increasing awareness of character and plot  understand and respond to ideas and feelings expressed begin to use reference books and dictionaries independently  participate in daily reading for independent and instructional purposes.	Reading  read a variety of fiction and nonfiction books with confidence, fluency and independence  select books appropriate to their reading level and for a specific purpose  be interested in/show appreciation of a variety of literary styles  understand and respond to ideas, feelings and attitudes expressed in reading materials  use reference materials including information technology independently  read daily and for sustained periods.	Reading  read a wide range of texts with understanding and accuracy recognize and appreciate various literary styles, forms and structures appreciate structural and stylistic differences between fiction and non-fiction be able to reflect upon and analyse details of character and plot appreciate authors' use of language and begin to recognize meaning beyond the literal locate and use a range of reference materials to find information and guide research' read daily for enjoyment and information, for sustained periods.
	Writing  • be curious about print • enjoy playing and experimenting with writing • move from scribble to writing letters and words • assign meaning to messages regardless of their stage of written development • gradually produce recognizable spellings of a range of words • be encouraged to write daily with or without support.	Writing  • write confidently with developing legibility and fluency  • write for a variety of purposes  • write simple, sequenced stories with a beginning, middle and end  • begin to plan, edit and review their own writing  • begin to spell high-frequency words accurately  • use simple spelling patterns or spell phonetically  • write legibly in a consistent style  • write daily for a variety of purposes.	Writing  write independently, with confidence and fluency  use a wide and vivid vocabulary  understand different structures in writing  write for a range of purposes, both creative and informational  plan, edit and review their own writing  spell high-frequency words accurately and use a range of strategies to spell complex words  write in a consistent, legible style.	Writing  write fluently and effectively in a range of styles  match different styles and structure of writing to the task  show an awareness of audience  use relevant and appropriate supporting details and effective vocabulary  vary sentence structure and length  use an appropriate writing process independently and confidently develop their own voice and style.
Visual	play, experiment, talk about and relate to different media materials     use media to make sense of their world     respond to media verbally and nonverbally     show curiosity in many forms of visual media     make connections between the real and the imaginary     view and react to simple messages or factual information and describe what they see.	understand that communication involves verbal, visual and kinaesthetic features     understand that signs and symbols carry meaning     begin to read a range of signs in the environment     read and use texts with different types of layout     understand information presented in a range of visual forms including television, theatre and computer     search for, record and present information using a variety of media     begin to make choices about what is relevant and useful to them.	experience a wide variety of visual media     respond to viewing experiences orally and in writing     recognize the power of visual media to influence thinking and behaviour     begin to make informed choices in their personal viewing experiences use a variety of media to plan and create projects     use electronic media to find information.	demonstrate appropriate viewing behaviour for a range of visual materials     respond to viewing experiences orally and in writing, using specific vocabulary and terminology     understand the effect of design on the meaning of the visual     identify stereotypes     work with a variety of materials to plan and carry out different project     recognize the implications of commercial media     make informed judgments about television, film and video productions.

For the purposes of Washington Yu Ying operations ages 3-5 correspond to pre-K, ages 5-7 to K and Grade 1, ages 7-9 to Grade 2 and 3, ages 9-12 to Grades 4 and 5.

# Mathematics scope and sequence overview

Strand	By the end of this age range, children aged 3–5 will:	By the end of this age range, students aged 5–7 will:	By the end of this age range, students aged 7–9 will:	By the end of this age range, students aged 9–12 will:
Data handling	s sort and labet real objects into sets by antiflutes receion a graph of real objects and compare quantities using number words.  • discuss and identify automes that will lappen, won't happen and night happen.	sort and label objects into sets by one or more attribute - discuss and compare data represented in teacher-generated dingrams: tree, Carroll, Venn - collect gipsby, and interpret data for the purpose of finding information - understand the purpose of graphing data - create a protegraph and simple but graph from a graph of - create a protegraph and simple but graph from a graph of - read objects, and interpret data by comparing quantities: - more, kever, less hart, greater than - discuss, identify, predict and place outcomes in order of - likelihood: impossible, unlikely, likely and certain.	discuss, compare and create sets from data that has subsets issing rece, Carroll, Venta and other diagrams. Adeign a survey, process and interpret the data collect a survey, process and interpret the data collect scale on the vertical axis of a bar graph to represent large quantities. The process of a bar graph is represent fine, describe and explain the mode in a set of data and its understand the purpose of a database by manipulating the data to answer questions and solve problems and solve problems are probability to determine mathematically fair and until games and to explain possible outcomes.	design a survey and systematically collect, organize and record the data in displays; piccigniph, but graph, circle graph (pic chart), line graph or cruste, interpret, diseasa and compare data displays cruste, interpret, diseasa and compare data displays (piccigniph, pic chart, barfine graph) including how well they communicate information in line, describe and explain the range, mode, media and mean in a set of data and understand their use or cruste an mamphate are described adaptes for their own purposes.  - cruste a spreadablect, using simple formulas, to manipulate data and to create graphs - et an unmerical probability scate (to 1 or 0% to 100% - determine the theoretical probability of an event and explain why it might effer from experimental probability.
Measurement	identify, compure and describe auributes of real objects and situations; longer, shorter, heavier, empty, full, hotter, colder     identify, compure and soquence events in their daily routine; before, after, bedime, storytime, loday, tomorrow.	estimate, measure, label and compare using non-standard must of neasurement: length, mass, time and temperature understand why we as handrad units of measurement to measure with your assurance and the sequence days of the week and months of the year estimate, dentify and compare lengths of time; second, minute, hour, day, week, month in the work and with the time to the hour, ha fhour and quarter hour.	estimate, measure, label and compare using formal methods and standard units of measurement; length, mass, firm and temperature select appropriate tooks and units of measurement electric measure, land units of measurement scale; 31/4g, between 4cm and 5cm numbers on a measure scale; 31/4g, between 4cm and 5cm numbers on a measure senine; measure, label and compare perimeter and are senine, or model addition and subtraction using money, regal and vite the time to the minute and second, using mid-24-hour clocks. 5 minutes and 1 minute, on 12-hour and 24-hour clocks.	select and use appropriate standard units of measurement where estimating, developing, comparing and measuring use measuring tools, with simple scales, accuracy to understand that the accuracy of a measurement depends on the situation and the precision of the current and volume develop procedures for finding user, perimeter and volume electronism the telebioashige between analy perimeter and volume estimation the telebioashige between analy perimeter and volume estimation and states, and and compare, using formal methods and standard unite of measurement. The understand that an apile is a measure of fordation unessure and construct angles in degrees using a protrator use and construct timetables (12-hour and 24-hour) and electronine time those.
Shace and space	<ul> <li>sort, describe and compare 3-D shapes according to attributes such as zero of form and there and describe the paths, regimes and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down).</li> </ul>	use what they know about 3-D shapes to see and describe 2-D shapes 2-D shapes 2-D shapes 2-D shapes 3-D shapes	sort, describe and model regular and irregular polygons: riringles, hexagons, rupeztimns ledentify, describe and model conguency in 2-D shapes combine and transform 2-D shapes to make another shape recents symmetrical partners, including usestlation identify lines and taxes of reflective and rotational symmetry and taxes of reflective and rotational symmetry and taxes of reflective and rotational symmetry who turn, half turn; quarter turn; and describing rotations, whole turn; half turn; quarter turn; north, south, assi and west on a compass.	use the geometric vocabulary of 2-D and 3-D shapes: partial, edge, verter bessify, sort and label all types of triangles and quadrilateris: scalene, isosocies, equilinent, inglavingded, frombus, trapezium, parallelogram, kie, square, rectangle understand and use the vocabulary of types of angle: dottone, acute, stringly, reflex, edge, of the colorise, understand and use geometric vocabulary for circles: diameter, addis, circumference anderstand and use geometric vocabulary for circles: diameter, addis, circumference and of compasses. understand and use the wocabulary of lines, rays and esgement; parallel, perpendicular describe, classify and model 3-D shapes timn a 2-D net into a 3-D shape and vice versa find and use scale (ratios) to enlarge and reduce shapes used and plot coordinates in four quadratus.
PYP curriculum docur	PVP curriculum documents; mathematics © 1BO 2003.			3.15

5.50	By the end of this age range, children aged 3–5 will:	By the end of this age range, students aged 5–7 will:	By the end of this age range, students aged 7–9 will:	By the end of this age range, students aged 9–12 will:
	find and describe simple patterns     create simple patterns using real objects.	<ul> <li>create, describe and extend patterns</li> <li>recognize, describe and extend patterns in numbers: odd and even, skip counting, 2s, 5s and 10s</li> <li>identify patterns and rules for addition: 4 + 3 = 7,</li> <li>3 + 4 = 7 (commutative property)</li> <li>identify patterns and rules for subtraction:</li> <li>7 - 3 = 4, 7 - 4 = 3</li> <li>model, with manipulatives, the relationship between addition and subtraction: 3 + 4 = 7, 7 - 3 = 4.</li> </ul>	• analyse patterns in number systems to 100  • recognize, describe and extend more complex patterns in numbers  • numbers of the patterns and rules for multiplication and subtraction: 4 + 3 = 7, 7 - 3 = 4  • identify patterns and rules for multiplication and division: 4 + 3 = 12, 3 + 4 = 12, 12 + 3 = 4, 12 + 4 = 3  • a × 3 = 12, 3 × 4 = 12, 12 + 3 = 4, 12 + 4 = 3  • model, with mampulatives, the relationship between multiplication and division  • model, with mampulatives, the relationship between division and subtraction  • model, with mampulatives, the relationship between division and subtraction  • model untiplication as an array  • understand and use number patterns to solve problems (missing numbers).	understand and use the relationship between multiplication and addition and addition understand and use the relationship between multiplication and division (inverse function) understand and use the relationship between division and subtraction model and explain number patterns use real-life problems to create a number pattern, following a rule a rule more complex equations: x + 1 = y, where y is any even whole number under exponents as repeated multiplication understand and use exponents and roots as inverse functions: 92, 481.
	- read, write and model numbers to 20 - count, compare and order numbers to 20 - estimate quantities to 10 - use ordinal numbers to describe the position of things in a sequence - model number relationships to 10: "Show me one more than three, take two away from these cubes" - use the language of mathematics: more, less, number names, total - manes, total - manes, total - mane,  e read, write, and model numbers, using the base 10 system, to 100  court (in 1s, 2s, 5s and 10s), compare and order numbers to 100  e setimate quantities to 100  use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, -  read, write and model addition and subtraction to 20 (with and without regrouping)  automatically recall addition and subtraction facts to 10  describe the meaning and use of addition and subtraction own language/methods  use fraction names (half, quarter) to describe part and whole relationships  estimate the reasonableness of answers  select and explain an appropriate method for solving a problem.	read, write and model numbers, using the base 10 system, to 1000  e. count, compare and order numbers to 1000  e. selimate quantities to 1000  e. count in 35, 48, 68, and explore other numbers  use number patterns to learn multiplication tables: 1s, 2s, 4s, 5s, 10s  automatically recall basic addition and subtraction facts  and without regrouping)  use mathematical vocabulary and symbols of multiplication and division: times, divide, product, quotient, x, 4  use and describe multiple strategies to solve addition, subtraction, multiplication and division problems  read, write and model multiplication and division problems  read, write and model multiplication and division problems  compare fractions using manipulatives and using fractional notation  model addition and subtraction of fractions with the same denominator  use mathematical vocabulary and symbols of fractions:  numerator, denominator, equivalence  use mathematical avocabulary and symbols of fractions:  numerator, denominator excepts to fequivalence to 1:  two halves = 1, three thirds = 1  reasonably estimate answers: rounding and approximation  select and explain an appropriate method for solving a problem.	read, write and model numbers, using the base 10 system, to millions and beyond; and to thousandths and beyond and behousandth small behond to millions and beyond and to thousandths and beyond a automatically recall and use basic number facts or ereat and solve multiple digit multiplication and division problems in the problems and model improper fractions and mixed numbers or ead, write and model improper fractions and mixed numbers in model equivalency of fractions: "\( \text{i} = \text{i} \text{i} \)  • simplify fractions • use the mathematical vocabulary of fractions: improper, mixed numbers read, write and model the addition and subtraction of decimals to the thousandths • read, write and model multiplication and division of decimals (with reference to money) • round decimals (with reference to money) • round are ratios is given place or whole number or ead, write and model percentages and decimals in the stations, percentages and decimals fractions, percentages and decimals (regaive numbers) • read, write and model addition and subtraction of integers (regaive numbers) • read, write and model exponential notation • select and defend the most appropriate and efficient method of solving a problem: mental estimation, mental arithmetic, pencil and paper algorithm, calculator:	

#### Science Scope and Sequence PYP

- **3–5 years**: Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.
- **5–7 years.** Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.
- **7–9 years.** Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.
- **9–12 years.** Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

#### Social Studies Scope and Sequence PYP

- **3–5 years**. Students will gain an understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will gain an increasing awareness of themselves in relation to the various groups to which they belong. They will gain a sense of place, and the reasons why particular places are important to people. They will also gain a sense of time, and recognize important events in their own lives, and how time and change affect people.
- 5–7 years. Students will gain an understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will gain a sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are Social studies in the Primary Years Programme influenced by, the places in their environment. They will gain a sense of time, recognizing important events in their own lives, and how time and change affect people.

**7–9 years.** Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will deepen their understanding of how people influence, and are influenced by, the places in their environment. Students will gain an appreciation of the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways.

**9–12 years**. Students will investigate aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their understanding of how people influence, and are influenced by, places in the environment. They will appreciate the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. They will extend their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources, and why different systems for the exchange of goods and services have developed.

#### GRADES 6 – 8 MYP CURRICULA

The aims and objectives of MYP subjects address these four aspects of the learning process:

- Knowledge: the facts that the student should be able to recall to ensure competence in the subject
- Understanding: how the student will be able to interpret, apply or predict aspects of the subject
- Skills: shown through tasks that allow the student to apply what has been learned to new situations
- Attitudes: the ways in which the student is changed by the learning experience Units of study

#### Language

**Grade 6:** Students work on the development of basic reading, writing and speaking skills. Time is spent improving spelling and grammar as required. The focus is on learning to write basic introductions and conclusions, and paragraphs with topic sentences. Students also develop creative writing skills through story and poetry production. Many opportunities for producing authentic writing are given to the students and proof reading skills are taught and the production of polished final drafts is emphasized. Oral presentations, class debates and discussions enable students to develop their oral skills. Informal letter writing is also introduced. Students are also expected to read books of their own choice independently and are required to write book reports and give oral presentations on their reading.

**Grade 7:** While existing skills are reinforced, the focus in this year is on structuring written work and developing the ability to use more complex sentence structures. Students are taught to prepare narrative and persuasive compositions, and to write informal letters. The language of advertising is examined and students learn to evaluate and understand the power of this particular use of language. Students are required to present and report on literature of their own choice, which is read outside the classroom.

**Grade 8:** Students in Grade 8 are working towards a greater understanding of the structure and forms of the English language. Thus existing skills are reinforced and individual growth fostered. Attention is given to expository and argumentative composition writing, formal letter writing, and the ability to formulate related ideas and to present them in a clearly structured fashion. Students are taught to use various documentation techniques, to quote sources and to prepare a hypothesis statement for a research report. Creative writing in

the form of poetry production and writing within particular genre, such as horror, love, detective stories is further developed.

#### **Mathematics:**

**Grade 6:** Students further their understanding of whole numbers, multiples and factors, rational numbers, order of operation, number sets, pattern recognition, simple equations involving geometry, forms of numbers – such as exponents, measure of perimeter and area, construction of triangles and quadrilaterals, transformations of reflections and rotations, collecting and collating data, presenting data using pie graphs, bar graphs, histograms, sets and pictograms.

**Grade 7:** Students master ratios and proportions, percentages, estimation, number patterns, scientific notation, powers and roots of 2, language of algebra, flow charts, expansion, equations, mensuration of perimeter and area, construction of circles and polygons, inscribed and circumscribed circles, Cartesian plane, Transformations—reflections, rotations and translations in the Cartesian plane, enlargement sample space, outcomes and events, theoretical and experimental probability

**Grade 8:** Students master powers and roots of 3, irrational numbers, approximation, relations and linear functions including graph and value tables of linear functions, expansion, equations, simple factorization with geometry, organizing data using stem and leaf plots, and box and whisker plots, Data, analysis using mean, mode, median, and range, logic, expressions and factorization, linear and quadratic functions, simple linear equations with 2 variables, similarity and congruence, shape and perspective in 3D, trigonometry introduction, data collection including sample frame, bias, target population and simple random, sampling, Data analyses.

#### **Humanities:**

**Grade 6:** Students start with the Beginnings of Human Society, from prehistory to the start of farming. This is followed by a study of the Fertile Crescent looking at the Acadian empire, the Babylonian and Persian Empires, the Phoenicians and Israelites. More detailed studies of the Egyptian. Greek and Roman Empires look into the structure of ancient society, the different forms of government, health and hygiene, town planning, religion, leisure and achievements. Particular attention is paid to the ancient Greek and Roman legacy in the present.

**Grade 7:** Students continue with Ancient Civilizations. Ancient China is studied from 221 BC – 1279 AD, with emphasis on inventions and achievements, social relations and the role of emperors. The Medieval period in Europe and in the Islamic world is also studied. Students will study the structure of these societies, the role of religion, trade and the growth of towns, health and disease, the rate of change and the role this period played in shaping our present world.

**Grade 8:** The Renaissance looks at the re-birth of ideas in the fields of science, art and architecture. The Reformation, international trade and the main trading routes during this period as well as the voyages of exploration and discovery are investigated. Comparing the concepts of religious conflict, which they have studied in the Reformation, to current world conflicts. The students finish the year by studying the Mughal conquest of India, religion, art, science and technology as well as the impact of the British in India. Students are taught to form and develop an historical opinion and to express and support their arguments in the form of an historical essay, as well as developing their research and presentation skills.

#### **Sciences**

Within MYP, sciences are the traditional subjects of biology, chemistry and physics, as well as topics, concepts and issues from other branches of science, such as earth and health sciences. As with other areas of the curriculum, students are encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills. As well as providing a sustained, valuable academic experience, the MYP sciences subject group promotes an awareness of the increasingly international context of scientific activity, its impact and limitations, as well as the constant evolution of scientific knowledge and understanding.

**Grade 6:** Being a Scientist, Looking at Living Things, Energy, Building Blocks and Matter, Solvents and Solutions, Cells and Reproduction, Electricity, Gases in the Air, Heat on the Move, Hydrogen, Metals, Acids and Alkalis

**Grade 7**: The Senses, the Earth, Forces and Movement, Keeping the Body Working, the Earth in Space, Healthy Living, Materials, Electronics, Energy and the Environment, Measuring the Effect of Forces, and the Behavior of Light

**Grade 8**: Variety of Life, Photosynthesis, Plant Movement and Reproduction, Ecology, Particles in Chemistry, Atoms Combining, Experimental Physics, Forces and Motions, Forces and Pressure

#### 2. LETTERS OF SUPPORT

# Appendix C

## Washington Yu Ying Public Charter School



4401 8th St. NE Washington, DC 20017 (T): 202-635-1950

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Mary Shaffner, Executive Director

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#### **Board of Trustees**

Lisa Chiu, President (202) 290-0557 – M lisa.chiu@washingtonyuying.org

Tia Jenkins, Vice President and Parent Representative (202) 903-5685– M tia.jenkins@washingtonyuying.org

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Jonathan Smith (202) 215-5427 - M jonathan.smith@longandfoster.com

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Mary Shaffner, Executive Director (202) 536-2503 mary@washingtonyuying.org

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Elizabeth Hardage, Assistant Principal (202)-679-5055 elizabeth@washingtonyuying.org

#### I. School Description

#### A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.



#### **B. School Program**

1. Grade and Age Levels Served In the 2009-2010 School Year, Washington Yu Ying PCS served students in Prek-4 to Grade 2. Students attending Yu Ying ranged in ages 4-8.

#### 2. Brief Summary of Curriculum Design

Washington Yu Ying employs both Mandarin Chinese Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum methods emphasized by the International Baccalaureate Organization: communication and collaboration as a means of making sense of the world through an inquiry-based curriculum. Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.

- 3. Key Mission-Related Programs:
  Washington Yu Ying incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite recieving only half of the year's instruction in English, students will reach target proficiency levels.
  - a. Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.
  - b. Math Workshop: This approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direction instruction and a co-teaching model.
  - c. Units of Inquiry (UOI): The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.
  - d. Response to Intervention (RTI): This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of RTI include: Yearly <u>universal screening</u> for all students in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Students in need of intervention receive <u>daily targeted intervention</u> (using, for instance, Wilson Fundations Program) through evidence-based programs in their areas of need. Progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI coordinator and ELL and special education teachers.) Teacher development occurs through <u>STARS</u> (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any needs for intervention.

e. Structured Aftercare: Our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback.

4. School Year and Hours of Operation

The 2009-2010 School Year began on 8/30/2009 and ended on 6/24/2010. Instructional hours began at 8:15 am and ended at 3:30pm on Mondays-Thursdays and began at 8:15 am and ended at 1:00pm on Fridays. Dismissal is early on Fridays to allow staff to participate in trainings and plannings.

#### C. School Staff



Names and titles of those in key leadership positions in the school
 Mary Shaffner is the Executive Director of the school. Our Principal is Maquita
 Alexander and our Assistant Principal was Elizabeth Hardage. The President of
 the Board of Trustees is Lisa Chiu.

#### 2. Number of Teachers

During the 2009-2010 School Year, there were 8 lead teachers, 1 special education teacher, 1 special education & RTI coordinator, 1 ELL teacher, and two special subject teachers.

Number of Teacher Aides
 We had 11 teacher aides this year.

#### 4. Average class size

Yu Ying classes average in 25 per class, 50 per grade.

5. Qualifications and assignments of school staff During the 2009-2010 School Year, there were 8 lead teachers, 1 special education teacher, 1 special education and RTI coordinator, 1 ELL teacher, 11 teaching assistants and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 21 of the 23 teachers met NCLB HQT.

#### 6. Staff Attrition Rate

Our staff attrition rate was 28%.

7. Salary range and average salary, for teachers and administrators.

The salary range for teachers is \$31,440 to \$69,168 and the average is \$45,961.

The salary range for School Administrators ranges from \$70,000 to \$97,000 and the average is \$87,500.

#### D. Student Characteristics



- 1. Number of students enrolled, by grade level
  There were 50 students enrolled in Prek, 50 in Kindergarten, 50 in 1st grade and
  47 in 2nd grade.
- 2. Student attrition rate during the year reported The student attrition rate was 5%.
- 3. Student re-enrollment The re-enrollment rate was 91.6%.
- 4. Demographics

51% of our student population was African-American, 6% was Hispanic, 16% was Asian/Pacific Islander and 27% was Caucasian.

- 5. Percentage of limited- and non-English proficient students 17% of our student population was LEP/NEP.
- Percentage of students with special education IEPs
   of our student population received special education servers.
- 7. Percentage of students qualifying for free or reduced price lunch program 23% of students qualified for free or reduced price lunch program.
- 8. Average daily membership
  The average daily membership rate was 98%.

9. Average daily attendance
The average daily attendance was 92%.

#### E. Governance

1. Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.

#### Board Roster 2009-10

Lisa Chiu, President (Parent)
Committees: Executive, Development, Financial
1448 Q Street, NW
Washington, DC 20009
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lisa.chiu@washingtonyuying.org

Tia Jenkins, Vice President and Parent Representative (Parent)
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Tzu-I (Amy) Lee, Treasurer Committees: Executive, Financial, Nominating 11990 Market Street, Unit #1506 Reston, VA 20190 (571) 426-5588 - M tzui\_a\_lee@yahoo.com

Manisha Modi, Secretary (Parent)
Committees: Executive, Facilities, Public Affairs
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Matthew McCombs Committees: Facilities 621 L Street, NE Washington DC, 20002 (202) 236-1991 - M mkmccombs@gmail.com Facilities Committee

Jonathan Smith Committees: Facilities 2007 Taylor Street, NE Washington, DC 20018 (202) 215-5427 - M jonathan.smith@longandfoster.com Facilities Committee Chair

Mary Shaffner, Executive Director (Parent)
Ex-Officio Member
Committees: Facilities, Fundraising, Finance, Nominating
4401 8th St NE
Washington, DC 20017
(202) 536-2503 – O
mary@washingtonyuying.org

#### 2. Advisory committees (member names and affiliations)

Andrea Lachenmayr - General Counsel (Parent) Fulbright & Jaworski L.L.P. 801 Pennsylvania Avenue, N.W. Washington, DC 20004-2623 (202) 662-0423 - O (202) 662-4643 - M alachenmayr@fulbright.com

#### Facilities:

Charles Wilkes, Chairman, The Wilkes Group Charles Crettier Scott Royster, Latimer Education Susan Broeksmit, Architect

#### **Education:**

Shuhan Wang, National Foreign Language Center Carmen Rioux-Bailey, George Mason University Dexter Lewis

#### Fundraising:

Steven Glazerman, Mathematica Policy Research, Inc. Doug Maguire, The Meridian International Center

#### Gala:

Heather Colvin Elisabeth Urfer Ellen Chaffee Elizabeth Brooks Trinita Brown Betsy Centofanti Bruce Pike Shelby Pike Maria Nelson

#### **Public Affairs:**

Darius Withers Lisa Dowden, Spiegel & McDiarmid Theresa Sule, ANC02 Kathy Doan, Cair Coalition

#### **Technology Committee:**

Paul Bailey, Washington Post Josh Phipps, Genius Holdings Brian Nelson, CityPaper Will Weems, SirenDC

3. Trainings: The board participated in two very significant trainings. Anya Karavanov, PhD, conducted a survey of parents, staff and leadership and then led a Strategic Planning session. Together board members, school leadership and representatives from staff and the parent association developed the school's 5 year Draft Strategic Plan. It includes a renewed mission and vision as well as goals and objectives for the school over the next five years. The Board of Trustees is currently working to finalize the document. Anna Karavanov, PhD, has extensive experience in designing, conducting, and analyzing consumer market research and developing comprehensive strategic plans and communication materials, especially in the area of education and with educational organizations.

The second training was a board retreat led by Chris Ritter, an expert consultant on strategic planning, organization development and governmance. During this day long retreat, Mr. Ritter led the board through a variety of exercises designed to help prioritize and set goals for the following year. Mr. Ritter also encouraged the Yu Ying Board to apply for a Compass DC project. Compass DC provides pro bono consulting services to nonprofits whose work benefits the Greater Washington community. Yu Ying Board President Lisa Chiu applied and Compass selected Washington Yu Ying as a probono client for 2010-11. They will help the school develop our board leadership.

Three board members also participated in a forum on New Markets Tax Credits.

#### F. Finance

- 1. A copy of the school's approved budget for the Fiscal Year 2009-2010. Yu Ying's SY 2009-10 budget is attached as Exhibit 2.
- 2. A list of all donors and granters that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported. This list is included as Exhibit 3.

#### II. School Performance



#### A. Evidence of Performance and Progress

1. *Performance Management Measures*: Student Progress, Achievement and Gateway Data

#### a. Student Academic Performance

#### **BRACKEN**

The Bracken School Readiness Assessment (BSRA-3) is used to assess a child's readiness for school by evaluating his or her understanding of 85 important foundational academic concepts. Fifty pre-school students took the BSRA-3 during the 2009-2010 school year. We had a 94% proficiency rate in the Fall of 09 and 100% proficiency rate in the Spring of 2010.

BRACKEN	Totals
Number of students - Fall	50
Proficient rate	94%
Number of students - Spring	50
Proficient rate	100%

#### **DIBELS**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a diagnostic tool that assesses phonemic awareness, alphabetic principle, accuracy and fluency with connected text, vocabulary development and comprehension. Students in grades K-2

were tested in the Fall, Winter and Spring by the Assessment Coordinator. The students were tested in a one on one setting by the RTI Coordinator. The data was used to create Booster Groups for language arts. These small intervention groups were led by the RTI Coordinator as a part of our RTI program. She worked with students weekly using Wilson Reading Program and progress monitored them weekly. Students usually stayed in groups for 14-16 weeks. Data from the program was reported to families and used to determine the next steps of the RTI model.

DIBELS	Totals
Number of students tested in the Fall	140
Fall Proficiency Level	71%
Number of students in the Spring	140
Spring Proficiency Level	74%

#### Reflections and Recommendations for 10-11

One challenge we faced was the difficulty finding time to pull the students out for strategic intervention. Also, we found the Wilson Reading Program was not a "one size fits all" approach to reading. Some of the students' instructional reading needs were not met using this scripted program. For the 2010-2011 school year, Assistant Teachers in the English classrooms will be trained in guided reading. The students will receive an additional dose of prescriptive reading instruction. The Resource Teacher will co-plan with the classroom teacher to ensure continuity of instructional service.

The DIBELS scores indicate that the students maintained / improved slightly. Because the DIBELS tests skills learned in the English language classrooms and our students are only in their English classrooms 50%, we are satisfied with the results. We will however strive to improve them in the future.

During the 09-10 school we employed the Reading A-Z benchmarking system to assess our students reading levels, fluency and comprehension. We will set school wide targets for each grade level during the 2010-2011 school year.

The classroom teachers also reported a lack of reading resources to support guided reading. We purchased over \$12,000 in guided reading materials to support reading in the English classroom. The Chinese classroom purchased \$9,000 worth of reading materials. We will continue to work closely with the Chinese Program Coordinator to ensure balanced literacy instruction in the Chinese classroom.

#### **GMADE**

The Group Mathematics Assessment and Diagnostic Evaluation (GMADE) is a diagnostic tool to assess what math skills students have and what skills need to be taught. It provides strengths and weaknesses for each student and classroom

summaries to guide instructional focus. Eighty-seven students in the first and second grade took the GMADE in the Fall of 2009 and the Spring of 2010. The test was administered in a group setting by the classroom teacher and scored by the Assessment Coordinator.

GMADE	Totals
Number of students tested in the Fall	87
Proficiency Level	52%
Number of students tested in the Spring	82
Proficiency Level	50%

#### Reflections and Recommendations for 10-11

We continued to examine our math program during the 2009-2010 school year. Finding a solution to increasing our students' math skills is a leading priority for SY 10-11.

Teaching math content in two languages presented many challenges. The students often spent instructional time learning math vocabulary and not math concepts. Furthermore, we did not have a specific pacing guide to ensure that teachers were covering all the standards. Yu Ying did not use a formalized math program during the 2009-2010 school year. Teachers created long range plans based on the Yu Ying curriculum. They created pacing guides and formative and summative assessments. A benchmark assessment was created by grade level teams and administered to students mid-year. The data provided valuable information to guide instruction for the reminder of the year. The data was also used to create an intervention program called "Math Mondays" for the second grade. Seven instructional staff members retaught math concepts to small groups of second grade students. The concepts were reassessed after each small group session.

#### SOPA

The Student Oral Proficiency Assessment (SOPA) was developed for use in various program types with children of different language proficiency levels. Because of its flexible design, the assessment can be adapted for use with FLES programs, as well as immersion programs. The SOPA is currently offered in Chinese, French, German, Japanese, Russian, and Spanish. Studies conducted between 1997 and 1999 show the validity of SOPA's claim to accurately assess the speaking and listening proficiencies of young language learners (Thompson, et al; 2002). One hundred and ninety-two students were tested in the Spring of 2010 in small group settings by members of the Chinese resource staff.

SOPA	Totals

Number of students tested	192
Proficiency Level	69%

#### Reflections and Recommendations for 10-11

During the 2010-2011 school year we will provide more opportunities for students to speak Chinese during the school day. In the 3rd grade classroom, students will begin to have dedicated Chinese-only speaking time starting with 30 minutes growing to 1/2 of the instructional day. Professional development has been provided to ensure our language arts curriculum is used with fidelity. This will help ensure that all oral proficiency standards are being met during instruction time. Oral language practice is now an integral part of the Reading/Writing workshop during Chinese Language Arts.

#### **Students with Disabilities:**

At the beginning of the school year, we had 10 level one students and 1 level two student. During the 2009-2010 school year we qualified one student in PreK, two in Kindergarten, three in 1st grade and four in 2nd grade. These students were serviced using the inclusion model as well as a pull out program as deemed necessary by their Individual Educational Plan (IEP). During the school year many of the educational and behavioral goals were rewritten after the special education resource teacher worked with the students.

The following data is pertinent to students with disabilities at Washington Yu Ying PCS:

- 9% of students received special education or related services during the fall of 2009:
- 100% of the students who received services made progress towards the attainment of their IEP goals and objectives; and
- 9 additional students were found eligible in Spring 2010 for special education or related services.

#### Reflections and Recommendations for 10-11

This year the special education resource staff will be classroom based. We will employ a co-teaching model to meet the needs of all learners. The teachers will support students' organization skills, peer interaction, and assist classroom teachers with behavioral support.

#### **English Language Learners:**

Last year, 32 students were identified as English Language Learners on the Home Language Survey. They worked with the ELL teacher on language acquisition, phonemic awareness, and reading strategies on weekly pull out basis. She used the

Language for Learning program with the students.

The following data is pertinent to English Language Learners at Washington Yu Ying PCS:

#### **WIDA**

Grade	Number of students taking assessment	Below Reading	Below Writing	Non-Exited	Exited
Kindergarten	17	0	1	0	17
1st Grade	9	2	4	3	6
2nd Grade	7	0	6	1	6

#### Reflection and Next Steps

The ELL teacher reported feeling disconnected from classroom instructional practices. She felt pulling out the students during their Reading/Writing workshop decreased the amount of support they received. One of the goals for 2010-2011 academic year is to improve and increase assessment of ELLs. Plans are to assess on the third and fourth Friday of each month and to teach mini vocabulary lessons because the ELLs will benefit from explicit vocabulary instruction.

#### b. Non-Academic Performance

Washington Yu Ying PCS did not receive a 2009-2010 Compliance or Governance Review. We turned our documentation into AOIS on time. Our governance successes included holding our strategic & board retreats and developing our Strategic Plan. Our challenges continue to include board development and fundraising.

 Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system.

#### **B.** Unique Accomplishments



- Washington Yu Ying completed its 2nd year in SY 2009-2010. We continued to experience incredible demand for our unique program. We had over 385 students apply for approximately 50 spots. We had a 92% re-enrollment rate.
- Washington Yu Ying students performed student led conferences for the second consecutive year. This is a unique IB experience where children guide their parents through the learning process. It was a truly wonderful experience where parents were able to see and experience their children's accomplishments.
- Each of our grades successfully completed Units of Inquiry with remarkable summative assessments. In Kindergarten, for example, at the end of the Building Unit the students built their own house out of a variety of materials. For the Transportation Unit, students planned and executed a trip to the Air and Space Museum using 3 types of transportation.
- Our Parent Association was a vital part of our school's success. Our parents held an incredibly successful Dragon Fesitival Gala which raised \$50,000 for school resources. They also hosted other successful events: our first school dance, second annual Spring KidFest and movie nights.
- Students at Washington Yu Ying participated in several successful service projects during the 2009-2010 school year. These included 100% student participation in the Friendship Place Walk For the Homeless, a clothing and food drive for children in Afghanistan and creating "Healthy Kits' for families in Haiti.

- Our after school program continued to offer excellent educational based programming such as, Little Sprouts Garden Club, Chinese Homework, Math Arcade, and Comic Book Club. This year we will add DC-CAS preparation classes.
- As part of Washington Yu Ying's Foreign Language Assistance Program (FLAP) grant, Yu Ying created Chinese literacy and comprehension assessments, testing reading and listening comprehension. See data below:

## • CIRCLE

The Comprehensive Immersion Resources for Chinese Language Education (CIRCLE) assessment was administered in the Winter of 2010 at Washington Yu Ying PCS. This assessment was created using standards from Yu Ying's base Chinese language curriculum, *Flying with Chinese*.

Crimicos.						
Grade	Number of students taking assessment	Below	Benchmark	Above		
Prek	49	0	0	49		
Kindergarten	49	8	10	31		
1st Grade	44	10	3	31		
2nd Grade	47	7	12	28		

 Yu Ying continued to receive positive press including articles in the Singapore Straits Times, the New York Times and the World Journal. School leadership was also interviewed on the Kojo Nnamdi show. Please see articles in Exhibits 4 and 5.

