



# **2013-14 Charter Review Report**

**William E. Doar, Jr.  
Public Charter School**

**June 16, 2014**

DC Public Charter School Board  
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## **FINDINGS AND RECOMMENDATION**

The District of Columbia Public Charter School Board (“PCSB”) has conducted a charter review of William E. Doar, Jr. Public Charter School for the Performing Arts (“WEDJ PCS”), as required by the School Reform Act (“SRA”).<sup>1</sup> The school has failed to fully meet any of its goals and student academic achievement expectations (“academic expectations”), and continues to struggle academically in its tenth year in operation.

While the school had some points of legal noncompliance, these did not rise to a material violation of the law. Additionally, the school has not engaged in a pattern of fiscal mismanagement or nonadherence to generally accepted accounting principles. And although the school has been on the cusp of economic nonviability, it has improved in this area each year over the past five years.

The school’s academic performance is well below that expected of a school in its tenth-year in operation and is therefore a candidate for charter revocation. However, since the fall of 2013 the school has been undertaking a wholesale performance improvement process, including replacing the school leadership, realigning its leadership team responsibilities, increasing instructional time in reading and math, strengthening faculty and staff evaluation processes, providing more intensive curriculum support, and enhancing professional development to focus on core subject instruction. As such, in lieu of immediate revocation, PCSB requires the school to incorporate its turnaround efforts into a comprehensive corrective action plan agreed to between the school and PCSB by June 30, 2014 – as permitted by the school’s charter agreement – in which, among other things, the school will commit to close if it does not meet specific annual benchmark scores on PCSB’s Performance Management Framework.

Based on the above determinations, the PCSB Board voted 5-0 on June 16, 2014 to conditionally continue WEDJ PCS’ charter, based on the conditions described below.

## **INTRODUCTION**

### **School Overview**

WEDJ PCS, under authorization of PCSB, began operating its Edgewood campus in 2004 with grades pre-kindergarten through fifth grade, expanding by one grade each year through the eighth grade. Its mission, as detailed in its charter application, is to “provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit.”<sup>2 3</sup> As is evident from the school’s name,

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<sup>1</sup> SRA §38-1802.12(a)(3).

<sup>2</sup> See WEDJ PCS charter application, p. 1, attached to this report as Appendix A. See also p. 3 of the WEDJ PCS charter agreement, attached to this report as Appendix B.

there is a strong emphasis on the performing arts at the school, including theater, dance, visual arts, and music. The school has a formal relationship with the National Philharmonic for music education and has previously had relationships with the Kirov Ballet and the Shakespeare Theater, among others.

In 2006, the school opened a high school campus, which subsequently closed in 2011 due to poor academic performance. In 2008, the school acquired the assets, and absorbed the students, of Tri-Community PCS, which had closed. To accommodate these students, WEDJ PCS began operating a second campus, in the facility that was used by Tri-Community PCS. The school merged these two campuses in school year 2011-12, and closed the Soldiers Home facility.<sup>4</sup> Currently, WEDJ PCS operates one campus with grades pre-kindergarten-three through eight. The school's 2013-14 demographics and its performance data since 2010-2011 are summarized in the tables below.

Campus	Ward	Year Opened	Grades Served	2013-14 Enrollment
WEDJ PCS	5	2004	PK3 – 8	516

		10-11 PMF	11-12 PMF	12-13 PMF
<b>Edgewood Campus</b>	<b>PK3-2</b>	Met 0 of 4 targets (0%)	Met 5 of 9 targets (55%)	Met 4 of 7 targets (57%)
	<b>3-5</b>	43.7% (Tier 2)	38.4% (Tier 2)	36.5% (Tier 2)
	<b>6-8</b>	26.3% (Tier 3)		
<b>Northwest Soldiers Home Campus</b>	<b>PK3-2</b>	Met 8 of 9 targets (89%)	<i>Campus closed</i>	<i>Campus closed</i>
	<b>3-7</b>	31.3% (Tier 3)		

### **Previous Charter Review**

In 2009-10, when WEDJ PCS was in its fifth year of operation, PCSB conducted a charter review of the school, finding that while it met three of four non-academic performance standards (missing the 92% attendance standard), it did not meet two of three academic performance standards.<sup>5</sup>

Based on this review, in April 2010 the PCSB Board voted to grant the school conditional continuance for one year, with one board member noting “the urgency for the school to academically increase its level of proficiency in math and reading scores,” and the board chair in place at that time “stress[ing] the

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<sup>3</sup> While the school posts