# C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

- 1. The process for collecting data was much more efficient this year. Data was housed in one shared location, analyzed and used to guide future instructional decisions.
- 2. Student Related Academic Issues:
  - Despite detailed lesson planning and adherence to the Yu Ying curriculum, Yu Ying staff reports a need for a more formalized math curriculum. The GMADE indicated that only 50% of our students are proficient in math. The 2009-2010 Math Committee recommended the Everyday Mathematics program for the following school year. It was selected because Everyday Mathematics

emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday life. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. Yu Ying purchased the complete program for Grades K-3 and hired a math coach to support implementation for the 2010-2011 school year. We made a financial commitment of over \$12,000 to the math curriculum. This year, we have a school wide goal of students making one year's progress on the GMADE.

- Last year all Language Arts goals were based on the DIBELS and not on instructional reading levels. There was little to no focus on assessing student comprehension. Currently, the DIBELS has a comprehension section for third grade. Additionally, a benchmarking and tracking system for student reading has been created. There is also a need for increased parallel literacy instruction in the English and Chinese classes to ensure that although students are only receiving 90 days of of English instruction, they are still receiving 180 days of literacy instruction.
- Students in Grades 1-3 participated in the "Preventing the Summer Slide" program. Each grade level had an extensive summer reading and math packet that reviewed math skills taught during the school year. Our goal was for students to maintain the progress they made during the year. All Yu Ying students participated in "Yu Ying Reads", our summer reading program. Our Chinese resource staff created Chinese Summer Learning packets. These packets were a review of the Chinese characters taught during the school year.
- 3. Based on the recommendations from the Program Development Review we have begun to implement the following changes (in italics):
  - Create guidelines for writing curriculum by aligning Flying with Chinese, the
    Chinese Language Arts curriculum with the PYP principles and the DC writing
    standards. The school is using Step up To Writing as a curriculum guide to help
    create a wholistic approach to writing. The writing process in English and
    Chinese will have the same components, use similar methods and be assessed
    using the same guidelines.
  - Observations of classrooms reveal limited use of differentiation in the Chinese classrooms (observed in 3/10 lessons). The instructional centers were present but there was limited evidence of instructional activities to support higher order thinking. The instructional support model this year includes a PYP Coordinator who will work closely with the Chinese Program Coordinator to ensure inquiry based methods that support higher order thinking in the Chinese classrooms.

- Interviews with teachers and the leadership team revealed that teachers would like more time and support in understanding assessment data to inform instruction. The Assessment Coordinator role for the 2010-2011 school year has changed. Professional development on all the assessments given, the data collected and the analysis of it will be given throughout the year. One staff meeting per trimester will consist of "data meetings" where teams will share data and produce action items based on the data shared.
- Allow time for regular education and special education teachers to collaborate on lesson plans. Require special needs instructional modifications and strategies as part of the required lesson plan. Continue to talk about the support that is needed for students with IEPs in the Chinese classes to fully provide accommodations. The RTI/SPED coordinator will meet with the Chinese staff monthly to go over IEP goals and assist in making accomodations accessible in the Chinese classrooms. Yu Ying also has a Chinese Assistant teacher enrolled in the Assist D.C. special education Assist Teacher Training. She will not only be certified to work with special education students in the Chinese class, but assist other Chinese teachers in understanding how to work with students with special needs.
- Create guidelines to determine planning time outcomes. Develop a form/ checklist to capture the meeting agenda, notes, and progress towards outcomes to serve as accountability documentation posted on Google docs. A template for team meetings has been created as well as the time line and expectations for reporting to the administration.
- 4. We are not in School Improvement, Corrective Action or completing a Restructuring Plan.

# D. Reporting Accountability Information to Students, Teachers, Parents and the Public



As described, Yu Ying performed the BRSA-3, GMADE and DIBELS assessments. All data was made available to teachers: the GMADE and DIBELS data and results were available in a online format, the BRSA-3 results were tallied and reported. All parents received a report of their child's scores.

Parents received two Progress Reports: one in the Winter and one at the end of the year. Most importantly, Yu Ying held Student Led Conferences. During this two day event, parents were guided through their children's learning. Each child guided his/her parent through what they learned in Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated his/her learning and or engaged the parent in the activity. It was a fantastic process that engaged the whole family in the learning process.

Many of our non-academic performance achievements were shared at a variety of meetings: Parent Association, Friday Assemblies, and our many events, all of which were hosted at Yu Ying. We also celebrated our successes on our website, portal and our listserve.

## **Exhibits**

- 1. Annual Report Data Collection Tool
- 2. 2009-2010 Budget
- 3. Individual and Corporate Donations
- 4. "China's the word in more US schools," Tracy Quek, <u>Singapore Straits Times</u>, January 17, 2010.
- 5. "Foreign Languages Fade in Class Except Chinese", Sam Dillon, <u>New York Times</u>, January 21, 2010.

## ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

1117 160 Washington Yu Ying PCS

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES				
X	NO				
Additio					
Comm	ients				

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current. Name Maquita Alexander **School Ward** Title Principal **Direct Phone** 202-635-2768 Number **School Street** 4401 8<sup>th</sup> St. NE **Email** maguita@washingtonyuying.org Address Washington, DC School Zip 20017 5. Please select the lowest grade level served by your Campus/LEA in the 2009-2010 school year. PK3 10 GED 2 6 PK4 3 7 11 Program Χ Κ 4 8 12 5 9 Adult Ed 1 6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school years. PK3 10 2 6 GED PK4 3 7 11 Program 4 8 12 Κ 5 9 Adult Ed 7. Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions") 8:15 am 8. Please enter the End time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions") 3:30 pm 9. Enter any additional comments regarding Start time/End time for Regular School Day. Fridays are early release days and dismissal is at 1:00pm. 10. Please enter the Start and End Dates for the 2009-2010 School Year. **Start Date** 8/30/2009 **End Date** 6/24/2010

ool year, please enter the percentage of all studenting in the categories listed below. Enter the % should be entered as ".3556"
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udent teacher ratio for the 2009-2010 school year in
):1

# 16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below.

# Transferring out of school	11
# of Dropouts	0
Promotion rate	.989
Graduation rate	N/A
# Retained at grade level	2

## Questions 17-30: Staff Demographics Enter the Total Number of staff meeting criteria listed below in the spaces provided.

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1						
Principal	1	1	1	1	1	1	100
Assistant Principal	1	1					100
Classroom Teachers	8	8	7	8	2	7	89
Special Subject Teachers	2	2	1	2	2	2	100
Bilingual/ESL Teachers	1	1	1	1		1	100
Special Education Teachers	1	1	1	1		1	100
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors							N/A
Librarians/Media Specialists							N/A
Coordinators	1	1	1	1		1	100
Classroom Aides	11	N/A	N/A	N/A	N/A	11	100
Title I Educational Aides		N/A	N/A	N/A	N/A		

## 31. Are you a single-campus LEA or a central office?

X	YES Skip to Question 32
	NO Skip to Question 33

32. Please complete the following entries regard below.	ling staffing statistics listed
Staff Attrition Rate	.28
Number of Teachers	23
Salary Range for Teachers	31,440-69,168
Average Teacher Salary	45,961
Number of School Administrators	3
Salary Range for School Administrators	70,000-97,500
Average School Administrator Salary	87,500
Number of Central Office Administrators	4
Salary Range for Central Office Administrators	30-48K
Average School Administrator Salary	37K
Number of School Support Staff	
Salary Range for School Support Staff	
Average School Support Staff Salary	

## 33. Does your school serve grades 9-12 and/or is considered a high school?

	YES	Skip to 34
X	NO :	Skip to 35
Addit Comr		

34. Please complete the fields below regarding secondary school students.					
Number of Students Taking PSAT					
Average PSAT Score Math					
Average PSAT Score Verbal					
Average PSAT Score Writing					
Number of Students Taking SAT					
Average SAT Score Math					
Average SAT Score Verbal					
Average SAT Score Writing					
Number of AP Courses Offered					
Number of Students enrolled in AP courses					
Number of Students passing AP courses					
Number of students passing AP courses with a "3" or better					
➣ Total 9th grade students 09-10					
➣ Total 9th grade students on track rate					
≥ Total 12th grade students 09-10					
➣ Total 12th grade students accepted to college					

# 35. To ensure that PCSB has up to date information for the 2010-2011 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

➢ Board Chair Name	Lisa Chiu
Board Chair Title	President, Board of Trustees
Board Chair Email	Lisa.chiu@washingtonyuying.org
Board Chair Phone	202-290-0557
Board Chair Mailing Address	1448 Q St. NW
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20009
🖎 Exec. Director Name	Mary Shaffner
Exec. Director Title	Executive Director
Exec. Director Email	mary@washingtonyuying.org
Exec. Director Phone	202-635-1950
Exec. Director Mailing Address	1637 Irving St. NW
🖎 Exec. Director Mailing City, State	Washington, DC
Exec. Director Mailing Zip	20010
Principal Name	Maquita Alexander
Principal Title	Principal
Principal Email	maquita@washingtonyuying.org
Principal Phone	202-635-2768
Asst. Principal Name	Elizabeth Hardage
Asst. Principal Title	Assistant Principal
Asst. Principal Email	ehardage@washingtonyuying.org
Asst. Principal Phone	202-635-1950
Business Manager Name	Denise Lyons
Business Manager Title	Office Manger
Business Manager Email	denise@washingtonyuying.org
Business Manager Phone	202-635-1950
Business Manager Mailing Address	2820 Schoolhouse Circle
Business Manager Mailing City, State	Silver Spring, MD
Business Manager Mailing Zip	20902

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2010-2011 school year.

Campus/LEA Staff Member Name	Maquita Alexander
Campus/LEA Staff Member Title	Principal
Campus/LEA Staff Member Phone	202-635-1950
Campus/LEA Staff Member Email	maquita@washingtonyuying.org
Board Member Name	Manisha Modi
Board Member Title	Secretary of the Board
Board Member Phone	202-421-8258
Board Member Email	manisha@washingtonyuying.org

## **PCSB Format Annual Budget**

## Washington Yu Ying Public Charter School: SY09-10

	Annual Budget
REVENUE	0.074.400
01. Per Pupil Charter Payments	2,371,400
02. Per Pupil Facilities Allowance	560,224
03. Federal Entitlements	56,716
04. Other Government Funding/Grants	42,304
05. Private Grants and Donations	30,000
06. Activity Fees	370,576
07. Other Income (please describe in footnote)	36,591
TOTAL REVENUES	3,467,8 <b>10</b>
ORDINARY EXPENSE	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	253,876
09. Teachers Salaries	676,610
10. Teacher Aides/Assistance Salaries	343,297
11. Other Education Professionals Salaries	51,845
12. Business/Operations Salaries	46,500
13. Clerical Salaries	23,870
14. Custodial Salaries	· · · · · · · · · · · · · · · · · · ·
15. Other Staff Salaries	203,623
16. Employee Benefits	325,003
17. Contracted Staff	56,600
18. Staff Development Expense	15,000
Subtotal: Personnel Expense	1,996,224
Direct Student Expense	
17. Textbooks	15,000
18. Student Supplies and Materials	50,338
19. Library and Media Center Materials	-
20. Student Assessment Materials	15,456
21. Contracted Student Services	59,327
22. Miscellaneous Student Expense **	14,000
Subtotal: Direct Student Expense	154,121
Occupancy Expenses	
23. Rent	560,808
24. Building Maintenance and Repairs	3,000
25. Utilities	-
26. Janitorial Supplies	12,520
27. Contracted Building Services	66,000
Subtotal: Occupancy Expenses	642,328
Office Expenses	
28. Office Supplies and Materials	23,125
29. Office Equipment Rental and Maintenance	7,061
30. Telephone/Telecommunications	5,760
31. Legal, Accounting and Payroll Services	93,276
32. Printing and Copying	6,409
33. Postage and Shipping	1,425
34. Other	19,000
Subtotal: Office Expenses	156,055
	111,000

## General Expenses

6,268
22,608
66,347
14,658
-
20,500
56,951
187,333
3, <b>1</b> 36, <b>0</b> 61
331,749
16,719
3 <b>1</b> 5, <b>0</b> 31

Paid meal sales and interest income comprise "07. Other Income."

<sup>\*\*</sup>Student recruiting and general miscellaneous student expense comprise

<sup>&</sup>quot;22. Miscellaneous Student Expense."

# List of individuals and corporations whose donations equaled or exceeded \$500

## **Annual Fund Donations**

Tia Carter-Jenkins

Thesia Garner

Michael Shoag

Mary Shaffner

Manisha Modi

Lisa Chiu

Andrea Lachenmayr

Susan and Sam Broeksmit

## **Gala Sponsors**

Lynch Development Partners, LLC

Lisa Chiu

**DMPE** Foundation Inc

Building Hope

**United Bank** 

Taipei Economic & Cultural Representative Office in the US

Randolph Harrison

Michael Shoag

Lisa Kennedy

City First Bank of DC

## **In Kind Donations**

Fulbright & Jaworski

Title V City Collegiate PCS school donation

Will Weems, Siren Digital Communications

Paul Bailey - Technical support

Steve Glazerman - Grant development

Maria Nelson - Design

Lisa Chiu - Professional writing

Susan Broeksmit - Architectural

Eichberg Construction - Construction

Charles Crettier - Construction Management

Bruce Pike - DJ

Matthew McCombs - Real estate development

Lisa Dowden - Advocacy

Darius Withers - Advocacy

Brian Nelson - IT support

Josh Phipps - IT support

Shelby Pike - Catering

Chris Nostrand - Building/Contracting

Elisabeth Urfer - Gala Project Management

Heather Colvin - Gala Project Management Chris Ritter, Outcome Advisors, Inc. Anya Karvanov, PhD, Communicating for Social Change

## In Kind Gala Donations

Lippman, Semsker & Salb Sharon Buchanan Photography by Ponds Diana Buell Graphics

Ricardo Stith

Kube Architecture

Electric Entertainment

Joshua Phipps, Genius Holdings

Dottie Li, TransPacific Communications

Camilla Morrison, Adventure Theatre

Jessica Wallach, Portrait Playtime

Sherrell Brown, Cultura

Dr Wayne Hickory, Embassy Row Orthodontics

Sarah Mooney

Dr. Yolanda Holmes, Dermatologist

Manadarin Oriental, Washington DC

Karen Schachter, MSW

Karl & Lisa Kennedy

Dennis Brown Shaolin Wu-Shu Training Centers

Elite Catering & Event Service

Jennifer Jones

# China's the word in more US schools

More and younger students are studying Chinese in the US as China's profile rises



**Tracy Quek** US Correspondent In Washington

rom the outside, there is not much to differentiate Washington Yu Ying from any other elementary school in the American cap-

Children with names like Skye, Tenaya and Soleil arrive on a frosty morning, chirping hello to their friends and hugging their parents goodbye.

But that all stops the moment they walk through the school's front door – the speaking in English, that is, not the chatter. With a bright smile and a zaoshang hao! (good morning), Yu Ying's executive director and founder Mary Shaffner greets each child.

As they troop down the corridor, their teachers from China and Taiwan welcome the youngsters into brightly decorated classrooms, giving instructions in Mandarin for them to hang up their coats and bags in little cabinets outside the

Yu Ying has 200 pre-kindergarten to Grade 2 pupils (four- to seven-year-olds). Half are African-American, 30 per cent are Caucasian, and the rest are Asian (16 per cent) or Hispanic (4 per cent).

The children are getting a very different education from most of their peers in other schools. Half of all their classes, which include mathematics, art and PE, are taught in Chinese.

Students have alternate English and Chinese days, learning entirely in one language on a given day. They also move between separate Chinese and English classrooms.

Yu Ying, which opened in September 2008, is Washington DC's first Chinese language immersion school and the only one that offers a 50-50 instructional model in the city, said Ms Shaffner. It hopes to extend its programme to high school eventually.

Language immersion programmes here are different from traditional language classes, as the majority of subject content is taught in the second language. As a charter school (an independ-

ent, publicly funded school), Yu Ying has more autonomy than US public schools in curriculum and hiring. Half of Yu Ying's 18 teachers are native Chinese speakers, the other half are native English speak-

Yu Ying may go further than most schools in the United States, but Chinese language programmes are becoming much less uncommon as more American students

say "ni hao" to learning Chinese.

It is their second day back at Yu Ying after the three-week year-end break, and the kids need a refresher. Teacher Liang Chia Chu, 36, warms them up by getting them to sing "Head, shoulders, knees and toes" in Chinese. Then she launches into the first exercise of the day.

"What's the date today? What month, what day of the week is it?" she asks in Chinese.

Twenty-five young faces stare back at her. It takes some coaxing, but five-year-old Simon Toro Raciborski, who is half-Polish and half-Bolivian, finally writes the Chinese characters for five, one and two on cards pasted on the classroom wall.

Scenes like this are playing out in more classrooms across the US, evidence of what experts are calling a boom in Chinese language learning in a country which has not done as much to encourage the learning of foreign languages compared with multi-lingual Europe and Asia.

The US does not have a national bilingual mandate, and education policy is left up to individual states and school districts to decide.

A decade ago, seven million public school students in Grades 7 to 12 were enrolled in foreign language courses, representing 33.8 per cent of total enrolment in those levels. Only about 5,000 were students of Chinese, according to a 2000 survey by the American Council on the Teaching of Foreign Lan-

cil is releasing next month found that the number of students studying Chinese has exploded to some 66,000, said council spokesman Marty Abbott.

The new study also shows that Spanish is still the most popular foreign language in US schools, with about 80 per cent of students who chose to learn a foreign language studying it. French is a distant second, followed by German and Latin. Chinese, Japanese, Russian and Italian come next.

But among the more "exotic" languages, Chinese is by far the fastest-growing language being taken up by students, Ms Abbot said.

US colleges have traditionally offered Chinese language and China studies, but Chinese programmes in elementary, middle and high schools are relatively new. Most were started in the past five years or so, said Mr Christopher Livaccari, associate director of the New York-based Asia Society's education and Chinese language initiatives.

Although there is no definitive figure, it has been estimated that at least 550 schools now offer Chinese classes as part of their curriculum.

Experts attribute the phenomenal popularity of the Chinese language to China's rising economic and political presence in the world, as well as a growing desire among American parents to expose their children to other cultures and new

"There is the perceived value of learning Chinese for the future economic and business applications of the language, but also more people are becoming aware that they are part of a globalised world," said Mr Livaccari.

Conscious of the geo-political power shift away from the West, the federal government has led the effort to address the lack of proficiency in Chinese and other languages. The US State Department







But a new survey that the coun- (From top) Simon Toro Raciborski, five, Mei-ling Powell Young, seven, and Washington Yu Ying, where half of all classes are taught in Chinese.

has classified Mandarin Chinese as one of its six "super critical needs" languages, along with Arabic, Dari,

Farsi, Hindi and Urdu. These are languages which are extremely difficult to master and are deemed critical to US political, economic and cultural interests.

To dramatically boost the number of Americans learning, speaking, and teaching critical foreign languages, former president George W. Bush introduced the US\$114 million (S\$158 million) National Security Language Initiative in January 2006 to expand programmes from kindergarten to uni-

versity. The US Department of Education's Foreign Language Assistance Programme has allocated millions in funding to schools wishing to start, beef up and innovate on Chi-

nese language instruction. Seeing the upsurge in interest as an opportunity to expand its soft power, China's National Office for Teaching Chinese as a Foreign Language (also known as Hanban) has also been active in the promotion of Chinese language learning in the

It has, for example, teamed up with the US College Board – which administers university entrance exams, the SAT and Advanced Placement exams - to recruit teachers from China to start new Chinese language programmes or teach existing ones in US schools.

Experts say the heavy investment reflects official thinking that Chinese language learning is not just a passing fad.

"I don't see China's rise or the importance of US-China cooperation on global issues like climate change and economic recovery changing any time soon," said Mr

Interest in learning Chinese is also cutting across racial and socio-economic lines.

"The growth is not limited to urban or coastal areas, it is everywhere. And what is most significant is that kids who have no cultural or ethnic link to Chinese are taking it up," noted Ms Abbott.

Chicago, which has the largest public school Chinese programme in the US, teaches the language to at least 6,000 students out of some 421,000, the majority black or Hispanic, according to news reports.

The growing demand prompted the US College Board to introduce Chinese Advanced Placement tests, which allow students to earn placement or college credit, in 2007. That year, 3,261 students took the exam from 433 schools in the US.

The appetite for Chinese, however, has created several problems. The number of certified, high-calibre Chinese teachers cannot keep pace with the demand, said experts. "The issue is finding highly qualified teachers who can connect with US students and to engage

them in learning Chinese in a meaningful way," said Ms Abbott. Instructional and assessment materials in Chinese are also in short supply in the US. Yu Ying's Chinese teachers had to create worksheets, lesson plans and even word and picture cards from scratch.

To help schools, the non-profit Asia Society, which works to promote understanding about Asia, is teaming up with Hanban to set up an online network of schools that offer Chinese language programmes. Designed to be a platform for schools to share resources and ideas, the network will launch later this month with its first 20 schools. It hopes to grow to 100

## **GETTING OVER MY CHINESE HANG-UP**

It is one of my most vivid childhood memories. I was about five or six and was just about to start primary school. My parents had decided to engage a Chinese tutor for me as we spoke only English at

I had never had a tutor before and was excited. I insisted on putting on my best dress hours before my lesson was due to start. Then I waited by the window so that I could see my very first Chinese tutor approach the house.

I do not recall much of the lesson itself, except that I was determined to impress my tutor with my attentiveness.

Thinking back on that episode, it strikes me as being rather ironic, for it marked the beginning of my personal struggle with the Chinese language.

After 12 years of barely scraping through my Chinese exams, I completed my A Levels and was overjoyed that I could finally shut the door on the Chinese language.
But a decade later, I found

myself rethinking my attitude towards my bete noir. I decided to confront my fears and give Chinese another go. But this time, I would try a different approach.

In February 2005, I arrived in Beijing to start an intensive course in Chinese language at the Beijing Language and Culture University (BLCU), which specialises in teaching

Chinese to foreigners.
In Beijing, my lack of proficiency really hit home. I could barely read the Chinese street signs, much less communicate with the local Chinese. I felt isolated in my monolingual bubble.

But it was precisely this sense of being the odd one out in a Chinese-speaking world that made me want to overcome the language barrier.

I threw myself into my studies. For almost four months, it was Chinese six hours a day, five days a week. To speed up my learning, I supplemented formal classes with one-on-one tutoring.

By the end of the course, I had gone from stammering in Chinese to being able to confidently converse and read simple articles in Chinese newspapers. Even my writing of Chinese characters had improved.

So what made the difference? I put it down to a combination of factors: I was motivated. I was immersed in a Chinese-speaking environment that made me see Chinese as a living, evolving language.

I also had dedicated teachers who taught their hearts out using an excellent syllabus that was pitched just right for my level of proficiency.

I still remember my first day

at BLCU. All new students were required to take a written test to determine our levels of proficiency. We were then grouped into classes according to our different abilities, but had the flexibility of switching to more advanced classes if we so desired.

Class sizes were kept relatively small, with between 15 and 30 students in each

My classmates were from Japan, South Korea and Indonesia. We were allowed to speak only Chinese in class, but Chinese was the only common language we could use to communicate anyway. They were a disciplined, hardworking

I had three main teachers for classes that were divided into "listening", "speaking" and a "general" class which combined the two skills with reading and class participation. Writing was not the focus of the course, although we were encouraged to try our hand at short essays.

My laoshi (teachers) impressed me with their enthusiasm and dedication. From the get-go, they set a positive tone and even on muggy summer days managed to keep lessons lively and light-hearted. They were always encouraging, but never indulgent. They quickly remembered our names and figured out each of our strengths and weaknesses.

Students who needed more practice in pronunciation were called on in class to read short passages out loud, for example.

We studied from textbooks. Each chapter comprised a passage, usually a story set in modern times that we could relate to. We slowly expanded our vocabulary, learning new, practical words and phrases from the passages. There were English explanations to help us along.

Our teachers spent much of the time explaining the meaning, nuance and context of each new word and phrase precisely. They taught us syntax and basic rules of Chinese grammar - concepts I never properly mastered in school

The classes were designed to help us overcome our fear of speaking the language. We often were called on to speak in class or give presentations on a

theme of our choosing. Compared with Chinese lessons in Singapore, I was learning and understanding,

rather than learning by rote. By the time we graduated, I felt Í had re-learnt the language. My old hang-ups about Chinese being dull and tedious were gone.

Most importantly, my experience ignited a desire to keep improving. Learning Chinese has now become a lifelong pursuit.

**Tracy Quek** 

schools over the next three years. Beyond the infrastructural challenges, sometimes cultural differences get in the way.

Yu Ying's kindergarten teacher Ms Liang is from Taiwan, where she says students "do not question their teachers. Here, kids can't wait to voice their opinions." She admits that the outspokenness sometimes gets in the way: "To learn Chinese, you have to be focused."

The State Department classifies Mandarin Chinese as one of the five hardest languages for English speakers to learn. It takes about 2,200 class hours, compared to 600 hours needed to learn French or Spanish.

What their kids go through can also be stressful for parents who do not speak a word of Mandarin.

"Parents have to be on board 100 per cent," said Ms Shaffner. "They can help by buying Chinese music, books, exposing their kids to Chinese culture.

Dr John King, 37, an economist,

makes sure to include Chinese picture and story books along with English books when he makes a trip to the library with his kids.

His son, Nico, four, attends pre-kindergarten at Yu Ying, and he plans to enrol his two-year-old daughter, Quincey, in a year's time.

Dr King reckons he is readving his kids for the future by exposing them to Chinese now, despite risks that they might initially lag behind their peers in English.

"It is cognitively good for kids to speak two languages, and China is ust going to be so prominent," he

After three months in Yu Ying, Nico is making great strides in Chinese. He manages short sentences and his pronunciation impresses his proud father.

Dr King said: "It's great. I've always wanted to go to China and now, I hope my kids will take me there one day.

tracyq@sph.com.sg

## [HEADLINERS]

## **Grace Heng** Lives up to 'ace' in her name

At 23 years old, Miss Heng was among the oldest in this year's O-level cohort. But behind her four distinctions was true grit. She overcame depression, truancy, expulsion and dropping out

from the school system. She is headed for a polytechnic to do an early childhood education course.

## Goh Poh Seng Pioneer writer dies, 73

Dr Goh - medical doctor, entrepreneur and the author of the iconic 1972 novel, If We Dream Too Long - died of pneumonia in Vancouver, Canada, last Sunday. A prolific writer, his themes

ranged from interracial marriages to the Japanese Occupation.

## Simon Cowell Bye, bye, American Idol-maker

The acerbic Brit and a judge on American Idol – famous for his put-downs - will leave the popular show after the current ninth season. Cowell, 50, will produce and judge a

new talent competition, The X Factor, the American version of the top-rated British show.

## Sarah Palin Fox News gets foxy lady

The former Alaska governor and ex-Republican vice-presidential candidate became a political commentator and part-time host with conservative network Fox News. The

> move is seen by many as part of the 45-year-old's campaign to position herself as a 2012 presidential candidate.

## Ronald Susilo Top shuttler to retire

The 30-year-old, after 11 years as a professional badminton player, will retire from the national team in March. He plans to set up a badminton academy. "It was a very difficult decision (but) it does not mean I will be away from the sport," he told The Straits Times.

# **National**

## The New Hork Times



A second-grade class at the Yo Ying charter school in Washington, where instruction in all subjects alternates daily between English and Chinese.

## Foreign Languages Fade In Class — Except Chinese

## Beijing Helps Spur a Contrary Trend

By SAM DILLON

waSHP GTOR - Thousanus wassity GTOR — Theusams of public holds stepped teaching famight languages in the last decade, according to a government famined survey — distinations for a nation that needs meet impulsits to contact its placet with the surface and of Johnson, how estudies and public winds a function and public makers busing, a nish by schools in all parts of America to effectively and for filmese.

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"We've all been surjuited that in such a short time Chinese would grow to surprise A.P. German," Mr. Packer so.

A decade ago, most of the schools with Chinese programs.

A decade ago, most of the schools with Chinese programs.

wree on r = East and Well Crasss. But in recent years, mally schools have a arted Chinese pro-

## China sends teachers here, and even helps to pay their salaries.

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Smith, and Colorada and Utah in Roccy Mountoin West.

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America has an the Study of a forming language grow before, only in see the bubble burnt. Fray schools begin teaching lopanese is the Babb, after Jopan emery of an an economic risk But Frayanach have dimped

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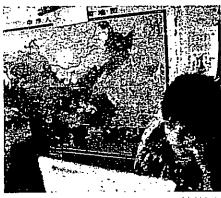
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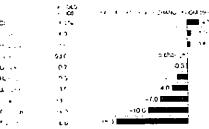


Experts attribute the surge in Chinese language classes to parents' by eith influency can or end, a monitor down the road.

#### **Growth in Chinese Language Courses**

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# Appendix D

## Washington Yu Ying Public Charter School



220 Taylor Street, NE Washington DC, 20017 202 635-1950

Lisa Chui, Board Chair

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**Evidence of Progress and Performance** 

**Unique Accomplishments** 

**Lessons Learned** 

Reporting Performance Management Framework Information

# Washington Yu Ying PCS Board of Trustees 2011-2012

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Vice President, Founder & Parent Representative
DC Resident
Founder
Exited service November, 2012

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Steve Glazerman
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Entered Service February 2012

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Fulbright & Jaworski L.L.P.
801 Pennsylvania Avenue, N.W.
Washington, DC 20004-2623

**School Leaders** 

Mary Shaffner, Executive Director and Founder

Maquita Alexander, Principal

## I. School Description

#### A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.



## **B. School Program**

Grade and Age Levels Served
 In the 2011-2012 School Year, Washington Yu Ying PCS served students in Prek-4 to
 Grade 4. Students attending Yu Ying ranged in ages 4-10.

## 2. Brief Summary of Curriculum Design

Washington Yu Ying employs both Mandarin Chinese Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum methods emphasized by the International Baccalaureate Organization: communication and collaboration as a means of making sense of the world through an inquiry-based curriculum. Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.

- 3. Key Mission-Related Programs:
  Washington Yu Ying incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite receiving only half of the year's instruction in English Language Arts, students will reach target proficiency levels.
  - a. English Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.
  - b. Chinese Guided Reading and Writing: In the Chinese classrooms lead and assistant teachers work with students through whole group direct instruction as well as small group work. Students read leveled Chinese readers with emphasis on learning foundational Chinese characters.
  - c. Math Workshop: This approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direct instruction and a co-teaching model.
  - d. During the 2011-2012 school year the development of the overall curriculum framework, International Baccalaureate Primary Years Program, became further embedded in the school's culture. In April of 2011, all of the teaching staff met with the PYP Coordinator to engage in the development of a comprehensive program of inquiry. The two days spent developing the social studies and science learning standards into units of inquiry helped teachers to fully understand the learning goals set for their grade levels and for the school. Teachers participated in 2 days of IB PYP training presented by the PYP Coordinator at the school induction meetings prior to the beginning of the 2011-2012 school year. This training helped teachers work to develop language use emphasizing high order thinking skills, to develop unit plans based on backward planning and to work with the learning standards in a trans-disciplinary mode rather than separated subjects. Throughout the year, the PYP Coordinator worked with each grade level team to develop comprehensive and diverse common formative and summative assessments following the backwards design approach. These assessments were collected and collated as an archive of assessment practices within the school. Student portfolios were used with greater student involvement and reflection in 2011-2012. These helped students to take ownership of their learning, and to develop a better understanding of themselves as a learner at Yu Ying. In addition, grade level teams met weekly to collaboratively plan open-ended, higher-order thinking learning activities based on essential questions and their assessment goals, and to share and reflect on practices. In the spring of 2012, the teaching staff applied their experiences as they developed priority and supporting standards from the DC Common Core Standards in Math and English Language Arts. The supporting standards were aligned to priority standards to aid in the development of units of study in Math and ELA. Developing Math and ELA units which are paced and aligned to be taught with the Social Studies and Science units of inquiry for real world application was an essential step to furthering Yu Ying's implementation of the trans-disciplinary IB PYP.

e. Response to Intervention (RTI): This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations. RTI is a tiered system which involves providing increasing levels of support for students who are identified as performing below benchmark.

Features of RTI include: Yearly <u>universal screening</u> for all students in both English and Chinese in Language Arts (3x) and Math (3x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Universal Screening Assessments are administered using Discovery Common Core Assessments in both Literacy and Math. Based on the data, students are placed into reteach or extension groups to build upon their learning. Students in need of intervention receive <u>daily targeted intervention</u> using evidence based practice to help them achieve at grade level expectation. This instruction is delivered by our Learning Support team (Assessment/RTI coordinator and ELL and special education teachers), including an intervention teacher. Teacher development occurs through <u>STARS</u> (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any need for intervention. Parents are invited to meetings throughout the STARS Process to ensure open lines of communication between the school and the family.

- f. Structured Aftercare: Our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback.
- 4. Parent –involvement efforts
  Yu Ying has a very involved Parent's Association (PA). The average monthly attendance
  for Parent Association meetings is over 80 families. The PA hosted the 3<sup>rd</sup> annual Yu Ying
  Gala fundraiser. They also hosted several family events throughout the year. The Spring
  Fair was an event to welcome new families to Yu Ying. A very popular annual event is
  the Chinese New Year Talent Show Banquet. Over 1/3 of Yu Ying families fill their 20
  hour volunteer requirements.

#### C. School Staff Characteristics



- Names and titles of those in key leadership positions in the school
   Mary Shaffner is the Executive Director of the school. Our Principal is Maquita Alexander.
   The President of the Board of Trustees is Lisa Chiu.
- Number of Teachers
   During the 2011-2012 School Year, there were 23 lead teachers, 3 special education teachers, 1 Learning Support and Assessment coordinator, 1 Chinese Program Coordinator, 1 PYP Coordinator, 1 ELL teacher, and two special subject teachers.
- Number of Teacher Aides
   We had 13 teacher aides during the 2011-2012
- 4. Average class size
  Yu Ying classes averaged 16 students per class.
- 5. Qualifications and assignments of school staff During the 2011-2012 School Year, there were 23 lead teachers, 3 special education teachers, 1 Chinese Program Coordinator, 1 Learning Support and Assessment coordinator, 1 PYP Coordinator, 1 ELL teacher, 9 teaching assistants (including aides) and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 23 of the 23 teachers met NCLB HQT.
- 6. Staff Attrition Rate
  Our staff attrition rate was 12%
- 7. Salary range and average salary, for teachers and administrators.

  The salary range for teachers was \$48, 418 to \$61,098 and the average was \$52,183.52.

  The salary range for School Administrators ranges from \$72,000 to \$102,500 and the average is \$89,833.

## D. Student Characteristics



Student Characteristics Table	Washington Yu Ying PCS		
Students enrolled			
Section Co. 10 Section Co. Notice 196100	Pre School	111	
2.2 2.72 = 1 = 56	Kindergarten	64	
	1st Grade	63	
s a ver i e e e e e e e e e e e e e e e e e e	2nd Grade	55	
	3rd Grade	43	
AND 10 10	4th Grade	3.1	
	Total	367	
Student attrition rate during the year reported	5%		
Student re-enrollment	91.6%		
Demographics	48% of our student population was African-American, 6% was Hispanic, 20% was Asian/Pacific Islander and 32% was Caucasian.		
Percentage of limited- and non- English proficient students	8%		
Percentage of students with special education IEPs	9%		

Percentage of students qualifying for free or reduced price lunch program	20%
Average daily membership	98%
Average daily attendance	92.6%

## Discipline data

# Unique Students with Discipline Event	11
Incident : Student Ratio	1.36
% Instructional Days Lost	0.05

## E. Finance

1. Unaudited year-end financials for Fiscal Year 2011-2012

See Exhibit 2

2. A copy of the school's approved budget for the Fiscal Year 2011-2012

See Exhibit 3

3. A list of all donors and grantors that have contributed monetary or in –kind donations having a value equal to or exceeding \$500 during the year reported.

See Exhibit 4

## F. Facilities

1. Square Footage - 40, 0000 square feet

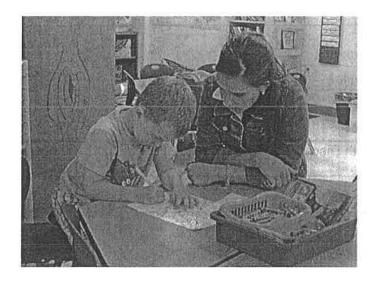
2. Room Inventory by Grade and Subject

Math	n/a
Science	n/a
Social Studies	n/a
English/LA	Na/
Art/Music/PE/Other	2
Library	0
Number or rooms by gr	ade level:
Prek-3:	0
PK-4	6
KG	4
1	4
2	4
3	2
4	2

## 3. Student/Classroom and Teacher/Classroom Ratio

Student to Classroom ratio	16:1
Teacher to Classroom ratio	2.5:1

## II. School Performance



## A. Evidence of Performance and Progress

1. Performance Management Measures: Student Progress, Achievement and Leading Indicators Data

## **Student Progress**

Yu Ying PCS students achieved their student progress goals in the 2011-2012 school year. The student progress goals for the 2011-2012 school year were for 65% of all students in K-2nd grade to score in the "Low Risk" range for the DIBELS Assessment and 75% of all students in Pre-K to score in the "no concern" range. The results from each test indicated that students achieved their student progress goals for the 2011-2012 school year. Eighty five percent of students in grades K-2 scored in the "low risk" category for the DIBELS which exceeded our 2010-2011 target by 20%. In regards to the Denver Developmental Screening Test, 89% of Pre-K students fell in the "no concern" range in the Spring of 2012 which exceeded our 2010-2011 target by 14%.

Student Progress		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
DIBELS % of Kindergarten –Second grade students that achieved "No Risk" benchmark status on the Dynamic Indicators of Basic Early Literacy Skills	65% of all students (K-2) students will score in the "Low Risk" range.	85% of students in grades K-2 were in the low risk category for the Spring 2012 DIBELS.	Yes

Denver Developmental Screening	75% of all	89% of Pre-K students	Yes
Test % of Pre-K students that achieved the "No Concern" level on the Denver Development Screening Test	students in Pre-K will score in the "no concern" range.	had "no concern" as of Spring 2012	

## **Student Achievement**

Student Achievement		To be completed at end of school year	
Performance Indicator & Assessment Tool	2011-2012 Target	Results and Supporting Evidence	Target Met?
DIBELS % of Kindergarten –Second grade students that achieved "No Risk" benchmark-status on the Dynamic Indicators of Basic Early Literacy Skills	65% of all students (K-2) students will score in the "Low Risk" range.	85% of Students were in the low risk category for the Spring 2012 DIBELS	YES
Discovery Early Skills Assessment % of Kindergarten –Second grade students scoring in the proficient or advanced range on the Discovery Early Skills Math test	70% of all students in grades K-2 will score in the proficient or advanced range.	85% of students were in the proficient or advanced range on the Spring Discovery Math Assessment	YES

## **Leading Indicators**

During the 2011-2012 school year 91.6% of the students re-enrolled. We lost four students during the school year. Three students transferred to either a DCPS public school or independent school system in DC or Maryland. The one other student left the country. The predominant reason students did not re-enroll was relocating outside of the DC metro area.

The average daily attendance for students at Yu Ying during the 201-2012 school year was 92%. The average daily attendance for Pre-K students was 90%, surpassing the target of 88%. We will continue to strengthen our attendance policy and strive for the goal of 95% or higher average daily attendance for the entire school population.

Performance Indicator & Assessment Tool	2011-2012 Target	Results and Supporting Evidence	Target Met?
Re-enrollment % of Yu Ying students that will re- enroll for the 2011-2012 school year as noted on the school intention forms	On average, 75% of Yu Ying students will re-enroll for the 2011-2012 school year.	91.6%	
Attendance % of Pre-K students that have a daily attendance rate of 88% or higher	On average Yu Ying pre-K students will have a daily attendance rate of 88% of higher in 2011-2012 school year.	96.8%	Yes
Attendance % of K-2 students that have a daily attendance rate of 92% or higher	On average Yu Ying K-2 students will have a daily attendance rate of 92% of higher in 2011-2012 school year	97.3%	Yes

#### Students with Disabilities "

In the 2011-2012 school year, 9.5% of students received special education or related services. Services provided included specialized instruction, counseling, occupational therapy, speech/language therapy, physical therapy, and audiology services.

- Students with special needs were served largely within the general education classroom by a learning support co-teacher
- Subgroup analysis of students who receive special education services indicated growth from 29% proficiency in reading (at or above grade level) in the Fall of 2011 to 33% proficiency in reading in the Spring of 2012.
- Subgroup analysis of students who receive special education services indicated growth from 29% proficiency in math (at or above grade level) in the Fall of 2011 to 61% proficiency in math in the Spring of 2012
- Overall, 100% students with special needs were found to have made progress towards some or all of their annual IEP goals.
- Students who were found to make only some or no progress on certain IEP goals were re-evaluated and additional support systems were put into place to help ensure increased rates of progress.

In the 2011-2012 school year, students at Yu Ying worked towards academic goals, emotional/social/behavioral goals, as well as goals in motor skills/physical development and speech and language. These goals were developed for each student by an IEP Team comprised of teachers (general education and special education), families, related service providers, and specialists in behavior as necessary. These goals were designed to be multi-disciplinary and apply across both the English and Chinese settings. The IEP Team worked

together to help ensure progress towards these goals and families were provided with frequent updates on students' progress to ensure a strong home-school relationship.

New students were identified both through Yu Ying's RTI approach and through teacher and parent referrals. The RTI approach means that three times per year all students are screened to identify any possible gaps in learning. Once completed, these students are given targeted interventions to address their needs. Students receive tiered levels of support dictated by their level of need and response to prior interventions. If these efforts prove unsuccessful, the multi-disciplinary team (consisting of teachers, administrators, parents and any related service providers) comes together to determine if a student should be found eligible for special education services. This is part of the STARS process (outlined in the previous section) in which families, teachers, and administrators work together to develop interventions to support students.

Parents and teachers were encouraged to speak to the learning support staff with any additional concerns regarding students' academic or behavioral progress. The faculty worked to deliver services that ensured each student with an IEP was educated in their Least Restrictive Environment (LRE). This meant that to whatever extent possible students were educated alongside their general education peers. Special Educators collaborated with general educators in the classroom to deliver lessons using several methods. Among these were station teaching, parallel teaching, alternate teaching, and the *one teach one* assist models. If deemed necessary, students were pulled out of the classroom in order to receive specialized instruction in small groups. In addition, related services such as speech, occupational, and behavioral therapy were delivered outside of the classroom. A resource room/self-contained setting was also developed in the middle of the 2011-2012 school year for students for whom the general education classroom was not their least restrictive environment. These students received all instruction in the resource setting with a special education teacher. All students join their peers for nonacademic activities such as lunch, recess, and specials with increasing levels of support as necessary.

The learning support services including special education and the RTI program had areas of strength and areas of relative weakness in the 2011-2012 school year. The RTI program is an area of growth for Yu Ying as the learning support team works to streamline the process so that there is more frequent communication with families, interventions are monitored more closely, and the system is implemented consistently across grade levels and teachers. The learning support team is working to improve its staffing model to attempt to differentiate intervention teachers from special education teachers to ensure a separation of the RTI and special education systems.

Overall, students who received intervention and special education support were extremely successful in the classroom. Students made social gains as well as academic gains in the classroom and all students benefited from classroom culture. Iessons on inclusiveness and individual learning needs. Special educators were flexible throughout the year as they adapted to the shifting needs of our student population and remained committed to ensuring student learning and success despite their teaching role. Students with special needs worked towards grade level standards as well as individual goal and made progress towards both with the support of the learning support staff. General educators and special educators worked side by side to ensure student success and celebrated progress as classroom teams, grade level teams, and as a school.

## **English Language Learners**

Last year, 29 students were identified as English Language Learners (ELLs). These students were identified with assessment tools provided by the *World-Class Instructional Design* (*WIDA*) Consortium. To qualify as an English Language Learner (ELL), students were first identified as a student who has heard or spoken a language other than English on their Home Language Surveys. The students were then tested using the *WIDA Access Placement Test* (*W-APT*) appropriate to their age and grade. Students who were already identified as ELLs in 2010-2011 qualified for continued support in 2011-2012 based on their performance on the *WIDA Access*, the annual measure of English language growth used in Washington, DC.

The ELL program continued to improve in the 2011-2012 academic year. First, record keeping improved by refining the filing system for ELL student files. This included individual service plans for each student, which tracked: the amount of service hours each student received in various content areas, pull-out vs push-in support, and student progress in each area. Other paperwork included an assessment record for each individual student that tracked assessment data from the WIDA Access as well as standardized and universal screening assessments. Finally, we obtained a written permission form for services from each guardian with a child who qualified for ELL support.

#### Assessment.

ELL students were assessed with tri-annal Universal Screening assessments, classroom assessments and standardized assessments. Universal Screening including the Running Records and Dynamic Indicators of Literacy, Writing 6+1, and Discovery Math. Whenever possible, the ELL teacher administered these Universal Screenings to ELL students to ensure they were receiving accommodations appropriate to their levels. Based on these assessments, most ELL students displayed growth and progress in reading, writing and math. Students who fell back or showed slower rates of progress were targeted for specific support through a Response to Intervention (RTI) model. In grades 3 and 4, ELL students also participated in the annual District of Columbia Comprehensive Assessment System (DC-CAS). Of the two ELLs who participated, one passed Reading and both failed Math. ELL students also participated in classroom unit assessments in all content areas. Whenever possible, the ELL teacher administered these tests to provide accommodations and language support. Finally, all identified ELLs participated in the annual WIDA Access. According to the results, six students exited the program to become Monitors, two students maintained their Level 4's, and one student fell back from a Level 4 to a Level 3. All other students showed growth by moving up at least one level.

The ELL teacher published an adaptive schedule to provide services to ELLs in their areas of greatest need. The ELL teacher, classroom teachers, and special education teachers all collaborated regularly to develop a schedule where students were receiving support in targeted areas. Students received English support in either pull-out, push-in or a combination model.

During the 2011-2012 academic year, the ELL program began using the Content-Based English Language Instructional approach. Students were provided English language support primarily through the content area of Language Arts, but may have also received supplementary English instruction during Mathematics or Core Work. Students were instructed in the four language domains of listening, speaking, reading, and writing. These skills were targeted through the Common Core or DCPS grade-level standards. The ELL Teacher employed many instructional strategies when working with English learners, both in the classroom and out. The primary

method of instruction was be Direct Instruction, where the ELL teacher modeled explicit skills and then provided space for students to practice these skills independently. Lessons included time for students to experiment and practice target language skills, as well as their content objectives. The teacher also used active learning strategies such as Total Physical Response (TPR), in which target language skills are associated with physical movements. In all grades, the teacher spent a portion of time focusing on vocabulary. Vocabulary instruction was enriched and developed through read-aloud stories, physical movements, and visual aids.

The ELL program could improve in several areas. First, the ELL teacher can provide more focused instruction to prepare students in grades 3-5 for the DC-CAS. She can do this by keeping closer track of student progress on Universal Screenings and design instruction around targeted reading, writing, and test-taking skills. Second, the ELL program can be more inclusive of parents by hosting ELL parent nights and fostering more flexible communication. Finally, the ELL program could improve by having the staff participate in more training designed for working with students learning English in a content-based classroom. The training could focus on using visual support or aids during whole-group lessons, vocabulary pedagogy or differentiating for ELLs. This training could be provided by outside parties or made part of the in-school professional development calendar and taught by the ELL teacher.

#### B. Lessons Learned and Actions Taken

## Reflections and Recommendations for 12-13

Last year, Yu Ying focused on the mechanics of sharing data between staff, school and parents. The school recognized the need for an easy way to access and share data so it could be utilized throughout the Yu Ying Community. After hiring a specialist to create a data tracking template. Yu Ying was able to access and share data in a uniform way that enabled the entire community to stay connected. While accessing shared data was vital to the school's progress, Yu Ying realized there were other factors that needed to be addressed to ensure the success of it's community. Now that accessing shared data was a problem of the past. Yu Ying realized the importance of analyzing the data to inform instruction at each level of it's school community. Yu Ying realized it was gaining information from it's shared data, but more comprehensive data analysis and collection was needed to take instruction to the next level. While the Universal screening results provided school wide data per grade level, individual classrooms needed to be targeted to use classroom data in a similar fashion. In order for more extensive data analysis to occur to inform instruction, Yu Ying realized the classwide data being collected needed to be improved as well. Due to the nature of having a scripted curriculum and assessments being made for the teachers, data collection became more of a means for a grade instead of a valuable source of information used to improve student learning. Throughout the school year, teams of teachers met to determine how to move away from a scripted curriculum to the rigorous common core standards so that teachers could gather targeted data from their classrooms and use it to inform instruction. Yu Ying decided to use monthly Professional development sessions to begin creating curriculum based on the common core standards. By the end of the school year, teachers were able to prioritize standards, creating their first unit plan for English Language Arts and Math and develop rigorous formative and summative assessments to ensure high quality data could be collected and used to inform instruction.

One challenge the school faced was the difficulty in moving the teachers from a scripted curriculum to a standards based, rigorous, teacher made curriculum. Due to the unique immersion environment, teachers relied heavily on a scripted curriculum as a support for their professional practice. Unfortunately, the scripted curriculum did not provide students with higher level thinking and learning opportunities and made differentiation difficult. Teachers and administration alike realized the only way to take instruction to the next level was to fully adopt the common core standards and create a unified, school created curriculum which utilized best practices and techniques from multiple sources. The school took a multi-layered approach to ensure the move towards implementation of the common core standards was not just another stipulation but a decision that would ultimately impact student learning. To start, teachers and administration attended Common Core Trainings offered by OSSE to gain insight into how to prioritize standards and create a rigorous curriculum. The school provided teachers with the opportunity to create a unified curriculum between English and Chinese with the support of curriculum coaches along each step of the way. Yu Ying began this process by prioritizing the standards as a staff. Teams of teachers looked at the standards within their own grade level as well as vertically amongst multiple grade levels to ensure all standards were being explicitly taught in a uniform fashion. After prioritizing the standards, Yu Ying began to create standards based unit plans in grade level teams between both English and Chinese teachers so they could be prepared for the first few months of the following school year. Throughout the process, it was evident that teachers needed additional professional development in the areas of creating summative and formative assessments as well as how to gather and utilize data. Yu Ying realized it had numerous challenges to work through in this area so the school decided to develop a plan-to focus on the most critical parts of curriculum development and lesson planning for the upcoming 2012-2013 school year. The school created rigorous school goals at their annual Educational Summit in June 2012. Teachers and administration worked together to create school goals to ensure students were instructed at the highest level possible. These goals related directly to the challenges the school was facing and will continue to be focused on during the 2012-2013 school year.

# D. Unique Accomplishments



# **PreK Immersion**

Washington Yu Ying implemented a new PrK full immersion program. 112 PreK students received a full immersion program. The students had a seamless transition into the full immersion program. Their Chinese oral language was at a much higher level than previous years.

**New Building** 

Washington Yu Ying PCS opened up in its permanent location on September 6, 2011. Our new location includes a 30,000 square foot renovated building and a brand new 10,000 square foot addition. The school is located on 3 acre campus, has a brand new playground and turf field and is developing on a wooded Nature Center on the lower acre. Yu Ying purchased and renovated the campus with generous assistance from Eaglebank with a construction loan that was converted to DC Revenue Bonds; from the Office of the State Superintendent of Education with a City Build Grant and loan; and a loan from the Charter Schools Development Corporation. On February 9th, 2012 Washington Yu Ying Public Charter School celebrated the move to its new, permanent home at 220 Taylor Street NE with a Grand Opening ceremony. A number of city education officials attended and Scott Pearson Executive Director of the PCSB spoke.

### **DCCM**

Last year Yu Ying recognized the need for a spectrum of services to be available for all students to learn in their least restrictive environment. For the 2011-2012 school year, Yu Ying began it's first English only classroom ,entitled the Zhu Lin for students who were not responding to Chinese instruction after at least two years in the immersion environment. These students were below grade level in many of their core academic subjects and were not progressing in Chinese even with intensive Chinese Booster Groups. This new classroom environment enabled students who had continually fallen in the "at risk" category on Universal Screening Assessments, as well as those who were consistently below grade level to learn in an environment conducive to their learning needs while receiving Chinese as an elective.

By the end of the 2011-2012 school year, students in the Zhu Lin grew on average over 2.5 years in their English Reading Levels. Students who were significantly below grade level were now reading on grade level or above in English. Two of the students in the fourth grade Zhu Lin class received Proficient Scores on the DCCAS assessment in both Reading and Math while each student in fourth grade grew one level according to the cutoff ranges for the DCCAS for the 2011-2012 school year.

# **Summer Exchange Program**

During the summer of 2012, Yu Ying participated in it's first Summer Exchange Program. Students from China were placed with host families from the Yu Ying Community. Students stayed with Yu Ying families and experienced life in D.C. as well as the opportunity to attend Yu Ying's Summer School program.

# Mayor Gray Visits Yu Ying

On Thursday, June 14th, DC Mayor Vincent Gray stopped by Washington Yu Ying PCS in order to tour the school and learn some Mandarin in preparation for an upcoming economic development trip to China. The story was broad casted on the Voice of America website. Voice of America story about the Mayor's visit (all in Chinese, July 2012) <a href="http://www.voachinese.com/media/video/1360817.html">http://www.voachinese.com/media/video/1360817.html</a>

# Yu Ying Celebrates Earth Day

Yu Ying was featured in a news article in the Root answering the question of Why are Black People learning Chinese

Why Are Black People Learning Chinese? (October 2011)

http://www.theroot.com/views/why-globalization-isn-t-just-buzz-word?page=0,0

# Yu Ying celebrated Earth Day with the help of many volunteers. (3/21/2012)

On Saturday, April 21st, Yu Ying families along with volunteers from <u>HandsOn Greater DC Cares</u>, <u>FutureProof</u>, <u>American University</u>, and <u>SavATree</u> celebrated Earth Day by building edible gardens, planting flowers, and restoring natural habitats on Yu Ying's campus. With the help of FutureProof and SavATree, volunteers from HandsOn Greater DC Cares, including many from the <u>DC Chapter of Indiana University's Alumni Association</u>, worked to restore natural habitats of the school's western acre, helping it become a woodland classroom for our students. At the same time, Yu Ying families and other volunteers helped create an edible garden and planted flowers and other plants around the campus. Because of their help, the northern end of our campus now has raised flower beds and a stage!

# Foreign Language Assistance Program Grant

In the third and final year of the Department of Education Foreign Language Assistance Program grant, Yu Ying's Chinese team continued to make incredible strides. Pearl You, Chinese Program Coordinator, Maquita Alexander, Principal and several Chinese classroom teachers presented at the National Chinese Language Conference on Yu Ying's nationally known Chinese Language Arts Curriculum. In addition, Yu Ying hosted conference attendees on site.

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# **Exhibits**

- 1. Annual Report Data Collection Tool
- 2. Unaudited year end financials for Fiscal Year 2011-2012
- 3. 2011-12 Budget
- 4. Individual and Corporate Donations
- 5. Early Childhood Accountability Plan
- 6. HQT Report
- 7. "Why Black People are Learning Chinese" Abdul Ali, <u>The Root</u>, October 7,
- 8. Voice of America story about the Mayor's visit (all in Chinese, July 2012) <a href="http://www.voachinese.com/media/video/1360817.html">http://www.voachinese.com/media/video/1360817.html</a>

# **APPENDIX A: DATA COLLECTION TEMPLATE**

# LEA ANNUAL REPORT

## **2011-2012 SCHOOL YEAR**

# **Data Collection Template**

The 2011-12 school year annual report collects campus-level data in the following three areas: Name and Contact Information, Verified Data Elements, and Unverified Data Elements. Please fill out these three sections for <u>each</u> campus served by the LEA. The data collection template is designed for only one campus. For LEAs with multiple campuses, please complete this template for each school campus it operates and submit to Timothy Harwood at <u>tharwood@dcpcsb.org</u> by August 24. Additionally, include this template for each school campus in the final annual report submission, due September 20.

# Section 1

# **Name and Contact Information**

LEA name:	Washington Yu Ying Public Charter School	
Campus name:		
Address 1	220 Taylor St. NE, Washington, DC 20017	
Address 2		
Phone:	202-635-1950	
Fax:	202-635-1960	
Website:	www.washingtonyuying.org	

# Section 2

# **Verified Data Elements**

Use data validated during PMF AYP validation window, attendance/re-enrollment validation window, and discipline data validation window.

# Washington Yu Ying, PCS

## **School Program Data**

Grade levels served	
Ages served	4 to 10 years
Enrollment by grade level	
(Please place a check mark next to the grades served by the campus)	□ PK-3; ⊠ PK-4; ⊠ PK; ⊠ KG; ⊠ 01; ⊠ 02; ⊠ 03; ⊠ 04; □ 05; □ 06; □ 07; □ 08; □ 09; □ 10; □ 11; □ 12; □ Ungraded; □ AO/PG
School instruction dates	Beginning Date: 9 / 6 / 2011
	End Date: 6 / 22 / 2012
	Total # of instructional days: #_182

Student Demographic Data

Demographics (%)	Race/ethnicity:
Demographics (70)	Race, ethinology.
	African American 48_%
	Hispanic/Latino 6 %
	Caucasian 32 %
	Asian/Pacific Islander <u>20</u> %
	Other race%
	Gender:
	Male <u>48</u> % Female <u>52</u> %
Limited or Non-English Proficient	8 %
Free or Reduced-Price Lunch	20%
Special Education	9%
# of students with 504 plan*	☐ 0 students
(Select from one of the three categories)	☐ Less than 10 students
	☐ More than 10 students; (specify # students)
# of students pregnant and/or parents (mothers only)*	□ 0 students
(Select from one of the three categories)	☐ Less than 10 students
	☐ More than 10 students; (specify # students)
# of students homeless defined by McKinney-Vento Act*	⊠ 0 students
(Select from one of the three categories)	Ess than 10 students
	☐ More than 10 students; (specify # students)
# of students incarcerated*	⊠ 0 students
(Select from one of the three categories)	☐ Less than 10 students
	☐ More than 10 students; (specify # students)
	1

<sup>\*</sup>Applies to any student enrolled during SY2011-12 who have been and/or currently fall in the respective category (this is not limited to the current school year).

Elementary/Middle School PMF Metrics (Leave section(s) blank if not applicable to compus or data is not available by time of submission)

Percent proficient and advanced, whole school population	Math: 62.5 %
	Reading:72.5_%
Percent advanced, whole school population	Math:18 _%
	Reading:069_%
Percent proficient and advanced, for grade 3 and grade 8	Grade 3 Reading: <u>11</u> % Grade 8 Math: <u></u> %
Median Growth Percentile, whole school population	Math: not available
	Reading: not available

High School PMF Metrics (Leave section(s) blank if not applicable to campus or data is not available by time of submission)

2012 Graduation rate	%
PSAT performance, 11 <sup>th</sup> grade	%
SAT performance, 12 <sup>th</sup> grade	%
College acceptance rate	%
Percent proficient and advanced, whole school population	Math:% Reading:%
Percent advanced, whole school population	Math:% Reading:%
AP/IB – number passing exam scores per 100 students (Grade 12)	# of passing exams per 100 students
Median Growth Percentile, whole school population	Math: Reading:

# Attendance Data (Leave section(s) blank if not applicable to campus)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	97.4%
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	94.2 %
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	3%

Accountability Plan Results (Leave section(s) blank if not applicable to campus)

Targets	Results	Target Met
65% of kindergarten through second-	85.7% of students increased one	Yes
grade students will increase at least	level or maintained low risk.	
one level or maintain "low risk" by the		
spring administration on the Dynamic		
Indicators of Basic Early Literacy	8	
Skills (DIBELS) assessment.		
75% of pre-kindergarten students will	88.3% of students demonstrated	Yes
demonstrate growth by advancing	growth or maintained proficiency.	
from "concern" to "no concern" or		
maintaining no concern by the spring		
administration on the Denver		
Developmental Screening Test II		
DDST-II) assessment.		
65% of kindergarten through second-	85.4% of students scored "low	Yes
grade students will score "low risk" on	risk."	
the Dynamic Indicators of Basic Early		
Literacy Skills (DIBELS) assessment.		
70% of kindergarten through second-	84.7% of students scored	Yes
grade students will score proficient or	proficient.	163
above in mathematics on the	promident.	E 00 (I 9 a) II
Discovery Education Early		
Discovery Education Edity	in a figh	8
Skills Assessment.		
75% of pre-kindergarten through	The re-enrollment rate was	Yes
second-grade students will reenroll	89.2%.	- L
for the 2011-2012 school year	- 0.8389	
On average, pre-kindergarten through	The average daily attendance was	Yes
second-grade students will attend	97.1%.	
school 92% of the days		

# **Discipline Data**

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 11 students in behavior log and 10 students suspended
Incident: Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	1.36 .
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	.05_%

# Section 3

# **Unverified Data Elements**

**School Characteristics** (Leave section(s) blank if not applicable to campus)

Average # students per class, by grade level and whole	PK-3	#NA
chool	PK-4	# 18.3
	KG	#16.25
	1	#_ 15.5
	2	# 13.5
	3	# 16.5
	4	# 15.5
	5	#
=	6	#
	7	#
	8	#
	9	#
	10	#
	211 (SE 146)	#
	12	#
	Ungraded	#
	AO/PG	#
a resultant recovery come contract	Whole school	#15.9

Student : Teacher Ratio, average by grade level and whole	Student : Teacher Ratio	
school	PK-3	1
	PK-4	9:1.
	KG	16.25 : 1.5
	1	15.5:1 .
	2	13.5 : 1 .
	3	16.5: 1
	4	_ 15.5 : 1 .
	5	:
	6	
	7	
	8	\$ & G
	9	
	10	<u> </u>
	11	
	12	1 2
	Ungraded	
	AO/PG	
	Whole school	14.38 : 1

# Staff Characteristics

Teacher Years of service, number and percentage for Teachers and Teacher Aides.	# = ½	Number	Percentage
(Years of service = total years of teaching experience)	-0 to 3 years	# 50	89_%
	4 to 7 years	#_4	7_%
	8 or more years	#_2	_4_%
Teacher Attrition, number and percentage for Teachers and Teacher Aides	Ву	years of service:	
		Number	Percentage
	0 to 3 years	# 6	12_%
	4 to 7 years	# 307 1930	%
	8 or more years	#	%

Salary	Teachers		
	Average \$_52,183.52 .		
	Range Min: \$_48,418 . Max: \$_61,098		
	Teacher aides		
	Average \$ 25,000 .		
15	Range Min: \$ 25,000 . Max: \$ 25,000		
	Support Staff		
	Average \$ 39,140 .		
	Range Min: \$ 35,000 . Max: \$ 47,000		
	School administration		
	Average \$ 89,833 .		
	Range Min: \$_72,000 . Max: \$_102,500		
	Central Office		
	Average \$		
	Range Min: \$ Max: \$		
HQT Count			
22 Xi ZZ	Number of teachers # All faculty 56		

# **Facilities**

Square footage			
	Entire for building	#_40,000	
	Entire for total classroom space #_18,		
Room inventory	Number of roon	s by subject:	
	Math	# <u>n/a</u>	
	Science	#_ n/a	
	Social Studies	#n/a_	
	English/Language Arts	#n/a_	
	Art/Music/PE/Other	#_ 2	
	Library	#0	
	Number of rooms	by grade level:	
	PK-3:	#	
	PK-4:	#_6_	
	KG;	#_4_	
(4)	1	#_4_	
	2	#_ 4_	
	3	#_ 2_	
	4	#_2	
	5	#	
	6	#	
	7	#	
	8	#	
	9	#	
	10	#	
	11	#	
	12	#	
	Ungraded:	#	
W	AO/PG:	#	
Room to students and teacher ratio, average for whole			
school	Student to Classroom ratio	16:1.	
	Teacher to Classroom ratio	2.5 : 1 .	

# **APPENDIX B: FORMULAS**

The following formulas detail the methodology in calculations made by PCSB/OSSE for the data supplied to schools\* and the methodology for calculations prepared by schools^.

^Attrition Rate (teachers) – percentage of teachers (see Appendix B for definition) who left the school (voluntary or involuntarily) during the 2011-2012 school year

 $\frac{total\ teachers\ who\ retired/resigned/were\ out\ -\ placed\ between\ October\ 5,2011\ and\ the\ first\ day\ of\ school\ 2012}{(total\ teachers\ employed\ as\ of\ October\ 5,2011)}\times 100$ 

\*Average Daily Attendance – ratio for the entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled

 $\frac{(total\ days\ present+total\ excused\ absences)}{total\ days\ enrolled}\times 100$ 

\*Chronically Absent Rate – ratio, written as a percentage, of the number of students who have been enrolled within a school for at least 20 days with at least 20 absences (excused and/or unexcused, not counting suspension days)

 $\frac{(total\ kids\ with\ at\ least\ 20\ absences\ who\ have\ been\ enrolled\ for\ at\ least\ 20\ days)}{(total\ students\ enrolled\ as\ of\ October\ 2011\ audit)}\times 100$ 

\*Graduation Rate (2012) – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

 $\frac{\text{(total students graduating in June/August 2012 with a standard diploma)}}{\text{(total first time-9th grade-students from Fall 2008 + transfers in and out + emigrants + deceased students)}} \times 100$ 

\*Graduation Rate (2011) – ratio of the number of students who graduate within four years to the total number of students who compose the adjusted cohort

 $\frac{(\text{total students graduating in June/August 2011 with a standard diploma})}{(\text{total first time 9th grade students from Fall 2007} + transfers in and out + emigrants + deceased students})} \times 100$ 

\*Incident: Student Ratio – ratio of exclusionary discipline incidents (out-of-school suspensions and proposed expulsions) to number of students with a discipline log for the 2011-2012 school year

(total exclusionary incidents: OSS and proposed expulsion): (total students experiencing exclusionary discipline incidents)

\*In-seat Attendance – ratio for the entire population, written as a percentage, of days present – in seat – to days enrolled

 $\frac{(total\ days\ present)}{total\ days\ enrolled} \times 100$ 

\*Instructional Days Lost — percentage of instructional days lost due to exclusionary discipline events (i.e. out of school suspension or proposed expulsion)

 $\frac{(sum\ of\ suspension\ days\ from\ exclusionary\ discipline\ events)}{(sum\ of\ enrollment\ days\ for\ all\ students\ enrolled\ as\ of\ October\ 2011\ audit)}\times 100$ 

\*Ninth Grade On-track Rate – percentage of 9<sup>th</sup> grade students who have earned enough credits to be ontrack for graduation within four years (based on a sampling of transcripts)

 $\frac{(total~9th~grade~students~on~track~as~of~first~day~of~school~2012-2013)}{(total~9th~grade~students~enrolled~as~of~last~day~of~school~2011-2012)} \times 100$ 

**^Student**: Teacher Ratio — ratio of the number of students as of the October 2011 audit to the number of teachers (see Appendix B for definitions) employed as of October 5, 2011

(total students as of October 2011 audit): (total teachers as of October 5, 2011)

\* Data provided by PCSB and verified by LEAs

^Data provided by LEAs

# **APPENDIX C: DEFINITIONS**

The following definitions were created by PCSB, in concert with OSSE, to provide standardization in reporting.

Central Office Administrator – any adult who is employed by the LEA to oversee central office administrative tasks

Classroom – any room at a campus location whose primary purpose is for the instruction of students

School Administrator – any adult who is employed at the school level to oversee specific campus operations

School Support Staff – any adult who is responsible for the instruction of students less than 50% of the time and/or serve other roles within an LEA, including, but not limited to, school counselor, school social worker, instructional support teachers, etc.

Support Staff – any adult employed by an LEA other than a teacher or administrator

**Teacher** – any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows

**Teacher's Aide** – any adult, excluding those outlined in the definition above, who participates in classroom instruction and management with the support of a lead teacher

# **APPENDIX D: NOTES FOR MULTI-CAMPUS LEAS**

# Submission:

- Submission of the Annual Report to AOIS may occur in the Central Office account if all campuses are represented in the file, OR
- Separate Annual Reports for each campus may be uploaded to AOIS

# **Data Collection:**

- The Online Data Collection Tool must be completed for each campus and for the Central Office, meaning schools will need to complete the survey each time
- Updates to the School Contact List should be representative of LEA-level and school-level staff

# Presentation:

• Presentation of the Annual Report information (board/staff listing; narrative) should be by campus

# **PCSB Format Balance Sheet**

# Washington Yu Ying Public Charter School

As of June 30, 2012

ASSETS	
Current Assets	
Checking/Savings	3 521 629
Accounts Receivable	3,521,628
Other Current Assets	154,247 63,425
Total Current Assets	3,739,300
Total Gulfelit Assets	3,739,300
Fixed Assets (Net)	
Operating Fixed Assets	185,570
Facilities	14,430,332
Total Fixed Assets	14,615,902
TOTAL ASSETS	18,355,202
LIABILITES	
Current Liabilities	
Short-Term Debt	=
Other Current Liabilities	589,873
Total Current Liabilities	589,873
Long-term liabilities	12,984,682
TOTAL LIABILITIES	13,574,556
NET ASSETS	
Beginning net assets	3,408,790
Net income for the year	1,371,856
TOTAL NET ASSETS	4,780,646
	1,7 33,0 10
TOTAL LIABILITIES AND NET ASSETS	18,355,202

# Washington Yu Ying Public Charter School

April 2012 through June 2012

	С	urrent Quarte	er		Year to Date	
	Actual	Budget	Variance	Actual	Budget	Variance
REVENUE						
01. Per Pupil Charter Payments	1,104,216	1,057,612	46,604	4,315,062	4,316,618	(1,556)
02. Per Pupil Facilities Allowance	256,900	255,500	1,400	1,027,600	1,022,000	5,600
03. Federal Entitlements	8,684	16,320	(7,637)	64,056	69,281	(5,225)
04. Other Government Funding/Grants	193,430	84,586	108,844	472,607	348,975	123,632
05. Private Grants and Donations	9,697	22,098	(12,400)	38,692	88,390	(49,699)
06. Activity Fees	160,351	91,260	69,091	628,404	475,766	`152,638
07. Other Income (please describe in footnote)	23,983	13,035	10,948	79,521	50,008	29,513
TOTAL REVENUES	1,757,262	1,540,412	216,850	6,625,941	6,371,039	254,902
ORDINARY EXPENSE						
Personnel Salaries and Benefits					V2	
08. Principal/Executive Salary	51,062	49,375	(1,687)	180,642	197,500	16,858
09. Teachers Salaries	363,865	392,050	28,184	1,370,398	1,568,198	197,800
<ol><li>Teacher Aides/Assistance Salaries</li></ol>	173,370	79,501	(93,869)	608,752	318,004	(290,748)
<ol><li>Other Education Professionals Salaries</li></ol>	2	34,827	34,827	3	139,309	139,309
12. Business/Operations Salaries	26,327	13,260	(13,067)	101,839	53,040	(48,799)
13. Clerical Salaries	19,416	28,510	9,094	53,581	114,040	60,459
14. Custodial Salaries	•	3,750	3,750		15,000	15,000
15. Other Staff Salaries	103,253	170,768	67,515	386,111	683,072	296,962
16. Employee Benefits	131,682	187,511	55,829	439,301	599,205	159,904
17. Contracted Staff	11,042	3,125	(7,917)	30,232	12,500	(17,732)
18. Staff Development Expense	3,578	7,261	3,683	37,998	29,044	(8,954)
Subtotal: Personnel Expense	883,596	969,938	86,342	3,208,853	3,728,912	520,059
Direct Student Expense						
17. Textbooks	19,631	3,540	(16,091)	24,945	17,700	(7,246)
18. Student Supplies and Materials	23,515	22,022	(1,493)	100,735	110,111	9,376
19. Library and Media Center Materials	= 2,014	4,193	2,180	8,085	16,774	8,689
20. Student Assessment Materials	1,361	2,500	1,139	5,317	10,000	4,683
21. Contracted Student Services	71,213	37,820	(33,392)	194,412	225,172	30,760
22. Miscellaneous Student Expense **	7,950	6,250	(1,700)	32,800	25,000	(7,800)
Subtotal: Direct Student Expense	125,683	76,326	(49,357)	366,295	404,756	38,462
Occupancy Expenses						
23. Rent	(6,000)	*	6,000	44,773	47,583	2,810
24. Building Maintenance and Repairs	6,126	5,000	(1,126)	10,419	20,000	9,581
25. Utilities	21,691	19,091	(2,600)	77,811	70,000	(7,811)
26. Janitorial Supplies	6,629	2,500	(4,129)	20,831	10,000	(10,831)
27. Contracted Building Services	40,173	41,364	1,190	142,849	160,000	17,151
Subtotal: Occupancy Expenses	68,619	67,955	(664)	296,683	307,583	10,900
Office Expenses						
28. Office Supplies and Materials	9,495	6,359	(3,135)	29,854	31,797	1,942
29. Office Equipment Rental and Maintenance	4,350	7,926	3,576	15,912	31,704	15,792
30. Telephone/Telecommunications	3,667	2,265	(1,402)	12,840	9,061	(3,779)
31. Legal, Accounting and Payroll Services	27,279	23,911	(3,369)	119,695	115,752	(3,943)
32. Printing and Copying	847	1,770	923	37,063	7,079	(29,985)
33. Postage and Shipping	323	1,036	713	2,540	4,146	1,605
34. Other	1,652	2,000	348	6,011	8,000	1,989
Subtotal: Office Expenses	47,614	45,267	(2,347)	223,915	207,538	(16,378)

General Expenses						
35. Insurance	6,994	5,763	(1,232)	23,998	23,050	(948)
36. Transportation	11,717	8,976	(2,741)	33,188	35,905	2,717
37. Food Service	26,258	21,195	(5,063)	96,200	80,541	(15,660)
38. Administration Fee (to PCSB)	7,053	6,673	(379)	28,211	26,693	(1,518)
39. Management Fee	E4)	59e	=	냘	¥	52
40. Other General Expense	56,314	51,108	(5,206)	157,305	203,906	46,601
41, Unforeseen Expenses	- 35	37,500	37,500		150,000	150,000
Subtotal: General Expenses	108,337	131,215	22,878	338,903	520,095	181,192
TOTAL ORDINARY EXPENSES	1,233,848	1,290,701	56,852	4,434,648	5,168,884	734,235
NET ORDINARY INCOME	523,413	249,711	273,702	2,191,293	1,202,156	989,137
42. Depreciation Expense	94,427	76,426	(18,001)	316,357	305,706	(10,651)
43. Interest Payments	135,810	99,112	(36,698)	503,080	489,445	(13,635)
NET INCOME	293,176	74,172	219,004	1,371,856	407,004	964,852

Other income includes interest, paid meals, prior year vendor credits, student fundraising, and other miscellaneous revenue Miscellaneous Student Expense is primarily student recruiting, student fundraising, and student event expense

# PCSB Format Annual Budget Washington Yu Ying Public Charter School: SY11-12

		FY12 Annual Budget
REVENUE	01. Per Pupil Charter Payments	4,316,618
	02. Per Pupil Charter Fayments	1,022,000
	03. Federal Entitlements	69,281
	04. Other Government Funding/Grants	348,975
	05. Private Grants and Donations	88,390
		475,766
	06. Activity Fees	
	07. Other Income (please describe in footnote)  TOTAL REVENUES	50,008 <b>6,371,039</b>
ORDINARY Personnel S	EXPENSE Salaries and Benefits	
. 0.00111101 0	08. Principal/Executive Salary	197,500
	09. Teachers Salaries	1,568,198
	10. Teacher Aides/Assistance Salaries	318,004
	11. Other Education Professionals Salaries	139,309
	12. Business/Operations Salaries	53,040
	13. Clerical Salaries	114,040
	14. Custodial Salaries	15,000
	15. Other Staff Salaries	683,072
	16. Employee Benefits	599,205
	17. Contracted Staff	12,500
	18. Staff Development Expense	29,044
	Subtotal: Personnel Expense	3,728,912
Direct Stude	ent Expense	
	17. Textbooks	17,700
	18. Student Supplies and Materials	110,111
	19. Library and Media Center Materials	16,774
	20. Student Assessment Materials	10,000
	21. Contracted Student Services	225,172
	22. Miscellaneous Student Expense **	25,000
	Subtotal: Direct Student Expense	404,756
Occupancy	Expenses	
, -,	23. Rent	47,583
	24. Building Maintenance and Repairs	20,000
	25. Utilities	70,000

	26. Janitorial Supplies	10,000
	27. Contracted Building Services	160,000
	Subtotal: Occupancy Expenses	307,583
Office Expenses	3	
	28. Office Supplies and Materials	31,797
	29. Office Equipment Rental and Maintenance	31,704
	30. Telephone/Telecommunications	9,061
	31. Legal, Accounting and Payroll Services	115,752
	32. Printing and Copying	7,079
	33. Postage and Shipping	4,146
	34. Other	69,336
	Subtotal: Office Expenses	268,874
General Expens	res	
	35. Insurance	23,050
	36. Transportation	35,905
	37. Food Service	80,541
	38. Administration Fee (to PCSB)	26,693
	39. Management Fee	(2)
	40. Other General Expense	142,570
	41. Unforeseen Expenses	150,000
	Subtotal: General Expenses	458,759
	TOTAL OPERATING EXPENSES	5,168,884
NET OPERATIN	GINCOME	1,202,156
	42. Depreciation Expense	305,706
	43. Interest Payments	489,445
NET INCOME		407,004

Paid meal sales, school store sales, interest, and general miscellaneous revenue comprise "07. Other Income."

<sup>\*\*</sup>Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."

Washington Yu Ying Public Charter School	ng Public Charter	School			
July 2011 through June 2012	le 2012				
Туре	Date Num	Name	Memo		Amount
Deposit	01/18/2012 576699	Schol SY11-12:Private Grants:Target Field Grant	Scholarship America: 1st English Target Fieldtrip Grant	€9	700.00
Deposit	05/10/2012 11267	SY11-12:Private Grants:FY12 Tenni; Tennis Grant	Tennis Grant	69	714.00
Deposit	10/14/2011 28153	The N SY11-12:Private Grants:Student AchGrant	EA Foundation: Student Achievement	€9	4,500.00
General Journal	10/31/2011	SY11-12:Donations	ore Salzillo contribution - board donation	€9	1,000.00
General Journal	12/31/2011 paypal		Lisa Chiu - board donation	€9	1,000.00
General Journal	12/31/2011 paypal		Norman Sade (12/29/11)	€9	500.00
General Journal	12/31/2011 paypal		Jon and Jennifer Rosenwasser (12/16/11)	€9	1,500.00
Deposit	01/12/2012 1878		Manisha Modi	ea .	1,500.00
Deposit	01/13/2012		Razoo Foundation - online fundraising	€9	1,208.91
Deposit	01/13/2012		Daniel Mccuaig	↔	1,000.00
Deposit	01/13/2012		Tzu-En Lee	€9	2,500.00
Deposit	01/13/2012		Paul Bailey	€9	1,000.00
Deposit	03/22/2012 146		Michael Shoag	↔	1,000.00
Deposit	04/17/2012 9125815		Donation from Global Impact Combined	↔	5,022.98
Deposit	05/17/2012 1537		Donation - Tzu-I Lee	€	1,500.00
Deposit	06/14/2012 409		Donation from Leslie Griffin	€9	1,000.00
General Journal	06/15/2012 paypal		Lisa Kennedy	G	500.00
General Journal	10/31/2011	SY11-12:Donations	Community Gift Leadership match program - Salzillo - Key Bank	49	500.00
Deposit	01/13/2012	Parent Association	Homemade Pizza Company	69	649.00
Deposit	03/22/2012 64603		KeyBank Foundation Matching Gift	G	1,000.00
Deposit	06/14/2012 65132		Donation from KeyBank Foundation	↔	500.00
Deposit	07/25/2011 1117	Gala	DMPE Foundation Inc/ Terrence R Colvin	€A)	720.00
Deposit	09/26/2011	G a a a	Matching contribution for Lisa Kennedy's sponsorship - Merck Partnership for Giving	↔	500.00
General Journal	06/30/2012 In-kind		Donated services- Charler Crettler - construction advisor for Nature Center	↔	36,000.00
General Journal	06/30/2012 In-Kind		Pro bono legal services provided by Fulbright & Jaworski	€9	125,190.00



# Early Childhood Accountability Plan

# 2011-2012 Final Report: Washington Yu Ying PCS

Student Progress Targets	Progress Results	Met Target?
<ul> <li>65% of kindergarten through second-grade students will increase at least one level or maintain "low risk" by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</li> </ul>	<ul> <li>85.7% of students increased one level or maintained low risk.</li> </ul>	■ Yes
75% of pre-kindergarten students will demonstrate growth by advancing from "concern" to "no concern" or maintaining no concern by the spring administration on the Denver Developmental Screening Test II (DDST-II) assessment.	<ul> <li>88.3% of students demonstrated growth or maintained proficiency.</li> </ul>	■ Yes
Student Achievement Targets	Achievement Results	Met Target?
<ul> <li>65% of kindergarten through second-grade students will score "low risk" on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</li> </ul>	<ul> <li>85.4% of students scored "low risk."</li> </ul>	■ Yes
<ul> <li>70% of kindergarten through second-grade students will score proficient or above in mathematics on the Discovery Education Early Skills Assessment.</li> </ul>	84.7% of students scored proficient.	■ Yes
Leading Indicator Targets	Leading Indicators Results	Met Target?
<ul> <li>75% of pre-kindergarten through second-grade students will re- enroll for the 2011-2012 school year</li> </ul>	The re-enrollment rate was 89.2%.	■ Yes
On average, pre-kindergarten through second-grade students will attend school 92% of the days.	The average daily attendance was 97.1%.	* Yes

**Targets Met:** 

Targets Missed: 0

SY 2011-2012	NCLB Highly Qualified	Teacher	Sta	tus Report
Name	Title	Grade		HQ
Wang, Jue	Lead Teacher	Prek		N/A
Liu, Yizhen (Jenny)	Assistant Teacher	Prek		N/A
Chen, Tuz-Ling (Crystal)	Lead Teacher	Prek		N/A
Liao, Yu (Amy)	Assistant Teacher	Prek		N/A
Jiang, Jin	Lead Teacher	Prek		N/A
Lin, Guimei (Grace)	Assistant Teacher	Prek		N/A
Liang, Chiachu	Lead Teacher	Prek		N/A
Lee, Hsiao-Mei	Assistant Teacher	Prek		N/A
Zhang, Xiaohong	Lead Teacher	Prek		N/A
Xu, Cong	Assistant Teacher	Prek		N/A
Zhang, Miao	Lead Teacher	Prek		N/A
Sha, Yu	Assistant Teacher	Prek		N/A
Lu, Xiaobo	Chinese Lead Teacher	K		Υ
Tung, Shan Yuan (Sandra)		K		Υ
Li, Lisa	Chinese Assistant Teacher	K		Υ
Picardi, Laura	English Lead Teacher	K		Υ
Tiehen, Ellie	English Lead Teacher	K		Υ
Hesketh, Erin	English Assistant Teacher	K		Υ
Shao, Yi	Chinese Lead Teacher		1	Υ
Gao, Yuanyuan	Chinese Lead Teacher		1	Υ
Tang, Xu	Assistant Teacher	1 and 2		Υ
Ingram, Amanda	English Lead Teacher		1	Υ
Blunda, Meredith	English Lead Teacher		1	Υ
Chen, Yu-Ying	Chinese Lead Teacher		2	Υ
Deng, Ziyun (Casilia)	Chinese Lead Teacher		2	Υ
Thigpen, Della	English Lead Teacher		2	
Velez, Katrina	English Lead Teacher		2	Υ
Yang, Lijin	Chinese Lead Teacher		3	
Morrison, David	English Lead Teacher			Υ
Liu, Li-Ying	Chinese Language Teacher	3 and 4		Υ
Chill, Alana	English Lead Teacher	3 and 4		Υ
Jenkins, Rochelle	Assistant Teacher	3 and 4		Υ
Yang, Shanshan	Chinese Lead Teacher		4	
Peck, Kristen	English Lead Teacher	27/	4	
Zimmerman, Paula	Art Teacher	Prek-4		Y
Chen, XianLiang	PE Teacher	Prek-4		Y
Burke, Breanne	ESOL Specialist	Prek-4		Y
Martin, Rachel	Special Education Teacher	3 and 4		Y
McConnell, Catherine	Special Education Teacher	Prek-1		Y
Rose, Colleen	Reading Specialist			Y



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Home > Why Black People Are Learning Chinese

# Why Black People Are Learning Chinese

By: Abdul Ali

Posted: October 7, 2011 at 12:01 AM

A growing number recognize that it will be a crucial skill for competing in the global marketplace.

When Zuri Patterson, a second-grader, entered her new classroom the first day of school, butterflies traveled the length of her stomach right before she made formal introductions to her new classmates.

"We say Ni Hao [pronounced "nee-how"], which means "hello" in Chinese," said the 7-yearold attending the Washington Yu Ying Public Charter School, a Mandarin-immersion school in the northeast quadrant of the nation's capital.

The second-grader's mother, Qwanda Patterson, an international traveler, told *The Root,* "We plan to take her to China on her 10th birthday. When I travel to Europe or Africa, everyone speaks at least two languages. Why can't we?"

In today's economic climate, in which black unemployment <u>is in the double digits</u>, one way to give the next generation of black graduates a competitive edge is to think outside one's borders -- more globally -- and learn Mandarin Chinese. Today's black graduates aren't competing only with their white American counterparts anymore. The landscape has changed radically in a relatively short span of time. Black graduates must now compete with their cohorts from places like China.

The past few decades have made Zuri's first day of school a familiar scene across the nation for many students of color living in urban areas like the District of Columbia, where black students make up about half of the children enrolled in the <u>Washington Yu Ying Public Charter School</u>.

Earlier this year, Michelle Obama gave <u>a speech at Howard University</u> urging students to take advantage of study-abroad programs as part of President Obama's <u>"100,000 Strong" Initiative</u>, which seeks to increase and diversify the number of U.S. students studying in China.

Chinese-language immersion programs have been on the rise for more than a decade. The Yu Ying immersion school is the first of its kind in the District, but compared with cities like New York and Chicago, D.C. is lagging behind the national trend.

Interest in Chinese has risen in the past several years. According to a <u>USA Today report</u>, Chinese-language programs are in demand and now available "in more than 550 elementary,

That being said, with unemployment for African Americans still disproportionately higher than that of any other ethnic group in the United States, it's clear that the opportunities available for the workforce's next generation are limited. If black employment prospects are to improve in what will arguably be the most competitive job market in U.S. history, preparation must begin now (or yesterday) to compete on a global scale.

Ashley Brady knows firsthand the rewards of learning about other cultures. The 28-year-old MBA student at Columbia University studied and worked abroad before becoming a U.S. diplomat to China, then Canada.

"Globalization isn't a buzz word," she said. "It's a reality, and so is the need to gain a global perspective."

Abdul Ali frequently writes about culture for **The Root**. Follow him on <u>Twitter</u>.

# Like The Root on Facebook. Follow us on Twitter.

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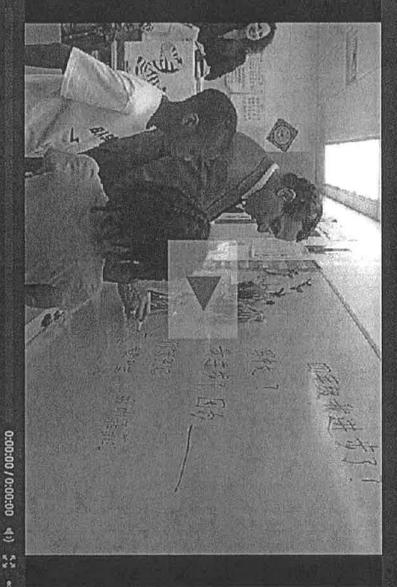
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- [4] http://www.theroot.com/print/56853
- [5] http://www.theroot.com/javascript: void(0);
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- [15] http://www.abdul-ali.com/
- [16] http://twitter.com/#%21/abdulali\_
- [17] http://www.facebook.com/theroot
- [18] http://www.twitter.com/theroot247
- [19] http://www.theroot.com/category/views-tags/african-americans-attending-mandarin-immersion-schools
- [20] http://www.theroot.com/category/views-tags/african-americans-who-speak-chinese
- [21] http://www.theroot.com/category/views-tags/americans-and-second-language
- [22] http://www.theroot.com/category/views-tags/blacks-learning-chinese
- [23] http://www.theroot.com/category/views-tags/china-superpower
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# Vol 美国之音

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# 美国掠影



# 美国首都市长学中文

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首次发布时间:03.07.2012

大家好,欢迎来到《美国掠影》,American Snapshot。《美国掠影》的目的是给你们介绍真正 的美国生活。今天我们来到华盛顿育英学校。 这个学校是很特别的,因为是华盛顿市唯一专门数中文的一个学校。

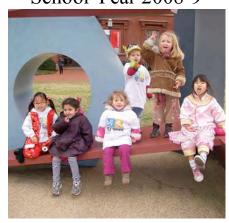
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# Appendix E



# Annual Report For the Public Charter School Board School Year 2008-9







Tuesday, September 1, 2009

Washington Yu Ying Public Charter School 4401 8<sup>th</sup> Street, NE Ground Floor Washington, DC 20017

Tel: 202.635.1950 www.washingtonyuying.org

# Washington Yu Ying Annual Report Table of Contents:

# **School Description**

- A. Mission Statement
- B. School Program
- C. School Staff

Completed Annual Report Worksheet (B-D)

- E. Governance
- F. Finance List of Donors (for budget see below)

# **School Performance**

- A. Evidence of Performance and Progress
  - Completed Accountability Plan Worksheet
- B. Unique Accomplishments
- C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings.
- D. Reporting Accountability

# **Included Attachments:**

- Certification that all authorizations are in effect (School Perf. A.2.)
- Yu Ying's Original Accountability Plan (School Performance A.1)
- Yu Ying's Approved 2008-9 Budget (School Description F.1.)

# **School Description**

# A. Mission Statement

"Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment."

# **B. School Program**

# 2. Brief Summary of Curriculum Design:

Washington Yu Ying employs both Chinese (Mandarin) Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum methods emphasized by the International Baccalaureate Organization: communication and collaboration as a means of making sense of the world through an inquiry-based curriculum.

Students learn to understand and rely on each other as they learn the six principal subject areas: language arts, social studies, mathematics, science and technology and physical education. Immersion is delivered through the PYP in an every other day format, where students switch classrooms and are instructed by a team of 2 teachers: one day all subjects in English, and the next, all subjects in Chinese.

Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ESL services.

# 3. Key Mission-Related Programs:

Washington Yu Ying incorporates several key programs to enhance the quality of the learning process primarily to ensure that although students receive only half their instruction in English, they will still achieve at rates equal to, or higher than, their non-immersion peers.

- a. Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.
- b. Origo Math: this approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem solving

- c. Units of Inquiry: The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.
- d. Response to Intervention: This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of this include: Universal screening for all students yearly in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily, and which are in need of intervention and progress monitoring. Students in need of intervention receive daily-targeted intervention (using, for instance, Wilson Foundations Program) through evidence-based programs in their areas of need, and progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI coordinator and ELL and Special education teachers.) Teacher development occurs through weekly STARS (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any needs for intervention.

e. Structured Aftercare: our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback.

**Options** 

# C. 2008-9 School Staff

# 1. Name and titles of key leadership:

Mary Shaffner: Executive Director, Washington Yu Ying PCS

Sarah Harris: Principal, Washington Yu Ying, PCS

Elizabeth Hardage: Assistant Principal, Chinese Program Coordinator, Washington Yu Ying

PCS

# Charter School Annual Report Data Worksheet\*

School: Washington Yu Ying PCS

Dates of School Year 2008-09: September 2, 2008 - June 24, 2009
Hours of Operation: 8:30 am - 3:30 pm
Student Enrollment (based on audited enrollment):
1) Enrollment: 131 2) Grades/Ages Served: Pre-K 4 through 1st Grade
3) Race/Ethnicity:
4) <u>16.8</u> % Low-Income (qualifying for free or reduced cost lunch)
5) <u>4.6</u> % Special Education 6) <u>16</u> % LEP/NEP
7) <u>50.4</u> % Male 8) <u>49.6</u> % Female
9) Average Class Size: (core subjects only—do not include specials)
10) Student: Teacher Ratio:11:1 (the total reported students divided by the number
FTE classroom teachers; do not include special needs teachers unless that is your school's focus
11) Average Daily Membership: <u>125</u> (see pg. 4, "Definitions", for calculation)
12) Average Daily Attendance:122_ (see pg. 4, "Definitions", for calculation)
13) Re-enrollment Rate: <u>1.06</u> (see pg. 4, "Definitions", for calculation)
Student Attrition:
14) Number of students transferring out of school: <u>5</u>
15) Number of dropouts: <u>0</u> (students not enrolling in other educational program)

# Grade Advancement:

16) Promotion rate: <u>100%</u> (the percentage of students that moved to the next grade level)

17) Graduation rate: <u>N/A</u> (see pg, 4, "Definitions", for calculation)

Staff Data:

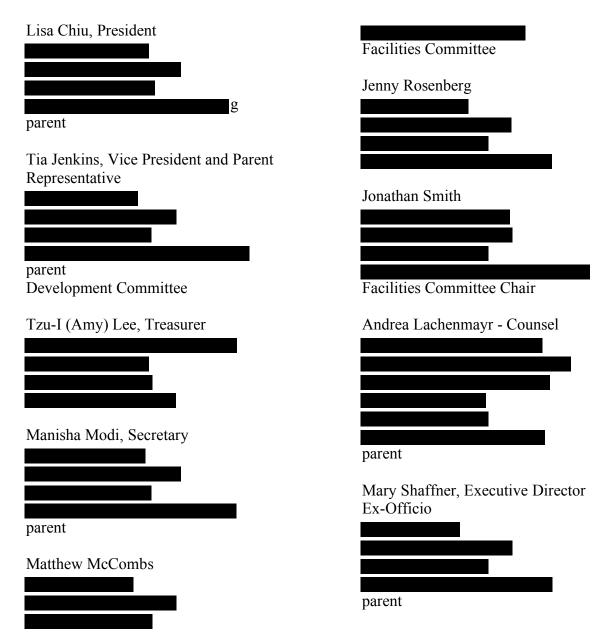
Position	Number	Bachelo rs	with Masters	degree in field	with license in field	meeting NCLB HQT	Percentage meeting NCLB HQT requiremen ts
Director	1	1	1				
Principal	1	1	1	1	1	1	100%
Assistant Principal	1	1		1	1	1	100%
Classroom Teachers	6	6	4	4	3	4	66.6%
Special Subject Teachers	2	2	0	1	0	1	50%
Bilingual/ESL Teachers	1	1	1	1	1	1	100%
Special Education Teachers	1	1	1	1	1	1	100%
Vocational/Caree r Teachers	0						N/A
Building Resource Teachers	0						
Counselors	0						N/A
Librarians/Media Specialists	0						N/A
Coordinators	0						
Classroom Aides	6	N/A	N/A	N/A	N/A	6	100%
Title I Educational Aides	0	N/A	N/A	N/A	N/A		N/A

Staff Attrition Rate: <u>31%</u> (the percentage of teachers that were employed by the school at the beginning of one school year but are no longer employed at the beginning of the following school year)

Salary Range for teachers: \$_30,000_ to \$_55,000_
Average Teacher Salary: \$_40,500
Salary Range for school administrators: \$\( \frac{65,000}{} \) to \$\( \frac{85,000}{} \)
Number of school administrators: _3
Salary Range for central office administrators: \$ to \$
Number of central office administrators:
Secondary Schools:
1) Number of students taking PSAT:
2) Average PSAT Score: Math Verbal Writing
3) Number of students taking SAT:
4) Average SAT Score: Math Verbal Writing
5) Number of AP courses:
6) Number students enrolling in AP courses:
7) Number of students passing AP exams with a "3" or better
8) Number enrolling in college: (of those who have been accepted for fall 2009
admissions, those who have formally stated their intent to enroll with a college)

# E. Governance

# 1. Board Trustees members Board Roster 2008-2009 Final



# 2. Advisory Committees

Yu Ying's advisory committees are staffed by Board members, Parent Association members and other volunteers as described below.

# **Facilities Committee**

Jonathan Smith, Chair & Board Member, Long & Foster Matthew McCombs, Board Member Charles Wilkes, Wilkes and Company Charles Crettier, Retired

#### PA Members:

- Alexis Hill White
- Andrew Tarnowka
- Cheryl Wright
- Dana Dudley
- Ekoke Tambe
- Heather Colvin
- Natasha Lewis
- Peyton West
- Sam Broeksmit
- Tom Russell

#### **Education Committee**

Carmen Rioux-Bailey, GMU Dexter Lewis, Retired

# Outreach Committee (all Parent Association Member)

Chair: Gretchen Moore, Price Waterhouse Cooper

- Erin Hutson
- Bridget Ehart
- Bill Mosley
- Lisa Dowden
- Tyneeka Freeman
- Heather McCurdy
- Peyton West
- Elisabeth Urfer
- Ekoke Tambe
- Jameka Stephenson
- Darius Withers
- Xun Yang
- Beth Hague
- Libo Liu
- Ursula Richelieu
- Moira Clarkin Evans

# **Fundraising (all Parent Association Members)**

Tia Jenkins, Board Chair, BET

## Sarah Mooney, Co-Chair, Webster, Chamberlain and Bean Steve Glazerman, Co-Chair, Mathmatica

- Cheryl Wright
- Heather McCurdy
- Jamila Frone
- Kathy Doan
- Porsha Weathers
- Natasha Lewis
- Teresa Graves
- Alexis Hill White
- Alison Middleton
- Christa George
- Josh Phipps
- Tammy Greene
- Adam Gluckman
- Bridget Ehart
- Darius Withers
- Elizabeth Hague
- Jenny Splitter
- Kathy Doan
- Libo Liu
- Theresa Sule

# **Techinical Committee (Parent Association Members)**

Paul Bailey, Chair, Washington Post

- Brian Nelson
- David Colvin
- Don Kelly
- Erika Peace
- Joseph Isaac
- Kristen Palmer
- Maria Nelson
- Mike Shoag
- Terri Nostrand
- Theresa Sule
- Will Weems
- Xun Yang

## 3. Trainings Received by the Board of Trustees.

• Lisa Chiu, Carmen Rioux-Bailey, Mary Shaffner and Manisha Modi attended: Governance 101-Building a Sustainable Board. This workshop introduced participants to the principles of good practice for boards and trustees, reviewed the roles and responsibilities of trustees, and outlined the steps needed to make a board not just good, but great.

Governance Counselor Jeff Moredock who was the chief operating officer of the National Association of Independent Schools (NAIS) and is now the organization's governance counsel facilitated it.

- Lisa Chiu and Mary Shaffner attended: Evaluating the Head of School/Principal
  Workshop. This workshop assists board members in learning about best practices of
  evaluating the chief manager of the school: the Head of School or Executive Director. At
  many charter schools there is a great deal of informal feedback for school leaders, but
  best methods for true evaluation may remain a question each year. Join us to learn more
  about what works.
- Manisha Modi and Mary Shaffner also attended the FOCUS series on Fundraising including: Fundraising Primer: Raising Money without a Fulltime Fundraising Staff, Major Gifts and Campaigns workshop, FOCUS board fundraising workshop (October 30). Ms. Modi also attended the board governance workshops put on the PCSB including Governance for chairs/vice chairs, PCSB Board governance workshop on academic oversight. PCSB Board governance workshop on effective governance. She also attended the FOCUS Workshop on negotiating with OPM.
- The Yu Ying Board attended: Understanding Yu Ying Budget and Finances By Amy Lee, Treasurer. This was a training module to enhance Yu Ying Board members understanding of Yu Ying Finances, Budget constraints and effective Oversight of Financial Matters.
- Amy Lee attended: Greater DC Cares' Board Leadership Program--an 8-hour training on the roles and responsibilities of serving as a nonprofit board member. Each participant engaged in seminars focused on: models of board governance, the basic moral and legal obligations of a trustee, financial oversight, and techniques for fundraising.
- The entire Yu Ying Board is currently participating in a strategic planning module facilitated by Anya Karavanov, PhD of Communicating for Social Change.
- Jonathan Smith attended Facilities 101: The Charter School Facilities Workshop, which gave an overview of the process for finding a facility.

### F. Finance

1. Yu Ying exceeded their budget goals for the end of year 2008-9 as reported in our end of year financial statements to the PCSB. The Schools Approved budget is included in the attachments at the end of this document.

# 2. A list of donations with a value of over \$500 is below.

<b>Cash Donation</b>
----------------------

Name	<b>Cash Donation</b>
Mo Sanani	\$500
Manisha Modi - board donation	\$500
William Schieken and Heather	
McCurdy - parent donation	\$500
Mary Ellen Mottley - staff	
donation (Sarah Harris)	\$500
Adam Gluckman - parent	
donation	\$500
Elisabeth Urfer - parent	
donation	\$500
Parent donation - Gang Guan	
Zheng	\$500
Kevin Mooney - parent	
donation	\$750
Susan and Sam Broeksmit -	
parent donation	\$1,500
Paul Bailey - board donation	\$1,000
Lewis and Mary Ellen Mottley -	
staff donation (Sarah Harris)	\$1,000
Tia Jenkins - board donation	\$1,500
Mary Shaffner - staff donation	\$2,000
Washington Post employee	
donation match	\$2,000
Andrea Lachenmayr	\$2,500
Lisa Chiu - board donation	\$3,000

# In Kind Services

Person/ Org	Services	Estimated Value
Will Weems	Interactive and Print Design	\$12,000
Paul Bailey	Technical Support Services	\$12,000
Steve Glazerman Maria Nelson	Grant Development Design	\$4,000 \$1,600
Lisa Chiu	Professional Writing	\$8,000
Carmen Rioux-Bailey	Special Ed Educational and RTI Services	\$24,000
Christie Withers	Architectural Services	\$3,600
Susan Broeksmit	Architectural Services	\$1,200
Eichberg Construction	Construction Services	\$2,400

Construction Management Services \$10,000 \$150,000 Charles Crettier Fullbright and Jaworski Legal Services

Items

Person / Org	Item	Approx Value
Sam Raskin	Chinese Resources	\$500
Manisha Modi	MacIntosh Computer	\$500
	MacIntosh Computer, Wacom Tablet, Office	
Will Weems	Supplies	\$500
Lloyd Greenberg	Piano	\$500
Fordham Foundation	Office Furniture	\$500

# A. Evidence of Performance and Progress

# **Academic Performance Objectives**

Performance Objective or Goal	Baseline Data (Year One Performance)	Annual Target	Five-Year Target	Yr 2- 5
1.1 Students will achieve Literacy in English	67 % of students in grades K-1 met goal of proficient or above in reading	X percent of students in grades K-1 will meet goal of proficient or above in reading and writing.	X percent of 3 <sup>rd</sup> graders who attended the school for at least 2 years will achieve proficiency on DC-CAS Reading	NA
1.2 Students will achieve Literacy in Chinese	50% of students in grades K-1 met goal of proficient or above in Chinese Literacy	X percent of students in grades K-1 will meet goal of proficient or above in reading and writing	X percent of students who have attended the school for at least 2 years will be at grade level on school reading assessment	
1.3 Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	100 % of students participated in PYP units of inquiry as evidenced by sample of monthly PYP planners for Pre-K- 1 and student progress reports	X percent of students will be involved in PYP units of inquiry	X percent of students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills.	
1.4 Students will understand and master increasingly complex mathematical concepts.	100 % of tested Kindergarten students were proficient or above in math.  39% of tested first graders were proficient or above in math	X percent of students in grades K-1 will meet goal of proficient or above in math	X percents of 3 <sup>rd</sup> graders who have attended the school for at least 2 years will achieve proficiency	

T				
			on DC-CAS Math	
1.5 Students will master the scientific method and apply it.	100 % of students participated in PYP units of inquiry as evidenced by sample of monthly PYP planners for Pre-K- 1 and student progress reports	X percent of students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry	X percent of students who have attended the school for at least 2 years will be at grade level in school science assessments.	
1.6 Students will be able to relate their learning to the outside world	100 % of students participated in PYP units of inquiry as evidenced by sample of monthly PYP planners for Pre-K- 1 and student progress reports	X percent of students will participate in learning of social studies concepts through PYP units of inquiry	X percent of students who have attended the school for at least 2 years will be at grade level in school science assessments.	
1.7 Students will become independent learners and complete independent papers, reports and performances culminating in a "graduation project" for Grade 8	25% of students have an electronic Chinese portfolio of work.	X percent of students will participate in a learning environment that values independent and responsible behavior Students will develop a repertoire of work	X percent of students who have attended the school for 3 years will demonstrate independenc e in work. All students will participate in "graduation project" at the culmination of Grade 8	
1.8 Students will satisfy school's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic in high school	100% of students attained promotion status during the 2008-2009 school year.  100% of students participated in monthly cultural arts assemblies	X percent of students will demonstrate proficiency in all core subjects 80% of students will participate in cultural and arts experiences	X percent of students will demonstrate proficiency in all core subjects areas. 95% of students will participate in cultural and art	

	ovnorionoog	
	experiences	

# **Non-Academic Performance Objectives**

Performance Objective or Goal	Baseline Data (Year One Performance)	Annual Target	Five-Year Target	Yr 2-5
2.1 Students will become life-long learners who possess a positive attitude during school and learning	Over 50% of Yu Ying students participated in school wide community service projects (Carol Manor Multi-general activities)	X percent of students will be involved in a school wide community service project	X percent of students will exhibit the traits of the learner profile	NA
2.2 Students will embrace diversity and respect other cultures	100% o of Yu Ying students participants in cultural events throughout the year (Dragon Boat, New Moon, Chinese New Year, Birthday of Confucius)	X percent of students will participate in a range of international festivals and activities that celebrate multicultural beliefs	X percent of students and faculty will develop a weeklong festival of international activities, events educational seminars and cultural events.	
2.3 Students will treat themselves, other students, staff and the physical plant with respect	100% of Yu Ying student participated in Spring student led conferences where students related and reflected on their academic and social growth	X percent of students will reach a satisfactory level of understanding on the survey and self reflection	X percent of students will attain a good level of understanding on the student and self reflection survey	
2.4 Students will learn to work collaboratively and resolve conflicts effectively and safely	Over 50% of Yu Ying students participated in Step Up Health program (funded through NIH and DC Parks and Recreation and Kung Fu classes)	X percent of students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	
2.5 Students will embrace the community by contributing to their school and wider community with service projects	50% of Yu Ying families participated in the community yard sale. The unsold items were donated to Good Will	X percent of students will raise funds/collect items for local, national, international charities and donate items	School will track the volume of goods collected for charity hours donated and money raised	
2.6 The school will create an environment celebrating lifelong learning with a welcoming culture for student and adult learning	Teachers spent 100% of weekly planning time on staff development, team planning, creating assessments and discussing best instructional practices	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing	X percent of teachers meetings are about instruction and not other issues. 75% of families have regular contact with their students' teachers regarding student progress.	

	instructional	
	methods.	

## **Additional Special Education Information**

In the fall of 2008 Washington Yu Ying PCS opened with 6 students eligible for special education and related services. These students were serviced using the inclusion model as well as a pull out program as deemed necessary by their Individual Educational Plan. During the school year many of the educational and behavioral goals were rewritten after the special education resource teacher worked with the students. The following data is pertinent to students with disabilities at Washington Yu Ying PCS:

- 5% of students received special education or related services during the fall of 2008
- 100% of the students who received services made progress towards the attainment of their IEP goals and objectives
- 4 additional students were found eligible in the Spring 09 for special education or related services.
- 2. Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system.

## B. Unique Accomplishments for Washington Yu Ying in 2008-9:

- Opening a Chinese Immersion/IB PYP School (given the issues with our facility completion date) and ending the year with 125 students (out of a 150 student target) was, in itself, a unique accomplishment, especially given that we had almost 4 applicants for every available slot for our lottery in April 2009. We had a 94% return rate of students, and the 6% who will not return left because of residency, moves, and family issues; not because of our academic program.
- Washington Yu Ying Students performed student led conferences. This is a unique IB experience where the children guide their parents through their learning. It was a truly wonderful experience where parents were able to see and experience their children's accomplishments. For example: PreK students demonstrated their graphing capabilities by collecting data and demonstrating results in a Venn diagram; they recited Chinese poetry; they matched Chinese characters to meaning and read from the Book they created in their Tell Me a Story Unit.
- Each of our grades successfully completed Units of Inquiry with remarkable summative assessments. In Kindergarten for example at the end of the Building Unit they built their own house to scale. For their Transportation Unit the planned and executed a trip to the Air and Space Museum using 3 types of transportation.
- Our Parent Association was a vital part of our school's success and averaged 70% family attendance rate at our monthly meetings. Between the Parent Association's fundraising efforts and our Board of Trustee's efforts, the school gained an additional approximately \$19,000 for instructional resources.
- Yu Ying applied for, and is on target to receive this fall, IB Candidate School status.

- Yu Ying applied for, and successfully submitted for "The Foreign Assistance Program" (FLAP) federal grant.
- Our RTI program successfully identified struggling students and intervention was implemented proactively. Four students were prevented from being referred for special education evaluation/eligibility and were brought up to grade level through the use of Tier 2 interventions.
- Yu Ying was the focus of a cover story by the Washington City Paper and articles about the school were written in numerous other publications.
- We have hired a new principal who comes to us with 15 years' experience in Fairfax County Public Schools. This principal had a Chinese language program in her previous school and is receiving training in the IB PYP.
- More than 85% of our students achieved average or above status on our Universal Screenings at the end of the year (Bracken, DIBELS, GMADE).

# C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

- 1. There were several major issued discovered when attempting to compile the data for the accountability plan. They are listed below:
  - Many of the annual targets were not applicable to the grades currently attending Yu Ying Pr-K-2.
  - Several targets listed assessments that were not used or implemented.
  - Many of the non-academic performance objectives had targets that were immeasurable.

The most pressing issue was being held to a document that was written several years ago, by people who aren't currently on the school leadership team. When drafting the new Performance Management Framework, careful consideration will be made when listing performance goals and measures. Every goal listed will have a measurable indicator and a clear delineation of targets being met and not met.

- 2. The school had very few performance issues during the 2008-2009 school year. However, because of the change in leadership, there was no intentional data collection, nor was the data compiled in a readable organized manner. This year the assessment coach, the assistant principal and the principal will draft the Performance Management Framework and use it as the basis for the yearly school improvement plan. The chosen goals will directly correlate to the assessments currently given at Yu Ying.
- 3. Yu Ying has taken many steps towards improving our educational program since the SSR performed by the PCSB in the spring of 09.
  - Many of the observations centered around the lack of resources and assessments for the Chinese program.
    - Later in the Spring of 09, Washington Yu Ying was awarded an additional \$200,000 grant from OSSE and the Title Vb program. The majority of these funds was dedicated to producing and purchasing additional Chinese resources.

We know have a room dedicated to classroom resources and a full set of literacy textbooks for the Chinese classes.

- Washington Yu Ying applied for and was awarded the Foreign Language
   Assistance Program grant for \$300,000 for three years. We will use this grant to
   develop a comprehensive set of assessments for elementary Chinese students.
   This grant will also be used for additional resources and support in the Chinese
   classrooms.
- Our new staff includes 2 new English lead teachers (in PreK and 2<sup>nd</sup> Grade) with over a decade each of experience teaching. The 2<sup>nd</sup> Grade teacher is also a reading specialist. This new staff and a new Principal, with much more experience in assessment and administration, aim to enhance our literary programs throughout the grade levels. Further we know have a Response to Intervention Coordinator who will work with teachers to review, monitor and utilize assessments to track students' progress and target groups who need improvement.

4.N/A

# D. Reporting Accountability Information to Students, Teachers, Parents and the Public

As described about Yu Ying performed the Bracken, GMADE and DIBELS assessments. All data was made available to teachers: the GMADE and DIBELS data and results were available in an online format; the Bracken results were tallied and reported. All parents received a report of their child's scores.

Parents received two Progress Reports one in the spring and one at the end of the year. Most importantly Yu Ying held Student Led Conferences. In this 2-day event parents were guided through their children's learning. Each child guided their parent through what they learned in their Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated their learning and or engaged their parent in the activity. It was a fantastic process that really engaged the whole family in learning.

Many of our non-academic performance achievements were shared at a variety of meetings: PTA, Friday Assemblies, and local ANC Meetings, which were hosted at Yu Ying. We also celebrated our successes on our website and our listsery.



September 1, 2009

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, business license) required to operate the school are in full force and effect.

Sincerely,

Mary Shaffner Executive Director

# Washington Yu Ying Public Charter School Accountability Plan

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will achieve Literacy in English	Students will demonstrate proficiency in reading and writing.	Gates- MacGinitie Reading Assessment Test DC-CAS Value-Added assessments Teacher-created norm-referenced assessments DRA	Data gathered through teacher observation and teacher- created assessments.	95% of eligible students participating in DC-CAS Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each grade level.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Reading. 70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments. Each subgroup make significant gains toward its AYP goal.	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily. Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills. Students will have access to reading and writing materials in each classroom.
Students will achieve Literacy in Chinese	Students will demonstrate proficiency in reading and writing.	Value-Added assessments Teacher-created norm-referenced assessments Spring 2009 SOPA and/or ELLOPA (Grades K-1 only, Grades K-2 following years)	Data gathered through teacher observation and teacher- created assessments.	Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in reading and in writing. In the first year, the target will be 50% of each	70% of students who have attended the school for at least 2 years will be at grade level on school reading assessments.  Each subgroup make significant gains toward its AYP goal	Students will engage in 60-90 minutes of literacy, through reading and writing workshops, daily.  Grades preK-1 will be language acquisition environments with an emphasis on developing strong language skills.  Students will have access to reading and writing materials

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
		NOELLA (Grades 3-6 only) STAMP (Grades 7-8 only)		grade level.		in each classroom.
Students will be adept inquirers and flexible thinkers capable of solving problems effectively.	Students will demonstrate tenacity and perseverance when presented with problems to solve. Students will demonstrate the ability to ask critical questions. Students will demonstrate ability to address critical questions through research.	Teacher-created norm-referenced assessments. Portfolio assessments. Anecdotal records. Student self-assessments.	Data gathered through teacher observation and teacher- created assessments	All students will be involved in PYP units of inquiry.	All students who have attended the school for at least 3 years will be able to ask effective questions which demonstrate critical thinking skills. All students who have attended the school for at least 3 years will be able to demonstrate research abilities through a completed inquiry project.	Development of critical thinking skills in all classrooms.  Explicit teaching of inquiry, learning through inquiry and understanding of self as a learner.  PYP units of inquiry.
Students will understand and master increasingly complex mathematical concepts.	Students will demonstrate proficiency in math.	DC-CAS Value-Added assessments Teacher-created norm-referenced assessments Anecdotal records Measured Progress or Odyssey	Data gathered through teacher observation and teacher- created assessments.	95% of eligible students participating in DC-CAS. Students in each grade and each disaggregated subgroup meet AYP goal of proficient or above in math.	60% of 3rd graders who have attended the school for at least 2 years will achieve proficiency on DC-CAS Math. 70% of students who have attended the school for at least 2 years will be at grade level on	Students will use manipulatives, technology, and problem-solving techniques to explore a wide range of mathematical concepts, within a variety of learning styles.  Students will participate in 'real-life' mathematical situations.  Students will explore

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
				In the first year, the target will be 50% of each grade level.	school math assessments. Each subgroup will make significant gains toward its AYP goal	mathematical concepts through PYP units of inquiry. Students will be given opportunities to reflect on and demonstrate math learning in math journals.
Students will master the scientific method and apply it.	Students will demonstrate proficiency in science. Students will participate in one 'science exhibition or fair' each school year.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments. NAEP (Grades 4 & 8)	Data gathered through teacher observation and teacher- created assessments. Participation in grade level 'science exhibition or fair'.	All students will participate in the exploration of science concepts and the scientific method through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school science assessments.	Explicit teaching of scientific method through PYP units of inquiry.  Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry.  Exploration of science concepts through PYP units of inquiry.  Opportunities to reflect on and demonstrate science learning through self-assessments.
Students will be able to relate their learning to the outside world.	Students will demonstrate proficiency in social studies. Students will participate in action component of PYP units of inquiry. Students will participate in community service projects.	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data from teacher observation; teacher assessments. Participation in grade level service projects. Participation in grade level units of	All students will participate in the learning of social studies concepts. All students will participate in the exploration of the local and international implications through PYP units of inquiry.	70% of students who have attended the school for at least 2 years will be at grade level in school social studies assessments.	Explicit teaching of social studies concepts through PYP units of inquiry.  Involvement and exploration of critical thinking and development of greater understanding through PYP units of inquiry.  Students will be given opportunities to reflect on and demonstrate social studies learning through self-

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	Students will contribute to PYP units of inquiry with topic specific ideas, questions, materials and objects from the outside world.		inquiry action components. Participation in classroom discussions, explorations and inquiry.			assessments.
Students will become independent learners and complete independent papers, reports and performances, culminating in a "graduation project" for Grade 8.	Students demonstrate responsible learning behaviors when working independently. Students complete papers, reports and performances in a timely fashion. Students participate in the Grade 8 "graduation project".	Teacher-created norm-referenced assessments. Anecdotal records. Portfolio assessments. Student self-assessments.	Data gathered through teacher observation and teacher- created assessments.	Students will participate in a learning environment that values independence and responsible behavior. Students will develop a repertoire of work.	All students who have attended the school for at least 3 years will demonstrate independence in work. All students will participate in a "graduation project" at the culmination of Grade 8.	Participation in independent learning centers. Participation in cooperative learning groups. Participation in a variety projects, research, reports, demonstrations, and performances to develop experience and confidence.
Students will satisfy school's requirements for promotion from each grade and upon graduation from Grade 8 be prepared to undertake	Students demonstrate proficiency in all core subject areas. Students participate in cultural and arts experiences.	Annual report cards. Anecdotal records.	Data gathered through teacher observation and teacher- created assessments.	65% of students will demonstrate proficiency in all core subject areas. 80% of students will participate in cultural and arts experiences.	70% of students will demonstrate proficiency in all core subject areas. 95% of students will participate in cultural and arts experiences.	Participation in classroom activities.  Participation in formative and summative PYP and MYP assessments.  Participation in standardized tests in core subject areas.  Exposure to a variety of classroom and school cultural and arts experiences.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
the most rigorous academic curricula in high school. Students will become lifelong learners who possess a positive attitude toward school and learning.	Students participate in classroom and school activities. Students demonstrate enthusiasm for learning activities.	Anecdotal records. Student surveys and self-assessments.	Data gathered through teacher observation. Portfolios. Student-led conferences.	Students will be involved in a school wide community service project	Students will exhibit the traits of the learner profile	Implementation of the PYP program  Annual training and professional development for all staff and faculty
Students will embrace diversity and respect other cultures.	Students demonstrate interest in and respect for other cultures. Students demonstrate proficiency in oral communication in Chinese and English.	Anecdotal records. Teacher-modified language acquisition and communication skills rubrics. Student surveys; self-assessments.	Data gathered through teacher observation.	Students will participate in a range of international festivals and activities that celebrate multicultural beliefs.	Students and faculty will develop a week long festival of international activities, events, educational seminars and cultural events	Develop a steering committee to begin planning. Include this as a target in the strategic plan Recruit volunteers, board and community members to plan and run the event
Students will treat themselves, other students, staff and the physical plant with respect.	Students will treat themselves, one another, school staff and school visitors with respect, regardless of race ethnicity, origin, gender, religion ability or orientation. Students will treat	Anecdotal records. Student, parent and staff surveys.	Data gathered from teacher observation.	Students reach a satisfactory level of understanding on the survey and self reflection	Students attain a good level of understand on the student survey and self reflection	Build a survey tool that students can understand and answer accurately

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	the school physical plant with respect.					
Students will learn to work collaboratively and resolve conflicts effectively and safely.	Students will participate in group projects. Students will demonstrate ability to settle conflicts with respect for themselves and others.	Anecdotal records. Student surveys. Student self-assessment.	Data gathered from teacher observation.	Students will participate in character coaching and on an annual basis	Review the positive effects of the program on student behavior and revise the program as needed	School Councilor will develop and implement character education sessions for students
Students will embrace the community by contributing to their school and wider community with service projects.	Students will participate in community service projects that make a difference in the school and wider community.	Anecdotal records. Community survey data.	Data gathered from teacher observation.	Students will raise funds / collect items for local, national, and international charities and donate them	School will track the volume of goods collected for charity, hours donated and \$ raised	Team leaders will work with their classes and students to plan community service projects
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Students will demonstrate their own learning. Students, families and school staff will participate in celebrations of learning (e.g. exhibitions, performances). Teachers will share knowledge with one	Anecdotal records. Student self-assessments. Student surveys. Student-led conferences. Family surveys. Teacher team meeting minutes. Teacher surveys.	Data collected through student, family and teacher surveys. Teachers' satisfaction with the professional expectations	Teachers spend increasing amount of time at team meetings looking at student work, collaborating on units of inquiry and core subject lesson plans, and sharing instructional	80% of teacher meetings are about instruction and not about other issues. 75% of families have regular contact with their students' teachers regarding student progress.	Student learning is celebrated through display, emphasis on process as well as product and school-wide appreciation.  Teachers are given time within the weekly schedule for team meetings related to instruction.  Teachers and staff are given time within the school week for meetings related to professional development.

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
	another in both formal professional development and informally in team collaboration of knowledge.		of the school and the level of collaboration continues to increase. All teachers attend at least one professional development activity.	methods. The percentage of families involved with student learning and volunteering continues to increase.		
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Teachers will attend team meetings. Staff will participate in school and community events. Teachers will attend weekly staff meetings.	Teacher team meeting minutes. Teacher attendance data. Staff meeting minutes.	The percentage of satisfied students, family and teachers continues to increase.	90% of staff will attend all staff meetings. All teachers will meet weekly within grade level teams. There will be an obvious active presence of teachers and staff at all school and community events.	All teachers will attend all staff meetings. All teachers will attend and demonstrate input in grade level meetings. 80% of teachers and staff will be actively present at all school and community events.	Teachers are encouraged to develop and enhance curriculum in a collaborative team environment.  School leadership empowers staff to help make decisions and to have a positive impact on the school, academically, non-academically, and organizationally.
The school will be led by an active Board of Trustees that	The board will evaluate the head of school and the principal annually, following guidelines	Staff attrition data. Staff survey data. Community survey data.	Data gathered through teacher and community	A decrease in the rate of staff attrition. Teachers' satisfaction with	Less than 10% turnover of staff each year. A great majority of the staff, including	The board seeks advice from the administration on a range of school performance and development issues. Administration seeks opinions

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
will work with the head of school and principal to effectively run the Washington Yu Ying Public Charter School.	established in the Board Policy Manual.  The Board, the head of school and the principal will annually have a retreat or special Board meeting for the purposes of setting Board goals for the next year.  Annually, the Board, the head of school and the principal will evaluate the board's progress in meeting it's goals.		surveys.	the school leadership and professional environment. Administrations' satisfaction with the collaborative leadership of the Board of Trustees.	administration, are satisfied with the professional environment in the school and the level of collaboration.	from the staff on school issues when going through the decision making process.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The school will recruit teachers and staff internationally, nationally and locally. Teachers will remain at the school year after year because of the positive, challenging, and stimulating professional environment.	The percentage of teachers continuing to remain at the school increases	Recruit teachers from a diverse range of backgrounds that are highly qualified and contribute to the full life of the school	Retain 100% of the founding group of staff for The second year of the schools operations	Retain 90% of staff on an annual basis	The Head of School will conduct exit interviews with staff not returning to the school to ensure that the school and the administration does all it can to retain and attract staff of the highest caliber.
The school will be in sound fiscal	The board will keep financial records in a timely fashion.	Board meeting records. Annual audit	Financial records from audit in	Quarterly reports on finances to the Board will be	All quarterly reports on finances to the Board will be up-to-	The head of school will work with members of the Founding Group to ensure

Academic Performance Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	School enrollment will be high, and the school will have a waitlist.  An annual independent audit will indicate sound financial practices and no significant findings.	records. Enrollment data and projected enrollment data. Waitlist data.	2008-2009. Monthly balance sheets reflecting positive bank balance. Student enrollment and waitlist data for each year for first four years of operation.	up-to-date. Annual audit will have no findings and will indicate positive fiscal outlook. Student enrollment will be within 10% or less of target.	date for every year. All annual audits will have no findings and will indicate positive fiscal outlook. Student enrollment will be within 5% or less of target every year.	sound fiscal practices are in place before school opens. Conservative financial estimations are utilized. Founding Group (prior to the first year) and subsequently the administration will thoroughly consider and research all expenditures. Training for all staff involved in financial record keeping.
The school will be a good citizen and contribute to the local community.	Students, staff and families will participate in community events. The community will embrace the school as an asset to the community.	Data on level of involvement in community activities will be gathered	Review learner profile surveys; community service projects	An annual review of community involvement	An increase in involvement in the community each year as the school grows	Each year the school board and the Head of School will review the schools involvement in community and service related activities

# PCSB Format Annual Budget Washington Yu Ying PCS SY08-09

	Annual
	Budget
REVENUE	
01. Per Pupil Charter Payments	1,473,360
02. Per Pupil Facilities Allowance	410,388
03. Federal Entitlements	265,046
04. Other Government Funding/Grants	11,830
05. Private Grants and Donations	-
06. Activity Fees	251,988
07. Other Income (please describe in footnote)	97,520
TOTAL REVENUES	2,510,132
	,, -
ORDINARY EXPENSE	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	154,993
09. Teachers Salaries	367,893
10. Teacher Aides/Assistance Salaries	161,000
11. Other Education Professionals Salaries	48,125
12. Business/Operations Salaries	42,000
13. Clerical Salaries	*
14. Custodial Salaries	23,750
15. Other Staff Salaries	40.405
	48,125
16. Employee Benefits	133,260
17. Contracted Staff	119,380
18. Staff Development Expense	23,555
Subtotal: Personnel Expense	1,122,081
Direct Student Expense	
17. Textbooks	33,000
18. Student Supplies and Materials	29,040
<ol><li>Library and Media Center Materials</li></ol>	-
20. Student Assessment Materials	9,900
21. Contracted Student Services	39,600
22. Miscellaneous Student Expense **	6,600
Subtotal: Direct Student Expense	118,140
Occupancy Expenses	
23. Rent	398,861
24. Building Maintenance and Repairs	5,000
25. Utilities	60,000
26. Janitorial Supplies	6,000
27. Contracted Building Services	26,400
Subtotal: Occupancy Expenses	496,261
Office Expenses	
28. Office Supplies and Materials	25,080
29. Office Equipment Rental and Maintenance	5,400
30. Telephone/Telecommunications	5,400
31. Legal, Accounting and Payroll Services	97,075
32. Printing and Copying	3,300
33. Postage and Shipping	1,980
34. Other	,555
Subtotal: Office Expenses	138,235
омыютан. Отное <b>Ехр</b> енаса	100,200

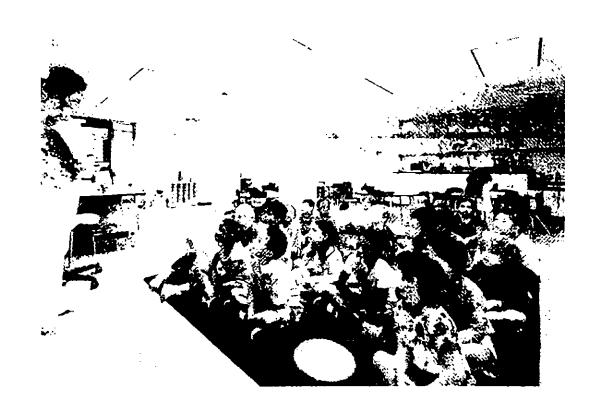
### General Expenses

35. Insurance	13,200
36. Transportation	29,550
37. Food Service	64,350
38. Administration Fee (to PCSB)	9,419
39. Management Fee	-
40. Other General Expense	27,515
41. Unforeseen Expenses	40,870
Subtotal: General Expenses	184,903
TOTAL ORDINARY EXPENSES	2,059,620
NET ORDINARY INCOME	450,512
42. Depreciation Expense	=
43. Interest Payments	-
NET INCOME	450.512

# Appendix F

# Annual Report 2010-2011

# Submitted by: Lisa Chiu, President, Board of Trustees



WASHINGTON YU YING PUBLIC CHARTER SCHOOL 220 TAYLOR ST., NE, WASHINGTON, DC 20017 TEL 202-635-1950 FAX 202-536-2604 www.washingtonyuying.org

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## **BOARD AND SCHOOL LEADERS**

## **BOARD OF TRUSTEES 2010-2011**

Lisa Chiu, Chair, Founder & Parent Representative DC Resident

Matthew McCombs, Vice President, Founder & Parent Representative DC Resident

Tzu-I (Amy) Lee, Treasurer Chair Finance & Audit Committee

Steve Glazerman,
Secretary, Founder and Parent Representative
DC Resident
Entered Service through appointment by Manisha Modi January 2011

Bill Morgan, Chair Board Development Committee DC Resident

Dexter Lewis, Chair Education Committee DC Resident

Ruby G. Moy, DC Resident Entered Service November, 2010 Salvatore Salzillo, Entered Service June, 2011

Micah Mossman, Entered Service June, 2011

Christina Murtaugh, Entered Service July, 2011 DC Resident

Andrea Lachenmayr,
General Counsel, Founder and Parent Representative
Non-voting
DC Resident

Mary Shaffner, Executive Director and Founder Ex-Officio, Non Voting Parent Representative DC Resident

Tia Jenkins,
Vice President
Founder and Parent Representative
DC Resident
Exited February, 2011

Manisha Modi, Secretary, Founder and Parent Representative DC Resident Exited January, 2011 appointed Steve Glazerman Jonathan Smith, DC Resident Exited Service August, 2010

# SCHOOL LEADERS 2010-2011

Mary Shaffner, Executive Director DC Resident

*Maquita Alexander,*Principal
DC Resident

## ANNUAL REPORT NARATIVE: SCHOOL DESCRIPTION



### A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

### **B. School Program**

- Grade and Age Levels Served
   In the 2010-2011 School Year, Washington Yu Ying PCS served students in Prek-4 to Grade 3. Students attending Yu Ying ranged in ages 4-9.
- 2. 2010-2011 School Year Start/End Dates and Hours of Operation The 2010-2011 school year began on August 30, 2010 and ended on June 22, 2011. School began daily at 8:30a.m. and ended at 3:30p.m. Monday-Thursday and 1:00p.m. on Friday. Early dismissal on Fridays allowed staff to participate in trainings and plannings.
- 3. Brief Summary of Curriculum Design and Instructional Approach
  Washington Yu Ying employs both Mandarin Chinese Immersion and the
  International Baccalaureate Primary Years Programme (PYP) as its
  organizing curriculum framework. Students are instructed in all subjects
  using the curriculum method emphasized by the International
  Baccalaureate Organization, which is communication and collaboration as
  a means of making sense of the world through an inquiry-based

curriculum. Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.



# 4. Key Mission-Related Programs Washington Yu Ying PCS incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite receiving only half of the year's instruction in English Language Arts, students will reach target proficiency levels.

- a. English Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.
- b. Chinese Guided Reading and Writing: Yu Ying uses *Flying with Chinese* as the main Language Arts Program. In the Chinese classrooms, lead and assistant teachers work with students through whole group direct instruction as well as small group work. Students read leveled Chinese readers with emphasis on learning foundational Chinese characters.

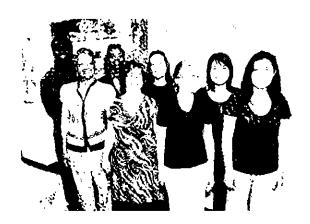
- c. Math Workshop: We implemented the Everyday Math program in grades Prek-4 through 3rd this year. Our approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direct instruction and a co-teaching model.
- d. Units of Inquiry (UOI): The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.
- e. Response to Intervention (RTI): This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of RTI include yearly <u>universal screening</u> for all students in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Students in need of intervention receive <u>daily targeted intervention</u> (using, for instance, Lexia Online Reading Program) through evidence-based programs in their areas of need. Progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI Coordinator and ELL and special education teachers). Teacher development occurs through <u>STARS</u> (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any need for intervention.

f. Structured Aftercare: Our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback. We also provided opportunities to participate in classes through the DC Youth Orchestra, Soccer Tots, Dancing Feet, and Mad Science.



## C. School Staff



Names and Titles of Those in Key Leadership Positions in the School
Mary Shaffner is the Executive Director of the school. Our Principal is
Maquita Alexander. The President of the Board of Trustees is Lisa Chiu.

## 2. Number of Teachers

During the 2010-2011 School Year, there were 10 lead teachers, 2 special subject teachers, 1 ELL teacher and 3 special education teachers. Additionally there was a Learning Support and Assessment Coordinator and a Chinese Program Coordinator.

Teacher Name	Position
Amy Quinn	Pre-K Lead English Teacher
Jue Wang	Pre-K Lead Chinese Teacher
Mimi Poku	Kindergarten Lead English Teacher
Xiaobo Lu	Kindergarten Lead Chinese Teacher
Amanda Ingram	First Grade Lead English Teacher
Yi Shao	First Grade Lead Chinese Teacher
Della Thigpen	Second Grade Lead English Teacher
Yu Ying Chen	Second Grade Lead Chinese Teacher
David Morrison	Third Grade Lead English Teacher
Lijin Yang	Third Grade Lead Chinese Teacher
Paula Zimmerman	Visual Arts Teacher
Xianliang Chen	PE Teacher
Katrina Velez	ELL Teacher
Colleen Rose	Special Education Teacher

Alana Chill	Special Education Teacher
Craig Ferraro	Special Education Teacher
Carmen Rioux-Bailey	Learning Support and Assessment Coordinator
Pearl You	Chinese Program Coordinator

- 3. Number of Teacher Aides
  We had 12 teacher aides during the 2010-2011 school year.
- 4. Average class size
  Yu Ying classes averaged 25 students per class, 50 students per grade.
- 5. Qualifications and Assignments of School Staff During the 2010-2011 School Year, there were 10 lead teachers, 3 special education teachers, 1 special education and RTI coordinator, 1 ELL teacher, 12 teaching assistants and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 22 of the 23 teachers met NCLB HQT.
- Staff Attrition Rate
   Our staff attrition rate was 11%.
- 7. Salary Range and Average Salary, for Teachers and Administrators. The salary range for teachers is \$31,440 to \$76,085 and the average teacher salary is \$42,947. The salary range for school administrators ranges from \$95,000 to \$102,750 and the average is \$98,875.

#### D. Student Characteristics



Student Characteristics Table		
Number of students enrolled, by grade	Prek-4: 50, Kindergarten: 50, First	

	Grade: 50, Second Grade: 45, Third Grade: 42
Student attrition rate during the year reported	5%
Student re-enrollment	91.6%
Demographics (Race, Ethnicity, and Gender)	51% of our student population was African-American, 6% was Hispanic, 16% was Asian/Pacific Islander and 27% was Caucasian.
Percentage of limited- and non-English proficient students	17%
Percentage of students with special education IEPs	9%
Percentage of students qualifying for free or reduced price lunch program	23%
Average daily membership	98%
Average daily attendance	92%
Promotion Rate	99.2%

#### E. Governance

- Board of Trustees members (names, home addresses, and affiliations), officers, and committee assignments. Please identify parent members. Please refer to the Board and School Leaders section at the beginning of this report.
- 2. Advisory committees (member names and affiliations)

Andrea Lachenmayr - General Counsel (Parent) Fulbright & Jaworski L.L.P. 801 Pennsylvania Avenue, N.W. Washington, DC 20004-2623 (202) 662-0423 - O

alachenmayr@fulbright.com

#### Governance

Gary Friend, Project Leader at Compass DC Beverly Jurenko, Owner at Jurenko Consulting LLC Robyn Kravit, co-founder and CEO Tethys Research.

## Chinese Language and Culture:

Tammy Tang Sarah Perkins

#### Facilities:

Charles Wilkes, Chairman, The Wilkes Group Charles Crettier Scott Royster, Latimer Education Susan Broeksmit, Architect

### Education:

Shuhan Wang, National Foreign Language Center Carmen Rioux-Bailey, George Mason University

#### Fundraising:

Steven Glazerman, Mathematica Policy Research, Inc. Doug Maguire, The Meridian International Center

#### Gala:

Heather Colvin
Elisabeth Urfer
Ellen Chaffee
Elizabeth Brooks
Trinita Brown
Betsy Centofanti
Bruce Pike
Shelby Pike
Maria Nelson

### **Public Affairs:**

Darius Withers Lisa Dowden, Spiegel & McDiarmid Theresa Sule, ANC02 Kathy Doan, Cair Coalition

# **Technology Committee:**

Paul Bailey, Washington Post Josh Phipps, Genius Holdings Brian Nelson, CityPaper Will Weems, SirenDC

## 3. Training Received

Several members of the Board of Trustees undertook training sessions that were offered by the Public Charter School Board. Steve Glazerman, Lisa Chiu and Amy Lee attended a session on educational accountability.

Ms. Lee also attended a session on financial accountability and succession planning.

The board received training and assessment input at three separate board meetings during the year as part of the CompassDC project. The Compass team also met with the board chair biweekly for training.

### F. Finance

- 1. A copy of the school's approved budget for the Fiscal Year 2010-2011. Please see exhibit A of the appendix.
- 2. A list of all donors and granters that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported. This list is included as exhibit C.

# ANNUAL REPORT NARATIVE: SCHOOL DESCRIPTION



### A. Evidence of Performance and Progress

- 4. Summary of the Performance Management Framework: Student Progress, Student Achievement and Student Gateway Data
  - a. Student Academic Performance
    - Yu Ying PCS students achieved both of their student progress goals during the 2010-2011 School Year. Seventy five percent of all students in grades kindergarten through second scored in the "No Risk" range on the Dynamic Indicator of Basic Early Literacy Skills. One hundred percent of Prek-4 students scored in the "average" or "above average" range on the BRACKEN school readiness assessment. Both targets for students' progress were met during the 2010-2011 School Year.
    - Student Achievement
       Yu Ying PCS students reached their student achievement targets
       during the 2010-2011 school year. Seventy eight percent of
       students in grades 1-2 scored within grade level expectations on
       the Group Mathematics Assessment and Diagnostic Evaluation. As
       mentioned above, the students in grades K-2 surpassed the target
       of 65% of students in the "average or "above average" range on the
       DIBELS.
    - Student Gateway
       Thirty five Yu Ying 3rd grade students took the DC CAS reading and math test in April of 2011. It was the first time the students had been exposed to a standardized test of that intensity and rigor. The

school did not make Adequate Yearly Progress, however, the pass rates of 57.14% for math and 62.86% for reading surpassed the projected 50% pass rate listed as a target in the school's charter.

### Leading Indicators

During the 2010-2011 school year, 91.6% of the students reenrolled. We lost five students during the school year. Three students transferred to either a DCPS public school or independent school system in DC or Maryland. The two other students left the state. The predominant reason students did not re-enroll was relocating outside of the DC metro area. The average daily attendance for students at Yu Ying during the 2010-2011 school year was 92%. The average daily attendance for Prek-4 students was 90%, surpassing the target of 88%. We will continue to strengthen our attendance policy and strive for the goal of 95% or higher average daily attendance for the entire school population.

- Students with Disabilities
   The following data is pertinent to students with disabilities at Washington Yu Ying PCS:
  - 9% of students received special education or related services during the fall of 2010;
  - 95% of the students who received services made progress towards the attainment of their IEP goals and objectives; and
  - 5 additional students were found eligible by Spring 2011 for special education or related services.

This year, Yu Ying students with a variety of disabilities worked towards academic, social, emotional and related service goals as outlined in their Individualized Education Programs (IEPs). These goals were designed to ensure that students are successful in their school lives. In all, 90% of students made adequate progress towards their stated goals. These gains resulted in improved student relationships and increased levels of learning.

Yu Ying employs a Response to Intervention (RTI) approach. This means that three times per year all students are screened to identify any possible gaps in learning. Once completed, these students are given targeted interventions to address their needs. Students receive tiered levels of support dictated by their level of need and response to prior interventions. If these efforts prove unsuccessful, the multi-disciplinary team (consisting of teachers, administrators, parents and any related service providers) comes together to determine if a student should be found eligible for special education services.

The faculty worked to deliver services that ensured each student with an IEP was educated in their Least Restrictive Environment (LRE). This meant that to whatever extent possible, students were educated alongside their general education peers. Special educators collaborated with general educators in the classroom to deliver lessons using several methods. Among these were station teaching, parallel teaching, alternate teaching, and the one teach one assist models. If deemed necessary, students were pulled out of the classroom in order to receive specialized instruction in small groups. In addition, related services such as speech, occupational, and behavioral therapy were delivered outside of the classroom.

As with any system, our SPED services had areas of strength and room for improvement. We are working to make sure booster services are more research based and that communication to all stakeholders is improved. We would also like to work to ensure that related service providers have an increased role in the classroom and in working with teachers. The school was particularly successful this year with collaboration and academic gains. The special and general educators worked seamlessly to address needs and to adapt to changing situations. Finally, our students experienced a tremendous amount of success in the classroom. Nearly all students made progress on state standards and their individual goals.

# English Language Learners Last year, 32 students were identified as English Language

Learners on the Home Language Survey. They worked with the ELL teacher on language acquisition, phonemic awareness, and reading strategies on a weekly pull out basis.

According to the ELL specialist, the ESOL program grew tremendously during the 2010-2011 academic year. First, assessment and record keeping improved through the implementation of various universal screenings and reporting methods. Students receiving ESOL services were assessed regularly to determine needs and measure progress. Using the Dynamic Indicators of Basic Early Learning Skills (DIBELS) assessment, as well as formative and summative assessments in the classroom, enabled the teacher to assess each student's academic progress and provide instruction specific to the needs of each student. Results indicated continued growth. The ESOL program also used the RTI model to monitor student progress and help differentiate instruction. The WIDA Access for ELLs was administered at Yu Ying in the Spring, results are below.

Grade	Number of students	Meeting Grade level Expectation Writing	Meeting Grade level Expectation Reading	Non Exited	Exited
Kindergarten	12	0	6	7	5
First	8	0	6	3	5
Second	3	0	2	2	1
Third	1	0	1	1	0

Also in the 2010-2011 school year, a schedule for the ESOL support was developed in order to better support classroom instruction and utilize the resources and materials available at Yu Ying. The ESOL teacher was able to develop an efficient method for providing services to all students in the mainstream classroom, because a schedule was published.

The ESOL program did not adopt a specific curricular program. However, support, aligned with classroom instruction and curriculum, was provided in an inclusion model. Students responded well to working with the ELL Specialist and with grade-level peers in the classroom. Collaborative efforts with classroom teachers and special educators ensured students received specialized instruction for maximum academic and social growth.

In the future, the Yu Ying English Language program at Yu Ying can benefit from aligning instruction with the WIDA standards. Many students met grade level expectations, as defined by academic standards. However, some students demonstrated difficulty in completing basic tasks and assignments required by the WIDA standards. Given the time and space, some students may benefit from small group pull out instruction. Finally, for the various students who receive special education services in addition to ESOL services, additional training is recommend for all the educators involved in the education of students with such specific needs.

#### b. Non-Açademiç Performançe

Compliance Notes Washington Yu Ying PCS did not receive a 2010-2011 Compliance or Governance Review. We turned our documentation into AOIS on time. Our governance successes included holding our strategic & board retreats and developing our Strategic Plan. Please see exhibit D for proof of compliance. • General Governance Practices
The Washington Yu Ying PCS Board of Trustees takes a best
practices approach to governance and seeks to be aligned with the
best practices of successful non-profits and successful charter
schools. It has made considerable progress toward its strategic
goal of becoming a fully professional governing board by December
2011. As a board originally comprised of parent founders, we
dedicated ourselves to seeking out a diverse and varied board to
guide and govern Yu Ying into the future. To that end, the board
has added members who offer expertise in the areas of education,
governance, finance, law and contacts within the Asian-American
community.

The board undertook a board development effort under the aegis of a CompassDC project. CompassDC is a pro-bono strategic consulting organization that exists to strengthen the capacity of DC area non-profits. Yu Ying was chosen based off of its 2010-2011 clients. That project included an analysis of best practices, a review of by-laws and policies and reorganization of the committee structure. The BoT is working on a self-evaluation system. That effort continues into this coming school year.

#### 4. Certification

Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system. Please see exhibit E for a letter from the board.

# B. Lessons Learned and Actions Taken: Reflections and Recommendations for 11-12

1. Yu Ying's universal screening assessment provides a multitude of student assessment data in English and in Chinese. This year we used Google documents to store the data. It is an easy way to access shared files. However, we encountered issues with naming conventions, ease of access and too many different data documents created without administrative knowledge. There was also not a standard way to share the data with the school and parent community. There was transparency in reporting the data, but not enough education on how to interpret it. Yu Ying hired a consultant to create a data dashboard and supporting documents to standardize our reporting practices. There will also be training given to the staff on how and when to share the data. The school has also undertaken standardizing reporting to parents in the following areas: interim reports, universal screening letters, and progress monitoring letters.

2. One challenge the school faced was the difficulty in finding time to provide strategic intervention for students. Our model called for extra reading support in addition to the daily reading instruction. That task was especially difficult to implement because of our model of every other day English instruction. We faced, as every school faces, the difficult position of what goes by the wayside in order to provide extra time for reading instruction. We were partially able to overcome this obstacle by using the Lexia online reading program in addition to small group guided reading. Because the Assistant Teachers in the English classrooms were trained in guided reading, students received direct instruction each day they were in English class. We saw great progress in our reading scores at the end of the year.



3. During the 2010-2011 School Year, the school made many important instructional decisions. In English and Chinese language arts, we implemented the Daily 5 curriculum model. The breakdown of the model is below.

Literacy Component	Classroom
Writer's Workshop	English & Chinese
Daily 5 Read to Self	English only until 2nd trimester
Daily 5 Work on Writing	English & Chinese
Daily 5 Word Work	English & Chinese
Daily 5 Listen to Reading	English & Chinese
Guided Reading	English & Chinese

Students followed this schedule 4 days a week, rotating every other day between English and Chinese. While they only received instruction in English twice a week, they worked on similar skills and followed the same schedule in their Chinese classroom. This ensured that students were exposed to the maximum amount of literacy instruction that Yu Ying could

provide. The staff utilized their half day Friday schedule to co-plan and analyze student data. Next year, we will continue to use this model. Our focus will be on vertical articulation and the standardization of our Language Arts practice school wide.

The math program at Yu Ying made great strides during the 2010-2011 school year. From the beginning to end of the year, grades 1-3 moved from 49% on grade level to 76% on grade level as measured by the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). The school implemented a set curriculum for the first time using the Everyday Math program. This program was particularly effective because it ensured that all students were exposed to all of their grade level standards. Material was presented in varying and challenging ways which worked to hone basic skills and deeper mathematical understanding. Teachers also worked very hard to ensure that math was differentiated to meet the learning needs of everyone in the classroom. Students neededing extra time or a different presentation were offered that, while students needing to be challenged were given more difficult work.

Moving forward, the Yu Ying math program will benefit from increased knowledge and practice with the Common Core standards and additional use of formative assessments. We are currently transitioning from DC standards to Common Core standards. As teachers become more familiar with the Common Core standards, they will have increased awareness of what proficiency looks like, and how they might adjust their teaching to reach that level. Formative assessments can give teachers tremendous and instantaneous feedback on where each individual stands with respect to the material. With increased and varied formative assessments and responsive teaching, student learning will be more precise and meaningful.

4. The school is currently not in School Improvement, Corrective Action or working on a Restructuring Plan.

# C. Reporting School Performance to Students, Teachers, Parents and the Public

Washington Yu Ying Public Charter School shares student performance data with the school community in many ways.

After each universal screening period, parents are sent home result letters that outline student performance in English and Chinese. Please see exhibit F.

Parents also receive mid semester interims (exhibit G) that report student progress in all major subjects. Sections include personal comments, parent conference request, as well as grade level appropriate measures.

Parents receive trimester report cards (exhibits H and I) twice each year, in winter and at the end of the year, that outline students' performance in the following subjects:

- English reading, writing, listening
- Chinese reading, writing, listening speaking
- Effort grades for all subjects
- Visual arts and Physical education
- A personal narrative from the English and Chinese teachers

At the end of the school year, parents are sent home a summative report that outlines all universal screening assessments (exhibit J) and recommendations for remediation plans.

Parents were notified of their child's DC-CAS results and guidance in early August (exhibit K). A copy of the presentation, «Washington Yu Ying: Academic Year in Review» can be found in the appendix, exhibit L.

Most importantly, Yu Ying held Student Led Conferences. During this two day event, parents were guided through their children's learning. Each child guided his/her parent or guardian through what they learned in Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated his/her learning and or engaged the parent/guardian in the activity. It was a fantastic process that engaged the whole family in the learning process.

Many of our non-academic performance achievements were shared at a variety of meetings: Parent Association, Friday assemblies, and our many events, all of which were hosted at Yu Ying. We also celebrated our successes on our website, portal and our listserve.



### D. Unique Accomplishments

Washington Yu Ying PCS began operations in Sept 2008 at a temporary space in Brookland. Since opening, the Yu Ying Board and the Yu Ying Executive have worked tirelessly to secure a permanent location. Yu Ying applied for excess public space and pursued space on the private market. In the 2010-2011 School Year, the school---its third year of operations---Yu Ying successfully secured a 3 acre property at 220 Taylor St. NE to serve as its permanent home.



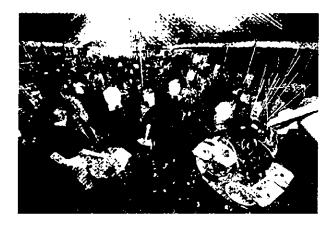
Yu Ying also secured public space at the soon to be closed Walter Reed Army Hospital Campus. This space will provide the school adequate space to expand up to Grade 8.

Washington Yu Ying PCS was chosen in a competitive application process as one of 23 clients of CompassDC. CompassDC is a pro-bono strategic consulting organization that serves to strengthen the capacity of the DC area non-profits such as the National Cathedral, the National Audubon Society, and the Emmaus Services for the Aging among others. CompassDC undertook a year-long board development project with the Washington Yu Ying Board of Trustees.

In recognition of their efforts to learn an important world language, the students of Washington Yu Ying PCS received a great honor from the White House when they were asked to help President Barack Obama welcome Chinese President Hu Jintao during his state visit in January.



The Washington Yu Ying Parent Association hosted a tremendously successful Gala at the new school site. Over \$100,000 was raised with a net amount of \$65,000 that was put towards the purchase of playground equipment for the new building.



Washington Yu Ying third graders took the DC CAS. In the first year, YY students were in the top ten performers in the city at 62% in reading and very close in Math with 57.4%.

Yu Ying was financially successful this year. The school was able to put down \$1million dollars towards a new building and also end the year with a net income of \$1,767,000 and \$1,684,000 ahead of budget.

In the second year of the Department of Education Foreign Language Assistance Program grant, Yu Ying's Chinese team made incredibly strides. Of particular note, the team created over 100 leveled readers in Chinese. Each student was provided with one book each week at their reading level to review and build a library at home.

As part of Washington Yu Ying's Foreign Language Assistance Program (FLAP) grant, Yu Ying created Chinese literacy and comprehension assessments, testing reading and listening comprehension.



### **APPENDIX**

- A. APPROVED 2010-2011 ANNUAL BUDGET
- B. ANNUAL REPORT WORKSHEETS
- C. LIST OF DONORS
- D. AOIS PROOF OF COMPLIANCE
- E. BOARD LETTER REGARDING AUTHORIZATIONS
- F. CIRCLE TESTING RESULTS PARENT LETTER
- G. INTERIM REPORT
- H. PREK-4 PROGRESS REPORT
- I. GRADE 3 PROGRESS REPORT
- I. SUMMATIVE UNIVERSAL SCREENING RESULTS LETTER
- K. LETTER EXPLAINING DC-CAS RESULTS
- L. WASHINGTON YU YING: ACADEMIC YEAR IN REVIEW
- M. ARTICLE FROM NPR'S ALL THINGS CONSIDERED FEATURING YU YING
- N. ARTICLE FROM HILLRAG ON BILINGUAL SCHOOLS IN DC

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## PCSB Format Annual Budget

## Washington Yu Ying Public Charter School: SY11-12

		FY12 Annual Budget
REVENUE		
	01. Per Pupil Charter Payments	4,316,618
	02. Per Pupil Facilities Allowance	1,022,000
	03. Federal Entitlements	69,281
	04. Other Government Funding/Grants	348,975
	05. Private Grants and Donations	88,390
	06. Activity Fees	475,766
	07. Other Income (please describe in footnote)	50,008
	TOTAL REVENUES	6,371,039
ORDINARY EXPE	ENSE	
Personnel Salari	es and Benefits	
	08. Principal/Executive Salary	197,500
	09. Teachers Salaries	1,568,198
	10. Teacher Aides/Assistance Salaries	318,004
	11. Other Education Professionals Salaries	139,309
	12. Business/Operations Salaries	53,040
	13. Clerical Sataries	114,040
	14. Custodial Salaries	15,000
	15. Other Staff Salaries	683,072
	16. Employee Benefits	599,205
	17. Contracted Staff	12,500
	18. Staff Development Expense	29,044
	Subtotal: Personnel Expense	3,728,912
Direct Student E	крелѕе	
	17. Textbooks	17,700
	18. Student Supplies and Materials	110,111
	19. Library and Media Center Materials	16,774
	20. Student Assessment Materials	10,000
	21. Contracted Student Services	225,172
	22. Miscellaneous Student Expense **	25,000
	Subtotal: Direct Student Expense	404,756
Occupancy Expe	nses	
	23. Rent	47,583
	24. Building Maintenance and Repairs	20,000
	25. Utilities	70,000

	26. Janitorial Supplies	10,000
	27, Contracted Building Services	160,000
	Subtotal: Occupancy Expenses	307,583
Office Expense	es	
	28. Office Supplies and Materials	31,797
	29. Office Equipment Rental and Maintenance	31,704
	30. Telephone/Telecommunications	9,061
	31. Legal, Accounting and Payroll Services	115,752
	32. Printing and Copying	7,079
	33. Postage and Shipping	4,146
	34. Other	69,336
	Subtotal: Office Expenses	268,874
_		
General Expen		-0.550
	35. Insurance	23,050
	36. Transportation	35,905
	37. Food Service	80,541
	38. Administration Fee (to PCSB)	26,693
	39. Management Fee	-
	40. Other General Expense	142,570
	41. Unforeseen Expenses	150,000
	Subtotal: General Expenses	458,759
	TOTAL OPERATING EXPENSES	5,168,884
NET OPERATIN	IG INCOME	1,202,156
	42. Depreciation Expense	305,706
	43. Interest Payments	489,445
NET INCOME		407,004

Paid meal sales, school store sales, interest, and general miscellaneous revenue comprise "07. Other Income."

<sup>\*\*</sup>Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."

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Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

Washington Yu Ying Public Charter School aims to nurture the development of a strong social conscience among tomorrow's global leaders by fostering excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English dual language interesting environment.

School Contact Information

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Washington Yu Ying PCS

3. Was your organization accredited in the 2010-2011 school Year? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start-month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

No Our accreditation from International Baccalaureate is pending. We submitted an application and we will know if it has been approved in January, 2013.

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name Bonnie Berry

Title Administrative Assistant

School Street Address 220 Taylor St.

School Zip 20017

School Ward 5

Direct Phone Number 202-635-1950 Email bonnie@washingtonyuying.org

S. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.

PK4

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year .

3

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7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

8:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

3:30

9. Enter any additional comments regarding Start time/End time for Regular School Day.

On Fridays instructional hours are 8:30am-1:00pm.

10. Please enter the Start and End Dates for the 2010-11 School Year.

Start Date 8/30/2010

End Date 6/22/2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?

Νo

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only-do not include specials. Student: Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size: 2S

Student/Teacher Ratio: 1/12 in grades K-3rd and 1/9 for Prek4

Student Attrition and Grade Advancement

13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)

# Transferring out/Withdrawls 5

# Short Term Out of School Suspensions 8

# Long Term Out of School Suspensions 0

# Expulsions O

# of Dropouts 0

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#### # Retained at grade level 2

Staff Demographics

14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.

# of Directors

# with Bachelors 1

# with Masters 1

# Degree in Field of Expertise 1

# Licensed in Field of Expertise NA

# Meeting NCLB Requirements 1

% Meeting NCLB Requirements 100%

15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.

# of Principals 1

# with Bachelors 1

# with Masters 1

# Degree in Field of Expertise 1

# Licensed in Field of Expertise 1

# Meeting NCL8 Requirements 1

% Meeting NCLB Requirements 100%

16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.

# of Asst. Principals0

# with Bachelors0

# with Masters 0

# Degree in Field of Expertise 0

# Licensed in Field of Expertise 0

Deployment Type: Web Completion Time: Aug 11, 2011 8:23 AM Page 4 of 9

# Meeting NCLB Requirements 0

% Meeting NCLB Requirements 0

17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.

# of Classroom Teachers 10

# with Bachelors 10

# with Masters 8

# Degree in Field of Expertise 10

# Licensed in Field of Expertise NA

# Meeting NCLB Requirements 7

% Meeting NCLB Requirements 70%

18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.

# of Special Subject Teachers 2

# with Bachelors 2

# with Masters 1

# Degree in Field of Expertise 2

# Licensed in Field of Expertise NA

# Meeting NCLB Requirements 2

% Meeting NCLB Requirements 100%

19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.

# of Bilingual/ESL Teachers 1

# with Bachelors 1

# with Masters 1

# Degree in Field of Expertise1

# Licensed in Field of Expertise NA

# Meeting NCLB Requirements 1

Deployment Type: Web Completion Time: Aug 11, 2011 8:23 AM Page 5 of 9 % Meeting NCLB Requirements 100% 20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below. # of SPED Teachers 3 # with Bachelors 3 # with Masters 2 # Degree in Field of Expertise 3 # Licensed in Field of Expertise NA # Meeting NCLB Requirements 3 % Meeting NCLB Requirements 100% 21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below. # of Vocational Teachers 0 # with Bachelors 0 # with Masters 0 # Degree in Field of Expertise 0 # Licensed in Field of Expertise 0 22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below. # of Build Resource Teachers 4 # with Bachelors 2 # with Masters 2 # Degree in Field of Expertise 0 # Licensed in Field of Expertise NA # Meeting NCLB Requirements NA % Meeting NCLB Requirements NA 23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below. # of Counselors 1 Deployment Type: Web Completion Time: Aug 11, 2011 8:23 AM Page 6 of 9 # with Bachelors 1 # with Masters 1 # Degree in Field of Expertise 1 # Licensed in Field of Expertise 1 24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below. # of Librarians/Media Specialists 0 # with Bachelors 0 # with Masters 0 # Degree in Field of Expertise() # Licensed in Field of Expertise 0 25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below. # of Coordinators 4 # with Bachelors 4 # with Masters 2 # Degree in Field of Expertise 2 # Licensed in Field of Expertise NA # Meeting NCLB Requirements 4 % Meeting NCLB Requirements 100% 26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below. # of Classroom Aides 12 # Meeting NCLB Requirements 12 % Meeting NCLB Requirements 100% 27. Please complete the following entries regarding the total number of TITLE | EDUCATIONAL AIDES that fall within the categories listed below.

# of Title | Educational Aides 0 # Meeting NCLB Requirements 0 Deployment Type: Web

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% Meeting NCLB Requirements D

28. Are you a single-campus LEA or a central office?

Yes

29. Please complete the following entries regarding staffing statistics listed below.

Staff Attrition Rate 89%

Number of Teachers 22

Salary Range for Teachers 31,440-76,085

Average Teacher Salary 42,947.41

Number of School Administrators 2

Salary Range for School Administrators 95,000-102,750

Average School Administrator Salary 98,87S

Number of Central Office Administrators 4

Salary Range for Central Office Administrators 28,000-48,000

Average Central Office Administrator Salary 36,500

Number of School Support Staff 7

Salary Range for School Support Staff 31,440-85,000

Average School Support Staff Salary 49,697

30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.\* #31. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Board Chair Name Lisa Chiu

Board Chair Title President

Board Chair Email lisa.chiu@washingtonyuying.org

Board Chair Phone (202) 290-0557

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Board Chair Malling Address 1448 Q St., NW

Board Chair Mailing City, State Washington, DC

Board Chair Mailing Zip 20009

Exec. Director Name Mary Shaffner

Exec. Director Title Executive Director

Exec. Director Email mary@washingtonyuying.org

Exec. Director Phone (202) 635-1950

Exec. Director Mailing Address 220 Taylor St. NE

Exec. Director Mailing City, State Washington, DC

Exec. Director Malling Zip 20017

Principal Name Maquita Alexander

Principal Title Principal

Principal Email maquita@washingtonyuying.org

Principal Phone (202)-635-1950

Asst. Principal Name NA

Asst, Principal Title NA

Asst. Principal Email NA

Asst. Principal Phone NA

Business Manager Name Denise Lyons

Business Manager Title Office Manager

Business Manager Email denise@washingtonYuying.org

Business Manager Phone 202-635-1950

Business Manager Mailing Address 220 Taylor St. NE Business Manager Malling City, State Washington, DC

Business Manager Mailing Zip 20002

Deployment Type: Web Completion Time: Aug 11, 2011 8:23 AM Page 9 of 9

Complaint Staff Member Name Mary Shaffner

Complaint Staff Member Title Executive Director

Complaint Staff Member Phone 202-635-1950

Complaint Staff Member Email mary@washingtonyuving.org

Complaint Board Member Name Steven Glazerman

Complaint Board Member Title Secretary

Complaint Board Member Phone (202) 986-7838

Complaint Board Member Email sglazerman@washingtonYuying.org

\_\_\_\_\_

# LIST OF INDIVIDUALS AND CORPORATIONS WHOSE DONATIONS EQUALED OR EXCEEDED \$500

Ali & Glenn Thomas

Amy Holloway & Victor Barcelona

Andrea Lachenmayr

Anonymous

Antonio Rayfor Plumbing

Astrum Solar Bettina Charlton

Carmen Rioux-Bailey & Paul Bailey

CB Richard Ellis Charles Crettier Cork'n Bottle

DMPE Foundation

Earl Cohen

Early Cassidy & Schilling, Inc.

**Edward Perkins** 

Eichberg Construction

Eleanor Chye

Elisabeth Urfer & Michael Shoag

Elizabeth & Ben Lyttleton

Emily Costin Eric Jenkins

Glover Equipment Sales Group LLC

Hands of Culinary Passport

Heather & David Colvin

Herman Miller, Inc.

Jean Hoff

Jeanne Harrison

Jlamatzin Marina Spindler

Julia & Thomas Keenan

Keith Murphy

Kelley Holdings, Inc.

Kristin McDay

Laurelle Lo & David Talbot

Lisa & Dan Chiu

Lorel Patchen & Cesar Torres

Mary Shaffner & Will Weems

Merck Partnership for Giving

Moi

Ned Cabot

Outdoors with Friends

Peter Gross & Shelley Churchill

Princess Mhoon Dance Institute

Psychological Group of Washington Rosenfeld Family Charitable Trust

Ross Eichberg

Sarah & Kevin Mooney Sarah Perkins & Koro Nuri

Senator Dianne Feinstein & Richard

Blum

Susan & Sam Broeksmit Tammy Colvin & Terry

**Teachers Council** 

The New England School of English

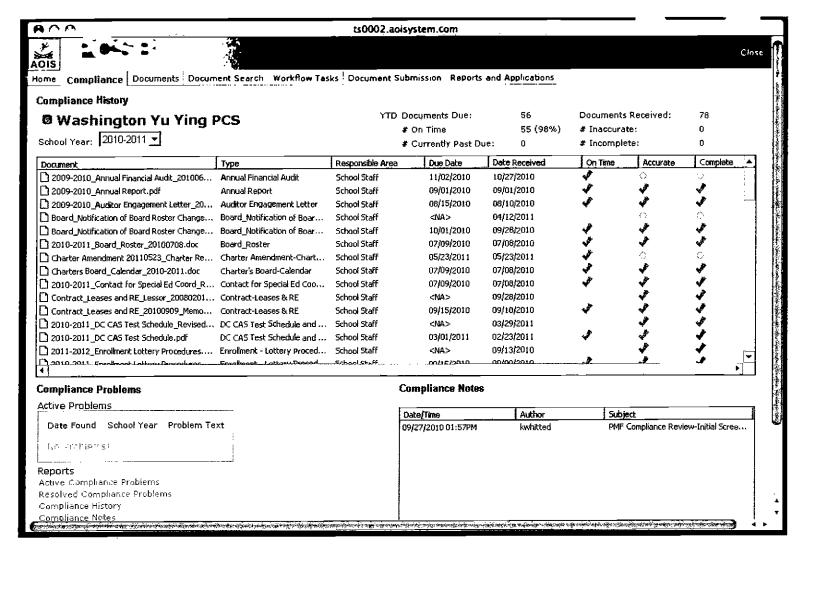
Theresa's Cornucopia, LLC

Thesia Garner Total Wine & More

Tzu-I Lee

UBS Financial Services Walt Disney Company

William Morgan





### From 7/1/2010 through 8/31/2011

Washington Yu Ying PC\$

Creation Date / Author	Subject / Note
Date/Time: 09/27/2010 01:57 PM	Subject: PMF Compliance Review-Initial Screen Report



From 7/1/2010 through 8/31/2011

Author: Kenneth Whitted

#### Note: Greetings,

Below please find the documents that have been marked as inaccurate/incomplete or need to be submitted in order to receive a pass rating for the review along with an explanation:

#### **Enrollment Process**

Provide publicized enrollment deadlines (i.e. invoice, printed newspaper or ad proof) For each campus.

Submit one of the options outlined in the Compliance Checklist that includes the cutoff date for enrollment (printed application; printed newspaper ad; or flyer).

#### Open Enrollment Process for 2011-2012

Provide an updated enrollment form that does NOT include information requests related to special education status, essay/interview requirements, intellectual/athletic ability and/or measures of achievement/aptitude as a part of enrollment.

#### Student Handbook - SST Process

Submit SST member list with identified homeless liaison.

#### Student Handbook

Sumit addendum to the student handbook that reflects updated discipline policy that includes all required coomponents ((a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlines due process procedures.

ELL Plan should include the following: educational approach, identification process, assessment process, placement and services, staffing and resources, transition/exiting, and monitoring.

#### Lease/Purchasing Agreement

Submit lease/purchase agreement inclusive on the name of school/campus and current address.

Board Roster (You have eight members, only one of them a parent-should have an odd number not to exceed 15, two of whom must be parents)

Submit an updated Board roster that shows an odd number of members and also indicates at least two parent members on the Board.

#### NCLB HQT Status

As required by NCLB all teachers hired after 2002 must meet the highly qualified requirements. The school must submit (1) the appropriate documentation for verification of HQT compliance; (2) a plan of action to assist teachers in meeting the requirements; and/or (3) make appropriate staffing changes to ensure compliance with the law.

Submit action plan for all non-HQT staff and evidence of a letter notifying parents of their right to request information on the qualifications of their child's teacher.



Author: Kenneth Whitted	From 7/1/2010 through 8/31/2011  Note: Please note that if the document is not (re)submitted to AOIS by October 1, 2010 your school will be a candidate for a Notice of Concern. If the school is less than 70% compliance, your school will be a candidate for a Notice of Deficiency and a Deep Dive on-site review will be scheduled.
The second secon	Sincerely, Compliance Review Team



September 9, 201 ♦ LC

To Whom It May Concern:

Washington Yu Ying PCS is now located at 220 Taylor Street NE, Washington, DC 20017.

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, business license) required to operate the school are in full force and effect.

Sincerely,

Lisa Chiu Chairman, Board of Trustees November 8, 2010

Dear Parent of «First\_Name» «Last\_Name»,

This letter is to inform you of your child's results from the *Trimester 1 Comprehensive Immersion Resources* for *Chinese Language Education (CIRCLE)* exam that was administered recently at Washington Yu Ying PCS. This exam was created using standards from Yu Ying's base Chinese language curriculum, *Flying with Chinese*.

### The exam covers the following:

- · Reading Chinese Characters in Isolation
- Reading a Chinese Story
- Writing Chinese Characters
- · Determining the Number of Strokes for a Character

Your child's results on the Project CIRCLE Fall Assessment indicated that he or she demonstrates a **Deficit** in the target skills in comparison to his/her classmates. Your child's score was **\*total\_\***. Please see the Project CIRCLE Fall Assessment description sheet for the assessment description, score ranges and implications of the scores. This data is being used to inform instructional decisions with regards to your child's progress in the Chinese class.

At school your child will receive additional support via our pull-out Chinese Booster Groups. These small groups will meet at least twice weekly. The classes will help students master the 40 essential characters for beginning reading, writing, and speaking Chinese.

# To ensure that your child has mastered these characters please do the following:

- have your child read to you <u>daily</u> in Chinese (from the Chinese books that are being sent home weekly with your child and are also available on the portal)
- · review Chinese flash cards daily
- practice writing characters daily in the correct stroke order
- consider purchasing the Flying with Chinese iFlash book online
- consider signing up for the Chinese Homework class in the REEF program

\*All of the above resources are available on the Parent Portal Page under Chinese Resources.

Please feel free to contact me, Pearl You, at pyou@washingtonyuying.org or (202) 635-1950 if you would like to know more about this exam or have any other questions about the Chinese assessments administered at Yu Ying.

Thank you,

Pearl You
Chinese Program Coordinator
Email: pyou@washingtonyuying.org

Student's Name.			Class:	rane	,	2 <sup>rd</sup> Trimester
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below.				•		
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Written Communication		1				
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Mathematics		-		<del></del>		
Chinese Literacy		Cur	Tent Instructional read	ing level: Grade let	vel exp	ectation at end of trimester:
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# Washington Yu Ying PCS

Spring 2011

Grade Level: -1

Class: Panda

		Fall	Winter	Spring
Absences		0	0	4
Tardies	_	1	2	8
	Fall Grade	Fall Effort	Spring Grade	Spring Effort
Mathematics	4	4	5	5
Language Arts - English Reading	4	4	4	5
Language Arts - English Writing	4	4	4	4
Language Arts - English Speaking	4	4	4	4
Language Arts - Chinese Reading	5	4	5	5
Language Arts - Chinese Writing	4	4	4	5
Language Arts - Chinese Speaking	4	4	5	5
Unit of Inquiry	4	4	5	5
Physical Education	4	4	4	4
Virtual Arts			5	5

### Your child as a learner

has made impressive progress to show that she is an outstanding student in both Chinese and English class. Sis an inquirer. She is curious about things around her and demonstrates enjoyment of learning and discovering new things. Sisting is a communicator who expresses her thoughts and ideas through oral language, drawing, writing, and different art forms. We are particularly delighted to see first often using her beautiful Chinese spontaneously to share her thoughts. The same are reflective student who understands the need to work on weaknesses in a constructive manner and consider her strenghts and how to use them effectively. She also shows maturity in her cooperative interactions with other class members and has developed strong friendships. We truly enjoy for in class as an active member who contributes creative ideas and critical thinking to the group!
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**Spring Term Comments** Mathematics - demonstrates a strong understanding of the strategies and processes for solving mathematical problems. She is able to demonstrate good number work through recognition, writing, and counting with one to one correspondence up to 20 and beyond. Characterist able to work with number combinations, including recording work through pictures and number symbols with little assistance. She works with confidence in both English and Chinese. Language Arts - English: Continues to work in the experimental reading stage. With a great interest in books as well as the information and stories that are in them, she is developing a good foundation for strong reading skills. Cisell® is able to write phonetically, with some guidance, putting down the sounds she hears. She is inconsistent with uppercase and lowercase letters but is working to be able to verbalize why uppercase is used when looking at text. • makes use of good listening skills to learn and makes connections with what is being said to her own life and experiences. Speaks with age appropriate grammar and clearly expresses ideas, thoughts, and questions. Language Arts - Chinese: Attail has achieved a lot this year. She is now able to follow multi-step directions with minimal assistance. She comprehends and enjoys stories from different cultures when being read to. She is able to comprehend instructions, even when new and complex concepts are introduced. full sentences to answer questions and her beautiful pronunciation is pleasant to hear. She is thinking in Chinese by speaking spontaneously to express her feelings and thoughts with only age-appropriate grammar errors. She also sees the connections between classes and languages. likes to sing and chant in class. She uses appropriate classroom language to fulfill her needs as well as communicate with her peers. recognizes and comprehends most of the characters we have learned in class. She is able to use memorized rhymes and learned characters as a resource to read simple text with character-to-syllable correspondence. is making connections from oral language to written words. She is attempting to write full sentences and is also demonstrating strong listening skills by listening to others attentively to get information. Physical Education: eagerly participates in the activities and shows great performance. She comprehends quickly and expresses ideas clearly. She listens and follows directions well. Visual Arts: demonstrates high level of skill in Visual Art. She makes excellent use of many different techniques and always produces artwork of a very high standard. Units of Inquiry: Between January and June, we inquired into two very different topics, Who We Are and How We Share the Planet. Who We Are helped Charles to demonstrate her increasing awareness of personal characteristics and abilities. Through creative expression and discussion, had the opportunity to consider her own roles at home, in school, and among friends. While her independence and self-confidence were an important aspect of the unit, also learned the benefits of cooperation with friends and to be tolerant of others' differences. How We Share the Planet engaged completely! The opportunity to explore the many functions of arthropods (bugs) in our environment and understand the diversity and skills of bugs, was something completely embraced. Eager to research facts, draw with precision and symmetry, and relate to others' new information, accepte soon became an even greater expert on many types of bugs!

# Washington Yu Ying PCS

Spring 2011

Grade Level: 3

Class: Deer

		Fall	Winter	Spring
Absences	_	3	6	3
Tardies		10	12	9
	Fall Grade	Fall Effort	Spring Grade	Spring Effort
Mathematics	4	4	4	4
Language Arts - English Reading	4	4	3	4
Language Arts - English Writing	4	5	4	5
Language Arts - English Speaking	4	4	4	4
Language Arts - Chinese Reading	3	5	3	4
Language Arts - Chinese Writing	4	3	4	4
Language Arts - Chinese Speaking	3	4	3	5
Unit of Inquiry	4	4	4	4
Physical Education	4	4	4	4
Virtual Arts	4	3	4	4

#### Your child as a learner

This trimester, The part of the is principled. He is fair, honest and tries his best to do what is right. The part of the is an excellent communicator. He is able to not only express his own ideas, but listen to the ideas of others as well. This ability allows the part of thrive when working collaboratively in a group. The part of demonstrates that he is an excellent thinker. He is able to make connections between what is learned in the classroom and his own personal experiences. This ability to think also allows to be a great problem solver.

English Teacher Signature	—Chinese Teacher Signature:	

**Spring Term Comments** Mathematics - demonstrates a good understanding of all of the mathematical concepts presented in class. His enthusiasm for math contributes to his increased achievement in this area. The property is able to compute multiplication facts, solve problems using multiples of 10,100 and 1000; and identify and describe polygons. Regular practice will help him maintain his skills and continue above grade level. Language Arts - English: Tanggais is reading at the 3rd grade benchmark. He has shown progress in his ability to comprehend more challenging text. description excels at writing. He is able to write paragraphs that include clear focus, ideas in sensible order, and sufficient supporting details. He is also able to write short poems that include simple sensory details. shows confidence and enthusiasm when speaking in front of the class and sharing his ideas. Language Arts - Chinese: In listening and speaking, demonstrates an appropriate level of achievement. He is able to handle simple conversation about familiar topics and is able to use sentence-level speech to express his ideas. In reading, demonstrates an appropriate level of achievement. He recognizes most required characters and independently is able to read a short story composed of simple sentences. In writing, is able to remember the strokes for a few additional characters as well as all the required ones. He is able to write a paragraph consisting of 9 to 10 complete sentences independently. Physical Education: enthusiastically participates in the activities and demonstrates great work in movement. He listens and follows directions very well. I really like having him in my class. Visual Arts: developing more refined skills, finds art activities motivating, and works hard on projects. Units of Inquiry: In UOI, has a high level of understanding of the various units we have studied this trimester. He has a greater understanding of how powerful forces change the earth's physical features. also shows that he is highly knowledgeable of how influential people throughout history have made an impact through their thoughts words and actions. Lastly, through their thoughts words and actions. Lastly, through their thoughts words and actions. of how people can make decisions that impact our society through understanding the nature of a nation's capital city and government.



# School Year 2010-2011 Universal Screening Results

Trimester	Reading	Math	Writing	Chinese
Fall 2010	AF	ALE	AlE	AK
Winter 2011	ATE	ALE	ALE	AlE
Spring 2011	ATE	A/E	AIF	AIE

Key:

A/E= Achieving/Exceeding: Meets or Exceeds Grade Level Expectations

B/C= Below/Concern: Performance is cause for monitoring/concern

S/B= Significantly Below expectations: Intervention(s) warranted



, August 1, 2011

#### Dear Parent or Guardian:

Enclosed is a copy of your child's DC-CAS results from the Spring 2011 test. I am very proud of the effort of the Deer/Leopard students. As our pioneer class taking the CAS, they all tried their best and took the test very seriously. Next year as 4th graders, they will take a reading, math, and writing composition test.

#### **Understanding Your Scores**

If the score is in the advanced range in reading or math, your child performed above grade level expectations.

If the score is in the proficient range in reading or math, your child performed at grade level expectations.

If the score is in the basic range, your child performed below grade level expectations. If the score is in the below basic range, your child performed significantly below grade level expectations.

Since students must take the DC-CAS every year beginning in third grade, the goal for each student is to move him/her up a level or to sustain the high level of academic excellence that s/he has already achieved. Great leaps are possible in a single year, but they don't happen without sustained hard work. Parent participation is critical.

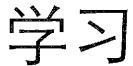
#### What Parents Need To Do

<u>Support the school's academic efforts:</u> Participating in summer homework, checking the portal for updates, and enrolling your student in REEF's academic classes are all ways to support Yu Ying academics.

<u>Check in with your student's teacher(s) frequently</u>. If assessments or graded assignments come home and they are below grade level expectations, please contact the teacher to see what additional support is available for your child.

Make sure your child reads every night and on the weekends. Many of our students are already avid readers; they can't put their books down. Others struggle to get into a book. If your child falls into the second category, give her/him lots of support and encouragement. Read together when possible. Ask your child about the books he/she reads and help him/her set and follow through on reading goals. Strong readers are not born, they are made...one page at a time. The more they read, the smarter they grow.





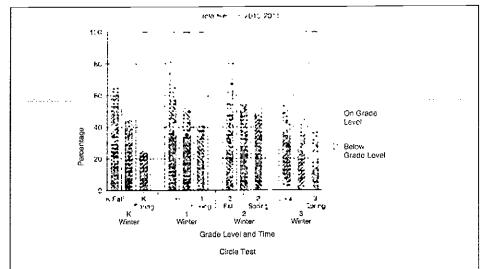
# Washington Yu Ying: Acadmic Year in Review

Universal Screening Measures 2010-2011

December 2011

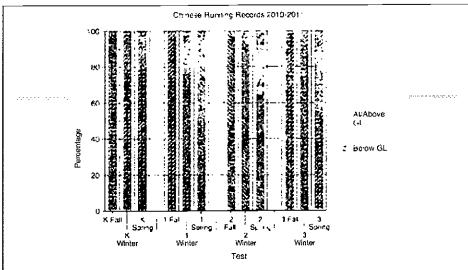
# Universal Screening

- Used to measure school-wide, grade-level, and individual student performance against a set of national norms.
- Can inform decisions on the macro or micro level
- Establishes grounds for student, parent, teacher, and administrative accountability
- Gives us a serious reason to celebrate



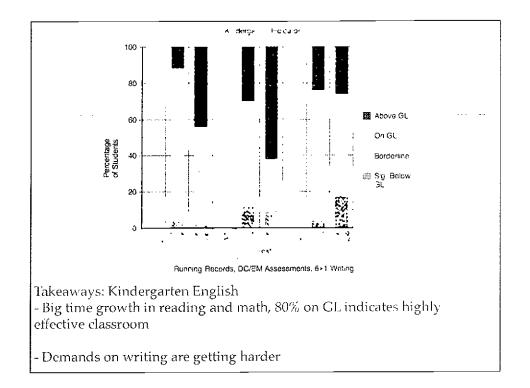
Takeaways: Chinese Reading and Writing

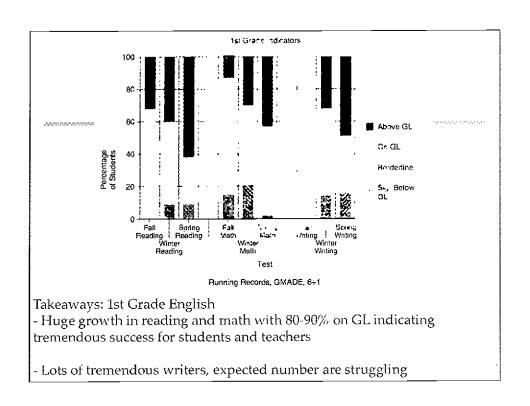
- Every class has improved tremendously with introduction of benchmarks
- Our older grades are all around 60% proficient, and K is almost 80%

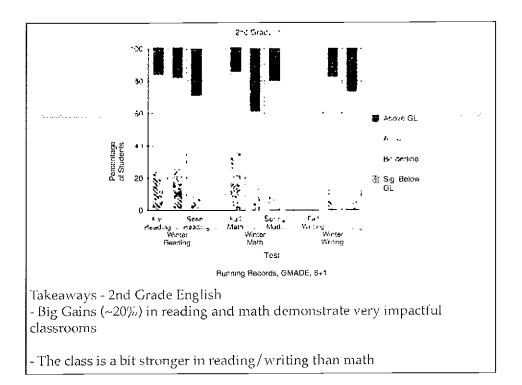


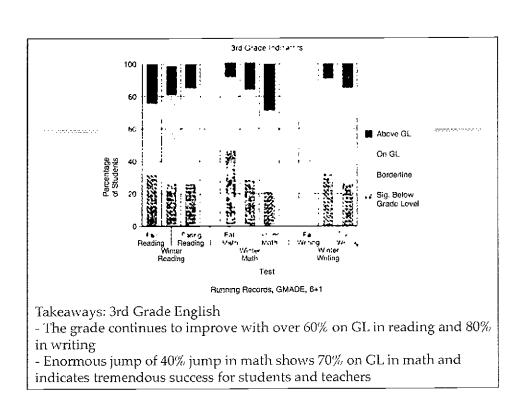
Takeaways: Chinese Running Records

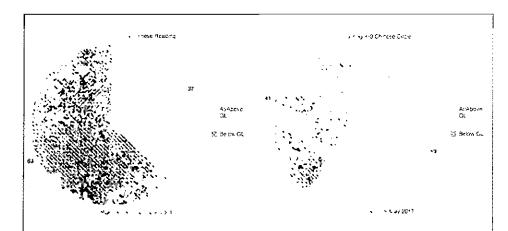
- Long term plan was set in place at the beginning of the year
- The instruction of the year (esp. the 3rd trimester) has yielded tremendous growth
- New assessment practices and instruction should keep going!





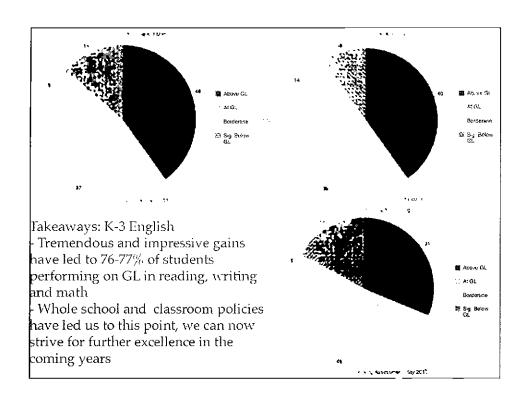






Takeaways: K-3 Chinese

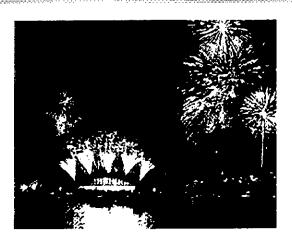
- Huge improvements and growth have led to nearly 60% of the school on GL on the Circle Assessment and nearly 40% of the school on GL on the RR
- We need to keep on striving to employ best practices and continue upward trends



# Pondering Questions......

- What have been our keys to success this year? How can we ensure they continue?
- What areas still need to be addressed and revamped?
- How can we ensure all of our assessments (Writing, Chinese etc.) are aligned with rigorous standards?
- How can we continue to address the learning needs of all students?

# Celebrate a job well done!



# **More Americans Learn Their ABCs In Chinese**

by BRETT NEELY



Enlarge

Brett Neely/NPR

A sign encourages children at Yu Ying Public Charter School to speak Chinese instead of English. The Chinese-language immersion school is in Washington, D.C.

January 19, 2011 text size A A A

When President Obama welcomed Chinese President Hu Jintao to the White House on Wednesday, he was joined by a group of students from Washington, D.C.'s Yu Ying Public Charter School. It's a Chinese-language immersion elementary school — the first in the nation's capital and one of only a handful in the United States.

Interest in learning Chinese has surged in the past decade as American economic ties to China have deepened. A growing number of elementary and high schools are offering Chinese classes — though few teach it as intensively as Yu Ying in the northeast D.C. neighborhood of Brookland.

Housed in a former convent, the school's 240 students alternate school days learning in entirely Chinese and English.

A sign above the door of one classroom says "If you have to speak English, whisper!" Inside, 25 pre-schoolers sit on the floor and listen to teacher Jue Wang. But learning the ABCs isn't on the lesson plan today.

#### Learning Chinese

Wang shows her students a white board with a poem written in Chinese characters. She speaks the characters aloud and the students mimic her.

"They actually know more than I do," says Mary Shaffner, Yu Ying's executive director. "I know a little bit of Chinese, but they're actually better than me. It's amazing these 4-year-olds have only been in school since the beginning of the year and you saw them read all those characters."

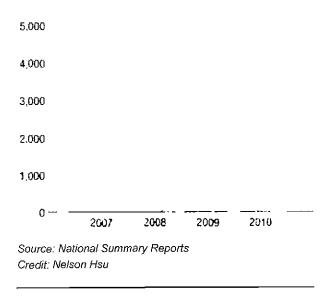
The school, founded by Shaffner and a group of parents, opened three years ago. In Chinese, the name "Yu Ying" means "nurturing excellence" — it's a reference to a groundbreaking girls school founded in Beijing in 1911.

Today, Yu Ying is open to pre-kindergarten through third-grade students, but it has plans to expand up to the eighth grade.

As a public charter school, Yu Ying doesn't charge any fees, though parents do have to apply to send their kids. The student body is about half African American and one-quarter white. Most of the remaining students are Asian — many from families that speak English as a first language.

'Language Of The Future'

AP Chinese Language Exam Test Takers



Shaffner's daughter, a first-grader, is a student at Yu Ying. Shaffner says she helped found the school because she had a sense that Chinese would become a global language.

"We thought this is really the language of the future and what an edge to give our children," Shaffner said.

Frank Lowenstein had a different motivation for enrolling his first-grade daughter. "With the amount of money we currently owe the Chinese, I figured it couldn't hurt to have a daughter who spoke Chinese when they come around to collect."

China's growing importance to the United States is driving the boom in Chinese education across all levels.

In 2007, the College Board started offering Advanced Placement exams in Chinese for high school students. Almost 5,000 students took the exam in 2010. That's more than double the number from just four years earlier.

College students taking Chinese also more than doubled between 1998 and 2009 to 60,976 students, according to a study by the Modern Language Association.

Still, Spanish remains by far the most-commonly taught foreign language in American classrooms, with 864,986 students enrolled in Spanish classes in 2009, according to the same study.

Although Chinese instruction has grown rapidly over the past decade, it continues to lag a number of languages at the college level, including French and German.

#### Language Trends

From 1998 to 2009, the number of college students studying Chinese more than doubled.

	Spanish	French	Arabic	Chinese	Total
1998	656,590 (57%)	199,064 (17%)	5,505 (0.5%)	28,456 (2%)	1,151,283
2009	864,986 (53%)	216,419 (13%)	35,083 (2%)	60,976 (4%)	1,629,326

Source: 2009 MLA Enrollment Survey

But for many students, learning Chinese is now vital to their careers.

Joshua Sloan, a freshman at George Washington University who plans to major in business and minor in Chinese, was inspired by his father, who works for retailer Costco and travels regularly to China.

"He doesn't speak the language and while he does a great job and is very good at dealing with people, it would give him that much more of an edge if he spoke Chinese," Sloan says.

Sloan started learning Chinese during his junior year of high school in Seattle. His old high school recently began offering Chinese classes as early as ninth grade.

Hundreds of high schools across the country have also added Chinese to their curriculum — sometimes at the expense of other languages. Some of those schools receive financial assistance from the Confucius Institute, an organization backed by the Chinese government.



Yu Ying first-graders recite poems in English and Chinese at a school assembly.

### 'Languages Follow Fads'

Despite the rapid interest in Chinese, languages follow fads, says Jonathan Chaves, a professor of Chinese at The George Washington University, who has been teaching since 1970.

Chaves says up until the 1989 Tiananmen Square massacre, enrollment in his department had been steadily climbing.

"They went right off the cliff after Tiananmen, and stayed down for a long period of time and only

started coming back tracking the news about China getting better," Chaves says.

If the political or economic climate changes, he says, students may again lose interest in Chinese. But meanwhile, Chaves says students entering college today are already much better prepared to learn Chinese than students were 10 years ago. That's a sign the students at Yu Ying, who've been learning Chinese since age 4, will be even better prepared when they go to college.





Teachers use song and dance to help the students team key vocabulary.

# Expanding Horizons with Bilingual Education At Yu Ying PCS, bilingualism is central to learning

ARTICLE BY ALICE OLLSTEIN | PHOTOS BY STEWARD DAVIS

utside the U.S., most children learn a second and even third language from a young age. And while school districts here slash language instruction during a budget crisis, countries overseas prioritize it as part of the core curriculum.

"In nearly all other countries, learning a second language is not considered an extra," says Julie Shuggerman from the Center for Applied Linguistics. "It's assumed that you'll learn two or three languages."

In a globalized world, more and more U.S. parents feel their own children should do the same.

"I think American parents have finally gotten the message about the importance of language for international competitiveness," said Shuggerman.

"It's a really great skill to learn as an American student, and it's good for capabilities of our country."

Bilingual education is just as important, if not more so, for English language learners.

Though conventional wisdom calls for total immersion as the best way to learn English, several studies prove otherwise. A report from the National Academy of Sciences says limited-English proficient students in bilingual education programs make greater academic gains in content areas, like math, than students who receive all instruction in English.

"It's an asset for a child to retain their native language, or the language spoken at home," said Shuggerman. "Maintaining your native language helps with you English development in the long-run,

and immigrant students who have a bilingual education actually do better in English."

If bilingual education spells success for both native English speakers and English language learners alike, why have some states sought to ban it? Shuggerman says the backlash over bilingual education is often tied to anti-immigrant and nativist sentiment that comes from a lack of understanding.

"Some communities are really welcoming, and see the value of multilingualism, but there are a lot of ideas about what bilingual education is for that aren't true," she said. "In an environment hostile to bilingual education, like Arizona, it's been difficult to legally keep those programs going. We have to get past those feelings and explain that the point of bilingual education is to learn English!"

### Strategic Choices

While the vast majority of bilingual education options in the US-and here in DC-focus on English and Spanish, other options do exist. As China becomes a major world power, parents across the US are looking for ways to give their children all the cultural and career benefits of learning Chinese. A 2010 study by the Center for Applied Linguistics found that around 1,600 American public and private schools are teaching Chinese. Here in the District, Yu Ying Public Charter School in Brookland offers a fully bilingual education experience—helping students become fluent in the challenging and complex Chinese language.

Executive Director and founder Mary Shaffner, who does not speak Chinese, explained why she decided to start



Á bilingual sign marks this Yu Ying classroom as a Chinese roam.

a Chinese bilingual school. "China is a growing world power, and Chinese is a language of the future," she said. "Learning Chinese provides opportunities in business, science, politics, and education."

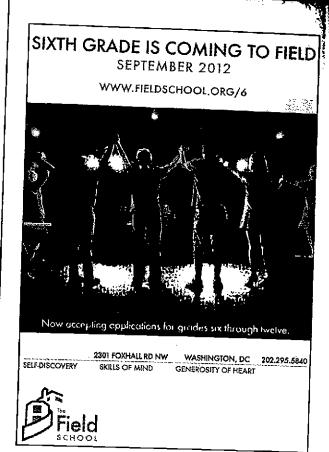
Other Yu Ying parents agreed. "It's a strategic language to choose," said Betsy Clyde Centofanti, president of the Parents Association. "There will be a lot of opportunities for my daughter that she wouldn't have otherwise. And at some other point in time, she could study another language, and it will be easy for her."

Ursula Richelieu, whose daughter just finished her third year, looked at several other education options before choosing Yu Ying. "I always wanted my kids to be bilingual, but Chinese was not on my list at all," she said. "We thought Spanish would be our choice, but when I started researching Chinese, I learned that it's a Level 4 language. Since it's harder, this is a prime age for my daughter to learn it."

Global realities also factored into her decision. "We have this relationship with China that's both good and bad, but the importance of China is really growing," she explained. "There is a great future knowing Chinese, and I'm looking out for what's best for my kids."

Opportunities and Resources

At Yu Ying, students have alternate English and Chinese days, learning entirely in one language on a given day. They also move between separate Chinese and English classrooms. All

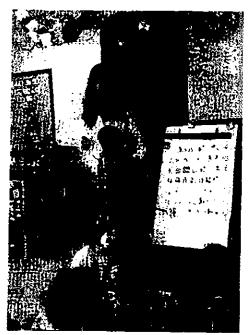




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Young Ye Ying students learn their first Chinese characters.

teachers are native speakers, either from China's mainland or Taiwan. As Yu Ying works toward becoming an International Baccalaureate "World School," the school combines regular academics with a focus on world affairs, culture and language. "It really engages the children in their learning. All the subjects are tied around the theme of Chinese," said Shaffner.

"It's academically challenging," added Centofanti. "There's an inquiry-based approach, and it's more hands-on than a traditional school. It really teaches children to value learning."

The there are also opportunities for the students to practice outside the classroom, on various field trips and special events. In January, Yu Ying students were invited to the White House to greet Chinese President Hu Jintao during his official state visit. "The students were very excited to see their language in action," said Shaffner.

Since the majority of Yu Ying's parents are not Chinese speakers, the school has to provide extra resources for families.

"Many parents can't help their kids with Chinese homework, so we had to figure out how to make parents more comfortable with Chinese," said Shaffner.

The school provides a special Internet portal for families, including Chinese "readers"—a book in PDF form with Chinese voiceovers, to help with reading and pronunciation. There is also an aftercare program with homework help for students, and a free class two afternoons a week for parents. This class is taught by a Yu Ying parent who happens to be the voice of the Mandarin Rosetta Stone language program. For parents, these resources are crucial.

"The school website is really rich," said Centofanti. "There are a lot of audio files we can access, and the school has Chinese CDs and books available too. Since I speak German, not Chinese, all I can do now is sit with her and do

exercises on the computer."

Richelieu and her husband, like many Yu Ying parents, have enjoyed learning basic Chinese along with her child. "We had no Chinese whatsoever, but now we know how to count, name the colors, and say 'Hi' and 'Thank You.' But it's hard! When kids are that age, their brains are like sponges. My daughter's brain is coming uphill and mine is going downhill."

# **Bright Future**

Yu Ying, which opened in 2008, will have 360 students this coming fall—from kindergarten through fourth grade. The school draws families from nearly every ward of DC. About half are African-American, a third are Caucasian, less than a quarter are Asian and just 4 percent are Hispanic. The school will add a grade each year until they have a full pre-K through 8th grade student body.

This fall, Yu Ying will move to a brand new building right around the corner from their current campus. Parents raised over \$50,000 to build a state-of-the-art playground. Shaffner calls it "a permanent home, a comfortable

Bilingual Public Schools in DC DC offers several other options for

parents seeking a bilingual education for their children:

Latin American Montessori Bilingual Public Charter School (LAMB)

A dual language (Spanish/English) immersion Montessori program beginning at ages 3-4 years of age and currently continuing through 5th grade.

1375 Missouri Avenue, NW, 202.726.6200, www.lambpcs.org

DC Bilingual Public Charter School

Students divide their day between English and Spanish classrooms, from preschool through elementary school.

1420 Columbia Rd, NW, 202.332.4200, www.centronia.org

Oyster-Adams Bilingual Elementary School

This DCPS neighborhood public school goes from pre-K to eighth grade, and offers a dual-language immersion environment, with equal weight given to learning in English and in Spanish.

2801 Calvert Street NW, 202-671-6130 www.oysterbilingualschool.com

Sacred Heart Catholic School

A dual language education in English and Spanish within a Catholic elementary and secondary setting:

1625 Park Road, NW, 202-265-4828 http://sacredheartschooldc.org

Mundo Verde Bilingual Public Charter School

New this fall, this school will focus on sustainability and English/Spanish billingualism. Initially preschool (3 year-olds) through kindergarten and will add an additional grade each year through 8th grade.

2001 S Street NW (202) 630-8373 www.mundoverdepcs.org

home." She is also optimistic about the growing student body.

"We have a lot of interest and a lot of applications," she said. "We're growing by leaps and bounds."

The name Yu Ying translates to "nurturing excellence," a concept that explains why many parents who have no connection to China have chosen a Chinese bilingual education for their child,

"Everyone wants a school that will give their kid a leg up," said Richelieu. "All the parents here are looking at the bigger picture. Having a bilingual kid these days is the way to go."

# Appendix G

# Skills: what do we want students to be able to do?

# Transdisciplinary skills in PYP

Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

	PYP transdisciplinary skills			
Thinking skills				
Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.			
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.			
Application	Making use of previously acquired knowledge in practical or new ways.			
Analysis Taking knowledge or ideas apart; separating into component parts; seeing relation unique characteristics.				
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.			
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.			
Dialectical thought  Thinking about two or more different points of view at the same time; understanding view; being able to construct an argument for each point of view based on knowledge realizing that other people can also take one's own point of view.				
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.			
	Social skills			
Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.			
Respecting others	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.			
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.			
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.			
Group decision- making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.			
Adopting a variety of group roles	Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.			
	Communication skills			
Listening	Listening to directions; listening to others; listening to information.			
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically stating opinions.			
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.			
l.				

Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognizing the meaning of visual and kinesthetic communication; recognizing and creating signs; interpreting and utilizing symbols.
	Self-management skills
Gross motor skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
Fine motor skills	Exhibiting skills in which precision in delicate muscle systems is required.
Spatial awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.
Organization	Planning and carrying out activities effectively.
Time management	Using time effectively and appropriately.
Safety	Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.
Healthy lifestyle	Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
Codes of behaviour	Knowing and applying appropriate rules or operating procedures of groups of people.
Informed choices	Selecting an appropriate course of action or behaviour based on fact or opinion.
	Research skills
Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
Observing	Using all the senses to notice relevant details.
Planning	Developing a course of action; writing an outline; devising ways of finding out necessary information.
Collecting data	Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
Recording data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
Organizing data	Sorting and categorizing information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
Intorpreting det-	Durwing appellusions from relationships and nothern that arrows from agreement data

Drawing conclusions from relationships and patterns that emerge from organized data.

Presenting research Effectively communicating what has been learned; choosing appropriate media. findings

Interpreting data

# Appendix H



# Washington Yu Ying PCS Report 3 of 6 February, 2012-2013

Student Name 姓名: Grade 年级: Grade Three

Unexcused: Tardy - Excused: Tardy - Absent - Absent -

Central Idea 中心思想: The natural laws and forces of the solar system relate to our planet Earth 大阳系的自然规律影响着我们的地球.

Towards Expectations 化秀	Knowledge and understanding of Central Idea 对于中心思想的认识和理解	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Global patterns	'				
Towards Expectations 化秀	,				
Causation- Contributes to discussions on the effect the earth's orbit has on planet life.  Application of Transdisciplinary Skills 综合能力应用  Exceeding Expectations 优秀  Exceeding Expectations 全部达标  Research Skills - records and interprets data -effectively takes notes on facts when listening to and reading informative text.  Self-management Skills - knows and applies appropriate rules when working with a group.  Development of Learner Profile/Attitudes 学习者培养目标/态度发展  Risk-taker- approaches unfamiliar situations and uncertainty with courage and forethought, and has the independence of spirit to explore		Expectations	Expectations	Towards Expectations	Not Meeting Expectations 未达标
on planet life.  Application of Transdisciplinary Skills 综合能力应用  Exceeding Expectations 分類 Compared the plane of the plan	Form - Describes the differences between planets in our solar system				
## Expectations 代秀 と対抗 を対抗 を対抗 を対抗 を対抗 を対抗 を対抗 を対抗 を対抗 を対抗 を					
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working with a group.  Development of Learner Profile/Attitudes 学习者培养目标/态度发展  Exceeding Expectations 优秀  Exceeding Expectations 全部达标  Courage and forethought, and has the independence of spirit to explore  Exceeding Expectations Expectations 全部达标  Exceeding Expectations 全部达标  Exceeding Expectations 全部达标  Exceeding Expectations 全部达标  Expectations 接近达标	· · · · · · · · · · · · · · · · · · ·				
学习者培养目标/态度发展Expectations 优秀Expectations 全部达标Towards Expectations 全部达标Expectations 全部达标Risk-taker- approaches unfamiliar situations and uncertainty with courage and forethought, and has the independence of spirit to exploreExpectations 全部达标					
courage and forethought, and has the independence of spirit to explore	·	Expectations	Expectations	Towards Expectations	Not Meeting Expectations 未达标
now ideas.	1				
Open-minded- seeks and evaluates a range of points of view, and are willing to grow from the experience.	· ·				
Learner EffortExceeding Expectations 优秀Meeting Expectations Expectations 全部达标Working Towards Expectations Expectations 接近达标		Expectations	Expectations	Towards Expectations	

MATHEMATICS 数学	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Fluently multiplies and divides within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations.				
Uses multiplication and division within 100 to solve word problems				
Peccanizes area as additive and understands the distributive property				



# Washington Yu Ying PCS Report 3 of 6 February, 2012-2013

Student Name 姓名: Grade 年级: Grade Three

Unexcused: Tardy - Excused: Tardy - Absent - Absent -

# Central Idea 中心思想: The natural laws and forces of the solar system relate to our planet Earth 大阳系的自然规律影响着我们的地球.

Understands the concepts of fractions and can represent them on a number line diagram.				
Explains the equivalence of fractions, and compares fractions by reasoning about their size.				
Mathematics Effort 努力程度	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
ENGLISH LANGUAGE ARTS 英语			_	
Listening and Speaking 听说	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Tells a story with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				
Reading 读	Exceeding		Working	
Current Instructional Reading Level  'On Grade Level' Benchmark at time of report	Expectations 优秀	Meeting Expectations 全部达标	Towards Expectations 接近达标	Not meeting Expectations 未达标
Uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text				
Gathers information from nonfiction text features				
Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
Writing 写	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
With guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.				
Gathers information from print and digital sources and is able to take brief notes				
English Language Arts Effort 努力程度	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	

CHINESE LANGUAGE ARTS 中文				
Listening and Speaking 听说	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Actively participates in group discussions 积极参与课堂讨论及活动				
Maintains simple conversations. Gives simple descriptions successfully. 能进行简单对话, 进行简单描述				



# Washington Yu Ying PCS Report 3 of 6 February, 2012-2013

Student Name 姓名: Grade 年级: Grade Three

Unexcused: Tardy - Excused: Tardy - Absent - Absent -

Central Idea 中心思想: The natural laws and forces of the solar system relate to our planet Earth 大阳系的自然规律影响着我们的地球.

Shows evidence of spontaneity in language. 能自发运用语言				
Reading 读	Exceeding	Meeting	Working	Not Meeting
Current Instructional Reading Level	Expectations	Expectations	Towards	Expectations
'On Grade Level' Benchmark at time of report E	优秀 	全部达标	Expectations 接近达标	未达标
			按UL心怀	
Recognizes and says the hanzi introduced in lessons and shows understanding of meaning 能认读并理解课文中的汉字				
Recognizes and says the Pin Yin introduced in lessons (matches Pin Yin with the characters). 能认读课文中的拼音(连接拼音和图片)				
Comprehends materials that are read. 能理解阅读的内容				
Reads characters and vocabulary accurately 能正确认读字词				
Writing 写	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	Not Meeting Expectations 未达标
Writes brief descriptions of winter break 能简要描述寒假的经历				
Writes the 4-skill characters in the correct form and stroke orders. 能按正确笔画顺序书写四会字				
Uses punctuation accurately 正确使用标点符号				
Chinese Language Arts Effort 努力程度	Exceeding Expectations 优秀	Meeting Expectations 全部达标	Working Towards Expectations 接近达标	

Lead Teachers 班主任		
	Lijin Yang	David Morrison

# Appendix I

	Washington Yu Ying PCS Science Average G	Frades, 2011-12
Grade	Unit of Inquiry	Average Grade
Kindergarten	Sharing the Planet: Living things have certain	3.19
	requirements in order to grow and stay healthy	
	How The World Works: Patterns: Patterns help us to	3.16
	understand and interpret the natural world	
First	How The World Works: Forces: A force is	3.51
	necessary to start, stop and change the motion of	
	people and objects	
	Sharing the Planet: Plants are living things that	3.43
	need certain conditions to grow and stay healthy	
Second	How The World Works: Properties of Matter:	3.13
	Understanding the behaviors and applications of	
	materials is determined by their properties	
	Who We Are: Life Cycles: Understanding the	4.00
	stages of life cycles help us to examine our own	
	overall health and make lifestyle choices	
	Where We Are In Place and Time: The topography,	No grades reported
	climate, and natural resources of a region influence	
	the culture and lifestyle of its inhabitants	
	Sharing the Planet: An ecosystem is a community	3.77
	of organisms interdependent with one another and	
	with their environment	
Third	How The World Works - The natural laws and	3.88 (same 3 <sup>rd</sup> trimester grades
	forces of the solar system relate to our planet Earth	reported)
	Sharing The Planet: The way humans use resources	
	has a positive or negative impact on our planet	
Fourth	Where We Are In Place and Time: Exploration	3.36
	leads to discovery and is a response to needs,	
	challenges and opportunities	
	How The World Works: Light and electricity are	3.316
	related phenomena that have many useful	
	applications in everyday life	

Washington Yu Ying PCS Science Average Grades, 2012-13				
Grade	Unit of Inquiry	Average Grade (on scale of 1-4)		
Kindergarten	How The World Works: Patterns: Patterns help us	3.34		
	to understand and interpret the natural world			
First	How The World Works: Forces: A force is	3.00		
	necessary to start, stop and change the motion of			
	people and objects			
Second	Who We Are: Life Cycles: Understanding the	3.07		
	stages of life cycles help us to examine our own			
	overall health and make lifestyle choices			
	How The World Works: Properties of Matter:	2.87		
	Understanding the behaviors and applications of			
	materials is determined by their properties			
Third	How The World Works - The natural laws and	3.25		
	forces of the solar system relate to our planet Earth			
Fourth	Who We Are: Complex interconnected factors	2.90		
	contribute to our personal well-being			
	Where We Are In Place and Time: Exploration	2.92		
	leads to discovery and is a response to needs,			
	challenges and opportunities			
	How The World Works: Light and electricity are	2.88		
	related phenomena that have many useful			
	applications in everyday life			
Fifth	Who We Are: Everything living is built from cells	3.02		
	How The World Works: Materials can undergo	2.99		
	permanent or temporary changes, which poses			
	challenges and provides benefits for society and the			
	environment			

# Appendix J

	Washington Yu Ying PCS Social Studies Averag	ge Grades, 2011-12
Grade	Unit of Inquiry	Average Grade (on scale of 1-5)
Kindergarten	Who We Are: our family culture plays an important	3.39
	role in our identity	
	Where Are We In Place and Time: Journeys:	2.77
	Journeys create change and can lead to new	
	opportunities	
	How We Organize Ourselves: Marketplaces	3.25
	provide a place where people get things they cannot	
	produce themselves	
First	How We Organize Ourselves: Communities:	3.42
	People live, work and interact within their	
	communities	
	Who We Are: Societies establish common rules,	3.50
	symbols and traditions to create a unified identity	
	Where We Are In Place and Time: Ancient	3.47
	Civilizations: Understanding the	
	impact of ancient civilizations helps us understand	
	the present	
	How We Express Ourselves: Poetry and songs are	3.28
	creative forms of expression	
Second	How We Express Ourselves: Writing is a universal	No grades reported
	form to express thoughts, ideas, and feelings	
	How We Organize Ourselves: Citizenship: Humans	No grades reported
	organize in order to function effectively	
Third	Who We Are - Culture: What we believe is a part of	3.94
	who we are	
	How We Organize Ourselves: Governmental	3.94
	systems and decisions can promote or deny equal	
	opportunities and social justice	
	How We Organize Ourselves: All communities	3.94
	have infrastructure and organizations that guide the	
	way they function	
Fourth	Who We Are: Complex factors contribute to the	3.57
	process of making decisions that have implications	
	for ourselves and others	
	Where We Are In Place and Time: Exploration	3.35
	leads to discovery and is a response to needs,	
	challenges and opportunities	
	How We Organize Ourselves: Communities are	No grades reported
	made up of political, social and economic structures	
	How We Express Ourselves: Beliefs and values are	No grades reported
	cause for change and action	
	Sharing the Planet: Competing communities	3.18
	experience conflict and cooperation	

Washington Yu Ying PCS Social Studies Average Grades, 2012-13						
Grade	1 1					
Kindergarten	Who We Are: Our family culture plays an	2.69				
	important role in our identity					
	Where We Are In Place and Time: Journeys:	2.97				
	Journeys create change and can lead to new					
	opportunities					
First	Where We Are In Place and Time: Ancient	2.83				
	Civilizations: Understanding the impact of ancient					
	civilizations helps us understand the present					
	How We Organize Ourselves: Communities:	2.87				
	People live, work and interact within their					
	communities					
	Who We Are: Friends: 'Friendships enrich our	2.78				
	lives and require nurturing in order to develop'					
Second	How We Organize Ourselves: Citizenship: Humans	2.86				
	organize in order to function effectively					
Third	Who We Are - Culture: What we believe is a part of	3.06				
	who we are					
	How We Organize Ourselves: Governmental	3.18				
	systems and decisions can promote or deny equal					
	opportunities and social justice					
Fourth	Where We Are In Place and Time: Exploration	2.92				
	leads to discovery and is a response to needs,					
	challenges and opportunities					
	How We Express Ourselves: Indigenous stories	2.88				
	provide an insight into cultural and historical					
	identity					
Fifth	Where We Are In Place and Time: Challenges and	2.96				
	human migrations are interconnected					

# Appendix K



March 8, 2013

Lisa Chiu, Board Chair Washington Yu Ying 220 Taylor Street, NE Washington, DC 20017

Dear Ms. Chiu:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

o School eligible for 5-year Charter Review

### **Qualitative Site Review Report**

On January 10 and 16, 2013, a Qualitative Site Review team conducted on-site reviews of Washington Yu Ying PCS. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Washington Yu Ying PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Washington Yu Ying PCS is in compliance with its charter.

Sincerely,

Scott Pearson Executive Director

cc: Cheri Harrington

# **CHARTER GOALS**

This table summarizes the goals that Washington Yu Ying PCS contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students will achieve literacy in English.	While the QSR team did not observe student assessment scores, the team did observe
	students actively reading and writing; the students appeared to be challenged in all
	areas of study. Each English classroom had reading materials organized by subject.
	Non-fiction resources were available and were part of the lessons.
Students will achieve literacy in Chinese.	The review team observed students from pre-kindergarten through fifth grade
	speaking and writing in Mandarin Chinese. The school program immerses pre-
	kindergarten students in Chinese daily and kindergarten through fifth grade students
	every other day. The administrator and teacher focus groups listed the assessments
	used to assess students' Chinese language proficiency.
Students will be adept inquirers and flexible thinkers capable of solving problems	The review team observed students explaining how they came up with their answers
effectively.	to their teachers and to other students. Teachers, from kindergarten through fifth
	grade, asked probing questions prompting students to fully explain their rationale. All
	focus groups described the student-run conferences each spring where the students
	show their parents how they have met the goals that they set in the fall in
	collaboration with their teachers and parents.
Students will understand and master increasingly complex mathematical concepts.	The review team observed teachers eliciting prior knowledge to engage students in
	math and giving clear directions and explanations of the Essential Question being
	studied that day. The math teachers observed differentiated the lessons, challenging
	all levels of students. Teachers asked students questions that required them to identify
	how they knew the purpose of the lessons.
Students will master the scientific method and apply it.	The review team did observe the scientific method posted on multiple classroom
	walls and one lesson using the scientific method to work through a nonfiction science
	article.
Students will be able to relate their learning to the outside world.	The review team observed teachers relating lessons to the outside world. Students
	related vocabulary words to their experiences and teachers asked probing questions to
	connect lessons to real life examples and students' interests. The Board discussed a
	student trip to China.

Goal as Identified by the School	Evidence
Students will become independent learners and complete independent papers, reports, and performances, culminating in a "graduation project" for Grade 8.  Students will satisfy Washington Yu Ying PCS's requirements for promotion from	The QSR team observed student projects and reports, such as poster boards and student work posted in the halls and classrooms. Teachers gave students the opportunity to recite in front of the class and to work independently to complete tasks. The teacher focus group discussed end of unit celebrations where students invited parents to see the project they have been learning about and working on for the past six weeks. The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable.  The QSR team did not observe evidence of student grade-to-grade promotion rates.
each grade and upon graduation from Grade 8 be prepared to undertake the most rigorous academic curricula in high school.	The school currently ends in fifth grade, so the Grade 8 aspect of this goal is not applicable.
Students will become life-long learners who possess a positive attitude toward school and learning.	The review team observed students in all classes engaged in learning. Students had positive attitudes in the classroom and in the focus group towards school and learning. In the focus groups, students described how much they enjoyed the school and learning. When asked to say something in Chinese, each student responded proudly.
Students will embrace diversity and respect other cultures.	As part of the Mandarin Chinese immersion curriculum, students learn about Chinese culture, according to the administration. In the student focus group, students discussed learning about a different culture and how they enjoy comparing it to their own. One of the fifth graders mentioned being excited to visit China later in the year and to experience the culture they have studied.
Students will treat themselves, other students, staff and the physical plant with respect.	All interactions observed by the review team were respectful. Teacher to student and student to student interactions were caring and courteous. Teachers regularly used the word "respect", which was one of the attitude words posted in every classroom. The review team observed staff and students picking up litter in the halls and classrooms.
Students will learn to work collaboratively and resolve conflicts effectively and safely.	The administration and teacher focus groups stated the school created a school-wide discipline program with community responsibilities. Reviewers observed PAR (Prevention, Action, Response) posted in every classroom (both in English and Chinese) and implemented across the campus. Students in the focus group could identify each of the five steps and the consequences to each step. The review team observed the PAR behavior system being used multiple times. The administrator focus group also stated the fourth and fifth graders have started peer mediations to resolve conflicts. If there is a continuing problem students are paired with a student mediator. So many students wanted to join the program as mediators that they had to apply. The school also pairs older students with younger ones to eat lunch together once a week. Administrators said this gave younger students an opportunity to ask older students about the culture of the school.

Goal as Identified by the School	Evidence
Students will embrace the community by contributing to their school and wider community with service projects.	The review team observed plaques on the entrance wall stating what students in each grade were doing do help the environment. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others within the school and in the community.
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Teacher and student focus groups discussed the end of unit celebrations that students put on every six weeks or so. The students, teachers and staff invite parents to see end of unit projects and experience the theme for the previous six weeks. Students also had the opportunity to show their parents how they are meeting their fall goals during conferences each spring.
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	The principal stated that all staff members are highly qualified in their subject area. The teacher focus groups discussed their appreciation of the school's educational program. Teachers have time every day to lesson plan together and collaborate with grade level and content area teams. The review team observed staff in all classrooms holding students to high expectations and exhibiting positive attitudes to other teachers and all students.
The School will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the Washington Yu Ying PCS.	A PCSB staff member observed a board meeting where the board members discussed different aspects of running the school. The head of School and Principal were present and active in the discussion.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	The QSR team did not observe specific recruitment or retention policies of the school but the team did observe a racially and ethnically diverse student body and staff. In the teacher focus group, five of the six teachers had been at the school for at least three years and all of the students in the focus group had been at the school since they started school, either in kindergarten or in pre-kindergarten.
The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	Financial oversight is not part of the Qualitative Site Review. In the board meeting observed, board members heard a review of the school's finances and budget.  Additional money in the current budget was due to nine additional, unanticipated students and a dissemination grant.
The school will be a good citizen and contribute to the local community.	The review team observed some evidence of student community service. As discussed above, the QSR team saw plaques on the entrance wall listing what students were doing do help the planet. In the student focus groups, students discussed different fundraisers and activities they did to help the community, including walk-a-thons for the homeless shelter and clothing drives. They also noted that the school has a system that rewards students for helping others.

### SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

<b>School Mission</b>	Limited	Satisfactory	Proficient	Exemplary
The school's mission and				Day to day operations and activities
	observations as aligned with	as aligned with mission and	_	as aligned with the mission and
articulated in the charter	mission and educational goals by	educational goals are demonstrated	educational goals are demonstrated	educational goals are demonstrated
application and subsequent	any school stakeholders.	by some staff members.		by students throughout the school
amendments are				building.
implemented in the day to				
day operations of the school.				
manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is	of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
and instruction are aligned with the school's mission	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	are aligned with the mission and educational goals and are utilized	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	monitoring and making progress towards most of the goals of its	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

## **School Mission Summary**

According to the charter application, the mission of Washington Yu Ying PCS is to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese–English language immersion environment. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The QSR team observed the implementation of the charter goals and school mission in the school's day to day operations. Students spend every other day in full Chinese immersion, though the lesson objectives build day to day regardless of the language of instruction. Teachers have time every day to co-plan so the learning extends from the prior day. Teachers set high expectations for all students and challenge students in the classroom environment starting in kindergarten. The review team observed high expectations when listening to the higher order questions posed by teachers in all classrooms and the teachers' persistence in prompting students to explain their answers and how they arrived at them. The Learner Profile posted in every room (in both Chinese and English) describes the school's ideal learner characteristics: principled, open-minded, thinker, balanced, reflective, risk taker, caring, communicator. The review team observed teachers teaching many of these characteristics in the classrooms.

Through the Primary Years Program (PYP) for International Baccalaureate (IB), students are challenged with six week inquiry-based thematic units which are covered in all core subjects. The school has aligned these units with the Common Core State Standards. Focus group participants stated and the classroom observations confirmed that the PYP IB program is challenging and inquiry-based. The school has recently updated the curriculum for social studies and science to align with the District of Columbia's revised standards. The immersion program continues the study of units of inquiry and standards in the days students speak Chinese. The instruction observed was inquiry-based, engaging, and centered in a Chinese-English language immersion environment.

A PCSB staff member visited Washington Yu Ying PCS's board meeting on January 8, 2013. A quorum was present. Board members interviewed a parent as a prospective board member and voted to have the parent to join the board. The board discussed topics that included finances, facilities, parent engagement and meetings, expansion, strategic initiatives, and committee work. The principal's report discussed school safety, increasing parent involvement and concerns, and communication. Discussions with the student and teacher focus groups touched on some of the topics covered in the principal's report to the board. Students talked of increased safety drills and teachers discussed the various ways they communicate with parents, via email and the parent portal.

# **CLASSROOM ENVIRONMENTS**

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class	T inside d	Catiala ataum	Due fision 4	Energyleur
Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing	Teacher makes poor use of the	Teacher's classroom is safe, and	Teacher's classroom is safe, and	Teacher's classroom is safe, and
Physical	physical environment, resulting in	essential learning is accessible to all	learning is accessible to all students;	students contribute to ensuring that
Space	unsafe or inaccessible conditions for	students, but the furniture	teacher uses physical resources well	the physical environment supports the
	some students or a serious mismatch	arrangement only partially supports	and ensures that the arrangement of	learning of all students.
	between the furniture arrangement	the learning activities.	furniture supports the learning	
	and the lesson activities.		activities.	

### **Classroom Environments Summary**

Over 90% of all classrooms observed scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

Ninety-three percent of classrooms scored proficient or exemplary on Environment of Respect. The review team observed teachers being respectful to all students and students being respectful to each other. Teachers interacted politely with unfocused students to get them focused on the task. Teachers also exhibited positive, respectful body language. The teachers' demeanors created calm environments of caring and friendliness.

Over 85% of the classrooms observed scored proficient or exemplary on Culture of Learning. Teachers conveyed, in child-friendly ways, the expectation that students should be engaged in learning and should respond to questions. The review team observed teachers using body movement to help students understand concepts, especially in the Chinese classrooms. Even when a student answered a question in English, the teacher would continue in Chinese to let the students know that Chinese only was the expectation.

Approximately 90% of classrooms scored proficient or exemplary on Managing Classroom Procedures. The review team observed little instructional time lost during transitions. Teachers used bells, countdowns, and simple directions to signal switching stations. Students moved quietly and effectively between activities. Many teachers used a minute of exercise in the middle of activities to let the students move around. Students engaged in the physical activity and, at the end of the minute, quickly sat back down to resume learning.

Eighty percent of classrooms scored proficient or exemplary on Managing Student Behavior. Teachers were consistent, constant, and respectful in monitoring the behavior of students using different strategies, such as look, proximity, and redirection. The review team observed consistent use of the PAR behavior management system across all classrooms. Students in the focus groups could easily recite the five steps to the PAR system and the consequences to each step.

Every classroom observed scored proficient or exemplary on Organization of Physical Space. All of the classrooms observed were spacious and set up for ease of movement and small group work. Rooms had a carpet for whole group instruction on one side of the class and desks or tables grouped together to allow four to five students to work together. Teachers set up stations around the perimeter of the classroom. Each classroom had reading materials organized in bins and labeled by subject or use. Many rooms had a reading area with a couch and/or bean bags for students to sit comfortably during individual work time. Technology was not observed to be consistently available to students in all rooms. One room observed had listening stations for students and a second one had iPads with headphones for student use.

# INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.  Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

# **Instructional Delivery Summary**

Approximately 85% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

All of the classrooms observed scored proficient or exemplary on Communicating with Students. Observers saw that teachers posted essential questions to help students understand how they could apply lesson topics in real life. Teachers clearly communicated lesson objectives orally or written on the board, and in some cases, had students explain the purpose. Teachers started a new topic by building on prior knowledge and the explanation of content was clear and invited student participation.

Over 70% of classrooms observed scored proficient or exemplary on Using Questioning and Discussion Techniques. Teachers consistently posed questions so students could analyze the subject, such as, "What strategy could you use?" and, "Can you tell me what you did to get your answer?" Questions prompted thinking and understanding. Teachers allowed students to answer incorrectly then guided the student to finding the correct answer. In multiple classrooms, teachers probed students to find many ways to interpret vocabulary words and discussed antonyms. During the review team's observations of Chinese classrooms, students were explaining their responses in Chinese in some depth.

Eighty-seven percent of classrooms observed scored proficient or exemplary on Engaging Students in Learning. Students were actively engaged in the instructional activity. Teachers kept the pace appropriate and allowed students to lead some of the activities. Teachers used different grouping activities during stations to keep students engaged (one group reading, one writing, one working with iPads, and a fourth group activity). Teachers allowed students, and in some cases, invited students to sit elsewhere for the task so they could stay engaged. The review team observed students using couches and beanbags for silent reading, while the floor was an open area for students to work. During some circle times, students stood to stay focused without interrupting the lesson. The review team did not observe student-initiated questions.

Eighty percent of classrooms observed scored proficient or exemplary on Using Assessment in Instruction. Teachers used individual whiteboards to see how students were writing Chinese characters and other teachers used a list of student names on the board and placed a colored dot next to the students who understood the concept. The review team observed teachers constantly assessing throughout the lessons and feedback by staff was given in a prompt, timely manner.

Over 70% of classrooms observed scored proficient or exemplary on Demonstrating Flexibility. Many teachers were flexible on how and where the students sat or stood during certain activities to facilitate engagement. Most teachers took advantage of teachable moments even if it diverted from the lesson plan. The review team observed teachers who were persistent in using questions to help students fully understand the concepts and help students understand how to arrive at the answer.

#### MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

# Meeting the Needs of All Learners Summary

For identified special education students, the school uses an inclusion model and pulls out for specific resources. As observed in many rooms, additional staff helps either one student or a group of students. The staff in the room also helped lead small groups in addition to assisting students with behavior. In some cases, the additional staff in the room and the teacher worked so well together that reviewers had difficulty determining who the lead teacher was. Before school tutoring allows time for additional help for struggling students.

The administrator focus group explained that for students who struggle with the school's language immersion or who are behind more than two grade levels in core subjects, the school has created a Differentiated Chinese Curriculum Model (DCCM) classroom where students receive only thirty minutes of Chinese daily and the rest of their instruction in English. The administration focus group stated, from last year to this year, the

DCCM room helped 75% of students increase two or more grade levels. The DCCM room has a special education teacher leading the class and additional support staff to assist.

The leadership team explained the school also tries to challenge students who are excelling in specific topics. After data review discussions, leadership or teachers pull students out for weekly extension learning. Additionally, observers noted the differentiation in small groups where teachers challenged students who had grasped the topic.

The administration explained that the school has an ELL teacher who works with students on identified skills. The teacher uses a pull-out method in pre-kindergarten, first, and second grades and works in the kindergarten teachers in the classrooms. There are no identified ELL students in the higher grades.

#### PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development		Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

#### **Professional Development Summary**

The administrator and teacher focus groups explained that aside from daily and weekly teacher collaboration time, the school maintains a very active professional development ("PD") calendar. The teachers stated they received professional development on the IB Primary Years Program and the Chinese Immersion teachers receive additional focused assistance from a Mandarin Chinese consultant. The consultant is able to attend the national immersion conferences and train the school's teachers. The school also sends a representative to the American Council on the Teaching of Foreign Language (ATFL) conference for additional support. The school has also worked with the University of Maryland's Confucius Institute, which the university established with support from the Office of Chinese Language Council International to promote the study of Chinese language, culture, ethics, and philosophy, and furthers the understanding of China today.

The leadership and teachers in the focus groups stated that all teachers receive two weeks of professional development at the start of the school year and work on individual PD plans with administration. Administration supports new teachers through collaboration sessions throughout the year. A new teacher in the focus group stated she had received much more support and professional development at Washington Yu Ying PCS

than she had at her previous school. First year teachers receive ongoing support through weekly team meetings, teacher evaluations, and by working on specific goals with leadership.

Observations did show uniformity in teacher questioning, school discipline, transitions and assessment techniques.

#### SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

<b>School Climate</b>	Limited	Satisfactory	Proficient	Exemplary
The school is	The school's discipline policies and	The school's discipline policies and	The school's discipline policies and	The school's discipline policies and
a safe and	practices are not well-articulated or	practices are adequately articulated	practices are clearly articulated and	practices are clearly articulated and
orderly	understood by most of the staff,	and understood by the	understood by the administration,	understood by the administration,
learning	students and parents. Such policies	administration and by most of the	staff, students and parents. Such	staff, students and parents. Such
environment.	and practices are partially	staff, students and parents. Such	policies and practices are	policies and practices are fully
	implemented due to the lack of	policies and practices may not be	consistently implemented, providing	implemented by students and staff,
	clarity or understanding and, as a	fully implemented, due to a lack of	for a safe and orderly learning	providing for a consistently safe
	result, the learning environment	clarity or understanding. The	environment.	and orderly learning environment.
	provides limited safety and order.	learning environment, however, is		
		relatively safe and orderly.		

#### **School Climate Summary**

The review team observed a school-wide discipline program that was consistently implemented by teachers and administrators. The PAR (Prevention, Action, Response) policy was developed by the school staff two years ago, according to teachers and administration. The students in the focus group could explain all five steps in the PAR and give the consequences for each step. Some of these include student reflection and, eventually, parent notification. The review team also observed orderly conduct in the hallways, organization when leaving and entering classrooms, and no disturbances.

Students stated that they felt safe at the school, and that they practice fire and lockdown drills often. At the board meeting, the principal updated the board members on further steps that school administration was considering to complete the lockdown practice. The school is looking into barricades for the lunchroom doors and other steps to keep the open campus safe.

### Appendix L

#### Description of PAR (Prevent, Act, Resolve) Model

After a months-long process of investigation and evaluation, the faculty and administration of Yu Ying have voted to implement the PAR school-wide Positive Behavioral Support approach to behavior management and discipline. Developed at Johns Hopkins University, PAR is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically, plans and strategies are developed in conjunction with a PAR facilitator to:

- Prevent the occurrence of troubling behavior;
- · Act, or respond to, instances of rule compliance and noncompliance in a consistent fashion; and
- **Resolve** many of the issues that underlie or cause troubling behavior are developed, implemented, and evaluated.

#### The goals of the PAR model are to:

- 1. Collaboratively adopt and follow through with mutually agreed-upon school-wide methods for recognizing students who comply with stated rules and procedures, so students see, firsthand, that the adults in their school are not just focusing on what kids do wrong.
- 2. Tangible efforts are made to recognize the large majority of students who behave in an appropriate fashion and to provide supports for those who need assistance to meet academic and behavioral standards.
- 3. Teachers are provided with adequate supports to sustain the system they helped create.
- 4. Discipline referrals decrease and students become more proficient at regulating their own behavior and increasing their ability to demonstrate the attributes of the IB PYP Learner Profile.

# Appendix M

General Liability Policy with limits of \$1M/occurrence and \$2M/aggregate and a \$1M Umbrella. The General Liability Policy must remain in force through the term of the contract and the organization is required to list Washington Yu Ying as an Additional Insured to that policy. Yu Ying must have a Certificate of Insurance on file.

• Safety: Events held at the school with more than 100 people or held in the evening must have a security or police officer on the premises throughout the entire event. Additionally, if the organization is using space during school hours, while students are present, the visiting organization is required to run full federal and state background checks on all of their volunteers or employees. In such an event, Yu Ying will locate the visitors in a space where volunteers or employees are separated from the student population.

#### **Building Access:**

If approved, Yu Ying staff will add the event to the Yu Ying calendar and send the group representatives the <u>Facilities Agreement</u>, outlining the procedures and expectations for using the school's facility. All representatives must read and sign this agreement. Representatives who are approved to use the school's facilities after hours (evenings or weekends) may check out a key card (guest card 1 or guest card 2), granting him/her access to the grounds and/or the multipurpose room. Key cards must be returned to Washington Yu Ying the first business day following the scheduled event.

### Section IV: Behavior and Discipline

At Washington Yu Ying PCS, we believe in the development of each student's potential for learning in a positive, safe and orderly school environment. To maintain this environment, Washington Yu Ying actively reinforces character development expectations that are based around the IB Learner Profile (see pg. 2). This character development program reinforces positive character traits and encourages students to become responsible, cooperative citizens of their community and to respect others.

Additionally, Yu Ying implements the **PAR** school-wide Positive Behavioral Support approach to behavior management and discipline.

#### Description of PAR (Prevent, Act, Resolve) Model

Developed at Johns Hopkins University, PAR is a process-based model in which collaborative teams of school members work together to come to consensus on an individualized school-wide, comprehensive approach to discipline.

Specifically Yu Ying staff develop plans and strategies in conjunction with a PAR facilitator to:

- Prevent the occurrence of troubling behavior;
- Act or respond to instances of rule compliance and noncompliance in a consistent fashion

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# Appendix N

#### CARE

#### CARE

Communicate - Give the person who is teasing/bothering an I statement Action - Walk away, ignore the person, find a care buddy Report - to an adult at school, the tell box, to a classmate Embrace - the solution

Classroom teachers are creating **Tell boxes** - a place where students can share an incident that has happened in the class. The classroom teachers will read these messages and take appropriate actions.

Students are learning to use "I messages"... I feel sad, angry, hurt etc.. when you tease, hit me. This will help students articulate when something is happening and they are uncomfortable or feel bad.

## Appendix O



### Washington Yu Ying Public Charter School COMPLIANCE REVIEW REPORT

### 2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS		
E-in Engelles and Decree	Enrollment application for SY 2013-2014	Compliance with School Reform Act	Compliant			
Fair Enrollment Process	Written lottery procedures	Section 38-1802.06	Compliant			
Notice and Due Process (suspension and expulsion)	document that outlines the school's	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant			
	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant			
Student Health						
		Compliance with School Reform Act	Compliant			
Student Safety		Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant			
	INCHOOL EMERGENCY RESPONSE Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant			



### Washington Yu Ying Public Charter School COMPLIANCE REVIEW REPORT

### 2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS	
Charter School Employees	written document on policies and	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant		
Insurance		Compliance with School Reform Act Section 38-1802.04 (b)(4)	Complaint		
Occupancy, Lease and License for	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant		
the Facility	Lease/Purchase Agreement		Compliant		
	Basic Business License		Compliant		
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant		



### Washington Yu Ying Public Charter School COMPLIANCE REVIEW REPORT 2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
	Board roster with names and titles		Compliant	
Fiduciary Duty: Board of Trustees	Board meeting minutes submitted	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	The school is in the accreditation process with International Baccalaureate Organization

# Appendix P

#### Washington Yu Ying PCS Compliance Review

#### I. STUDENT INFORMATION

#### A. Student Enrollment, Attendance, and Discipline

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Printed Newspaper Ad	Yes
iii. Lottery, if needed, was conducted fairly.		N/A
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A
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Comments:		

#### B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An		Yes
identified homeless liaison is required as part of the SST.	SST member list with	
	identified homeless liaison	

Comments:		

#### C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, &		No
staff.		
ii. The school-wide discipline policy includes (a) clear explanation of		Yes
infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined		
due process procedures. The due process procedures must include (1) clearly		
outlined basis for suspensions and expulsion recommendations, (2) a		
recommendation step in the expulsion process, and (3) at least one distinct level	Discipline policy in student	
of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	handbook that includes all	
	required components.	
iii. There is evidence that due process procedures have been followed.	required components.	N/A

Co	mm	en	ts:
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Suspension and expulsion policies to be developed in handbook.

#### D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
<ol> <li>Records are available to authorized personnel.</li> </ol>	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.		No
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Comments:		

#### Washington Yu Ying PCS Compliance Review

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E. Special Education and physically disabled students (section 504) are prope	perly identified	are prope	n 504)	(section	students	disabled	vsically	and ph	Education	pecial	Ю.
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Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for		
Parents exists.		No
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.	Assessment Results	Yes
iv. Invoices are on file to show documentation of special education services.	Invoices for SPED Services	Yes

Comments:		

#### F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
	Written Plan for Educating	
i. School has clear program of instruction for ELLs.	ELLs	Yes
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.	Kindergarten WIDA ACCESS Placement Test (K-WAPT)	Yes
iv. School has appropriate resources and supports available for ELLs.	Supplemental Materials	Yes
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.	Translated Flyers, Application, Letters, etc.	Yes

Comments:		

#### G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.	Nurse on Staff	Yes
	Checklist of Required	
ii. Student health records exist and are up to date.	Documents	Yes
iii. Teachers are made aware of student health conditions that may require	Teacher Notification Sign-	
emergency response.	Off Sheet	Yes
iv. Parents and students are notified of emergency response information (asthma		
and anaphylaxis).		No

Comments:			
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#### H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
i. Students and/or parents receive regular written reports of students	Student Quarterly Report	
performance.	Cards	Yes

Comments:		

#### Washington Yu Ying PCS Compliance Review

#### II. STAFF INFORMATION

Comments:

Comments:

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job	Employee Contract and Job	
description.	Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
	Each Employee and	
i. Documentation of background checks for all new employees and volunteers is	volunteer has a Background	
on file.	Check	Yes

 $C.\ An\ employee\ handbook\ has\ been\ developed,\ distributed\ to\ personnel,\ and\ regularly\ updated.$ 

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key	All key sections are in	
sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
<ol> <li>The complaint resolution process is on file and available to staff.</li> </ol>	Employee Handbook	Yes
	]	

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key		
personnel changes to the Board. (this applies to administrative positions)		N/A
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#### Washington Yu Ying PCS Compliance Review

#### III. SITE INFORMATION

A. Re	quired insurance	e certificates are o	i file at both	the school and the	Charter Board office	, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school	Current Insurance	
and the Charter Board office.	Certificate	Yes

#### B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location,		
source of funds)		No
ii. Sources of funds are identified.		No
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)		No

Comments:

Comments:

Wrong furniture delivered. No labels until correct shipment is made.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O and Lease	Yes

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#### D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.		No
ii. There is an up to date school emergency response plan in place with a current	School Emergency	
School Emergency Response Team.	Response Plan on file	Yes
iii. First emergency evacuation within the first 10 days of the beginning of the		
school year and monthly thereafter.		No

Comments:	
	Drills done but not documented.

#### Washington Yu Ying PCS Compliance Review

#### III. SITE INFORMATION (Continued)

Comments:

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Comments:		

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
	Board of Trustee Roster	
i. There is an odd number of Trustees, not exceeding 15.	w/Members Identified	Yes
	Board of Trustees Roster	
ii. A majority are residents of the District of Columbia.	Lists Residential Addresses	Yes
iii. At least two Trustees are parents of a student attending the school.		No
	Memo or letter to PCSB	
	notifying staff of BOT	
iv. PCSB has been notified of all Board changes, with updated contact	changes and includes	
information.	updated information.	Yes

Comments:	Parent members are not identified on the roster
	Parent members are not identified on the roster

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
	No indication of any	
i. There is no evidence of religious affiliation or instruction.	religious affiliation	Yes

#### Washington Yu Ying PCS Compliance Review

#### IV. NO CHILD LEFT BEHIND

#### A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been		
identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for		
improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:		

#### B. No Child Left Behind HQT

Indicator	Evidence	Compliant
	Official Transcript for	
i. Ensure that all elementary and secondary subject area teachers hired after the	Subject Area Degree (33	
first day of the 2002-2003 school year are "highly qualified."	hours)	Yes
ii. Notify parents of their right to request information on the qualifications of		
their child's teacher.		No
iii. Parents must be notified if the child has been taught for four weeks by a		
teacher who is not considered "highly qualified."		No
iv. If the request is made, schools must inform parents whether the teacher has		
met the qualifications under NCLB to be considered "highly qualified."		N/A
v. Paraprofessionals meet the HQT requirements of NCLB.		Yes

Comments:	Letters to parents in progress.
L	Ecticis to parcins in progress.

#### Washington Yu Ying PCS Compliance Review

#### V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP	2. Autore	Compilant
(EEE 3)		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		
Comments:				
ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		
Comments:				
iii. \$300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		
Comments:				
iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non- academic activities		
Comments:				

#### Washington Yu Ying PCS Compliance Review

V. SPECIAL EDUC	V. SPECIAL EDUCATION (Continued)				
v. §300.300-208 - Free Appropriate Public Education	Staff Certification	Special education teachers and related services providers who work directly with students with disabilities are appropriately certified			
	Provision of Services	Related services included on students' IEPs are provided as specified			
	Extended School Year	Extended School Year eligibility is considered to ensure FAPE			
Comments:					
§300.340-350 - Individualized Education Programs (IEPs)	Meetings	IEPs are developed/reviewed/revised annually			
	Participants in Meetings	Required persons participate in meetings to develop/review/revise IEPs General ed teacher, SPED teacher, LEA, Parent, and Student (when appropriate)			
		Include additional participants for transition planning for students age 16 and over.			
	Parent Participation	Parents are notified and invited to participate in IEP meeting			
		Additional procedures are implemented to ensure parent participation			
Comments:					
vi. §300.560-576 - Confidentiality of Information	Record of Access	A record is maintained of all persons, except parents and authorized staff, who obtain access to students records. Record includes required components			
	Records of More Than One Child	Parents have the right to inspect and review only information relating to their child (or be informed only of that information)			

#### Washington Yu Ying PCS Compliance Review

V. SPECIAL EDUCATION (Continued)			
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information	
Comments:			

### Appendix Q

#### DC Public Charter School Board

#### Phase I - Database Review by PCSB Special Education Monitor

#### **DESK AUDIT: Database Review**

School: Washington Yu Ying PCS		Date: Decen	mber 10, 2012	
	Leader: Maquita Alexander Special Education Manager: Alana Chill		ial Education Manager: Alana Chill	
	<b>Current Total School Population: 367</b>		Current Number of Students with Disabilities: 25	Section 504 Plans:

#### **Supporting Law**

#### Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

- 38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.
  - (11) "A public charter school shall submit an annual report" that includes
  - (ii) "Student performance on any districtwide assessments."
  - (vi) "Official student enrollment."
  - (vii) "Average daily attendance."
- 38-1802.2 (B) "The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:
  - (ii) To perform competitively on any districtwide assessments."
  - (10) "A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas."
  - (11)" A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia." (includes ADA and handicapped accessibility)

#### Per PCSB's Charter School Renewal Application

<u>Legal Requirements for Charter Renewal:</u> Renewal application includes: "A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter..."

- Criterion 1: Mission and Vision Statement-"If your school's vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school's next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service...."
- Criterion 2: Academic Performance "...summarize the school's academic performance over the current fifteen year charter term," including "percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.;: and "student attendance and re-enrollment rates..."
  - "Reviewers will look for evidence of....Examples of school performance and reasons for those performance outcomes..."

#### Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

"The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of DEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA's monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA's identification of the noncompliance."

"The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make "determinations" annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available."

Performance Standards	Supporting Data, Evide and Information	ence	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents		
1. School has made demonstrable	% of subgroup of SWDs achieving proficient or	YR:				X	2008: Not Applicable – no students above 2 <sup>nd</sup> grade		
improvements in the	advanced on SAT-9 and	2				X	2009: Not Applicable – no students above 2 <sup>nd</sup> grade		
academic performance	DCCAS exams for the	3				X	2010: Not Applicable – no students above 2 <sup>nd</sup> grade		
of students with			X				2011: 8 SWD		
disabilities (SWDs)		5	X				2012: 13 SWD		
							Reading: 31.00% P & A State Reading: 22.00% P & A Math: 31.00% P & A State Math: 25.00% P & A		
	Achievement gap by percentage between	YR: 1					2008: Not Applicable – no students above 2 <sup>nd</sup> grade		
	SWDs and whole school	2	X				2009: Not Applicable – no students above 2 <sup>nd</sup> grade		
	population on SAT-9	3	X				2010: Not Applicable – no students above 2 <sup>nd</sup> grade		
	and DCCAS exams for	4	X				2011: 8 SWD		
	the operation years listed:	5	X				2012: 13 SWD Reading: 48.00% Gap Math: 50.00% Gap		
	(High Schools Only):	2				X	N/A		
	Post-secondary readiness	3				X	N/A		
	as demonstrated by						N/A		
	$\begin{array}{c} \text{as demonstrated by} \\ \text{PSAT/SAT scores for} \\ \hline \end{array}$					X	N/A N/A		
	the operation years listed:	5				Λ	N/A		
	Data from all PCSB general school performance profile composite reports/reviews	e and	X				PCSB Program Development Review Report 09-10  2.2 strategies in place to address variant student needs  2.4 strategies in place to ensure meeting of IEP goals instructional strategies in place proficient resources in place adequate related services and accommodations in place proficient  3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation proficient		
2. School has implemented key elements in its mission for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs	Charter application and agreement, and any amendments		X				Charter agreement includes a statement that it will comply with all federal requirements regarding students with disabilities.		

3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	X		'11-'12 PCSB Enrollment Data – 25 SWDs  Level 1: 14  Level 2: 1  Level 3: 10  Level 4: 0  25/367 - 6.8%  Enrollment numbers have since increased during SY '12-'13 to 42 students out of 440 according to SEDS data from 12/12/12. Percent SPED at Washington Yu Ying PCS at this time is 9.5%.
	School CAP reporting documentation for SWDs (IDEA Part B, Activities bolded under #4)			
4. The school provides data to the District on the 20 indicators in the OSSE State	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring	X		OSSE FFY 2010-2011 IDEA Part B LEA Performance Determinations 100 % Meets Requirement
Monitoring &	Part I-FAPE in the LRE			
Compliance of Part B	Indicator A: The LEA educates students in the least restrictive environment. (5)			
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.	X	,	According to SEDS (12/12/12), there are 0 overdue meetings for 2012.
	Indicator C: The LEA completes evaluations within the State-established timeline.  (11)			OSSE Quarterly Findings 12-09-10  "OSSE's review of Washington Yu Ying data revealed noncompliance for timely completion of initial evaluations and reevaluations."  OSSE Findings Corrections 04-07-11  "OSSE's review of data revealed that Washington Yu Ying Public Charter School was 100% compliant with timely initial evaluations []"
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 <sup>rd</sup> birthday. (6)			
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13) Indicator F: The LEA utilizes			

1 1 1 1			
appropriate discipline processes and procedures. ((4)			
Indicator G: The LEA does			
not have a disproportionate			
representation of students in			
special education or specific			
disability categories. (9, 10)			
Indicator H: The LEA		X	N/A
provides instructional			
materials to blind persons or other persons with			
print disabilities in a timely			
manner.			
Part II-Dispute Resolution			
Indicator A: The LEA timely	X		OSSE FFY 2010 IDEA Part B Performance Determinations
implements due process			Indicator 3b -Dispute resolution findings (student and/or LEA level)
complaint requirements. (17)			"No dispute resolution complaints were filed against the LEA."
Indicator B: The LEA timely		X	According to OSSE, Washington Yu Ying PCS does not have any State Complaints
responds to State complaint			filed at this time (12/13/12).
requests and decisions. (16) Indicator C: The LEA			
voluntarily engages in			
mediation when requested by			
parents/guardians. (19)			
Part III-Data			
Indicator A: A. The LEA	X		OSSE FFY 2010 IDEA Part B LEA Performance Determinations
submits timely, valid and			Item Number 2
reliable data. (20)			Information regarding timely, valid and reliable data -
I.I. D.T. IEA			"All data are valid and reliable and submitted timely"
Indicator B: The LEA uses data to inform decision-	X		PCSB Program Development Report '09-'10 Indicator 3.2 Proficient
making. (20)			Indicator 3.3 Limited
maning. (20)			a. Assessment and evaluation data are used to monitor student learning, instructional
			effectiveness and instructional decisionsAdequate
			b. Ongoing, informal assessments are used to provide increased instructional
			opportunities - Limited
Part IV – Fiscal			OCCUPIENT COACH IN FAMILY IN THE REAL PROPERTY OF T
Indicator A: The LEA	X		OSSE FFY 2010 IDEA Part B LEA Performance Determinations
expends IDEA Part B funds in accordance with Federal			Item 5- Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the
laws, state laws and approved			first fifteen months of the FFY 2010 grant cycle
budget and spending plans.			8
E. The LEA does			

	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.	x		See Indicator A
	Indicator C: C. The LEA meets its maintenance of effort requirement	X		OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 6 "LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely"
	Indicator D: The LEA properly calculates and expends CEIS funds.		X	N/A
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.			
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD		X	N/A
6. School ensures facility is accessible to disabled students	Assurances that facility aligns with ADA requirements			

## Appendix R



#### **ENCLOSURE 2**

#### FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Washington Yu Ying Public Charter School						
Final Percentage Rating:	100%						
Determination Level:	Meets Requirements						

#### **SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul> <li>Indicator 4b - N/A</li> <li>Indicator 9 - N/A</li> <li>Indicator 10 - N/A</li> <li>Indicator 11 - N/A</li> <li>Indicator 12 - N/A</li> <li>Indicator 13 - N/A</li> </ul>	N/A
2	Information regarding timely, valid and reliable data	All data are valid and reliable and submitted timely	4
<b>3</b> a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	<ul> <li>LEA did not receive a report in FFY 2010 as the result of an on-site monitoring visit</li> </ul>	N/A
3b	Dispute resolution findings (student and/or LEA level)	<ul> <li>No dispute resolution complaints were filed against the LEA.</li> </ul>	N/A

4	Outcomes of sub-recipient audit reports	<ul> <li>Timely submission of A-133 Report (if applicable) – 4 points</li> <li>Type of Auditor's A-133 Report Issued on Compliance (if applicable) – 4 points</li> <li>Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 points</li> <li>Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 points</li> <li>Auditor's designation as low-risk subrecipient in the A-133 Report (if applicable) – 4 points</li> <li>Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points</li> <li>Material weaknesses identified by the Auditor in the annual independent audit – 4 points</li> <li>Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points</li> </ul>	4.0 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	LEA in compliance with the IDEA     Maintenance of Effort (MOE)     requirement and reported on MOE     to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul> <li>LEA did not meet minimum "n" size for disability subgroup</li> <li>The LEA did not serve students in this category</li> </ul>	N/A N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul> <li>The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY 2010</li> </ul>	N/A			
Total Number of Points Earned + Additional Points						
Total Possible Points from Applicable Elements						
Percentage of Points from Applicable Elements						

## Appendix S

WASHINGTON YU YING ACADEMY: 5 YEAR INCOME STATEMENT ANALYSIS								
		2009		2010		2011		2012
Revenue:								
Support and revenue:								
Fees and grants from government agencies	\$	2,393,846	\$	3,362,544	\$	5,068,432	\$	5,849,920
Contributions from donors	\$	243,743	\$	371,763	\$	604,679	\$	250,956
Miscellaneous Income	\$	266,259	\$	370,481	\$	473,215	\$	711,884
Total revenue	\$	2,903,848	\$	4,104,788	\$	6,146,326	\$	6,812,760
Expenses:	+							
Personnel costs	S	1,183,120	\$	1,869,610	S	2,540,945	\$	3,227,139
Direct student costs	\$	278,656	\$	286,982	\$	371,073	S	495,015
Occupancy expenses	\$	518,419	\$	650,737	\$	628,629	S	1,056,132
General and administrative expenses	\$	370,593	\$	477,142	\$	791,682	S	641,268
Total expenses	\$	2,350,788	\$	3,284,471	\$	4,332,329	\$	5,419,554
Net Income	\$	553,060	S	820,317	S	1,813,997	S	1,393,206
Beginning Net Assets	S	221,415	S	774,475	\$	1,594,793	S	3,408,790
Total Net Assets (Year End Balance)	\$	774,475	\$	1,594,792	\$	3,408,790	\$	4,801,996
Profit margin		19%		20%		30%		20%
Personnel costs/Total Revenue		41%		46%		41%		47%
Direct student costs/Total Revenue		10%		7%		10%		7%
Occupancy expenses/Total Revenue		18%		16%		10%		16%
General and administrative expenses/Total Reven	ue	13%		12%		13%		9%

Personnel costs (FY2009-2012 averages)	44%
Direct student costs (FY2009-2012 averages)	9%
Occupancy expenses (FY2009-2012 averages)	15%
General and administrative expenses (FY2009-2012 a	12%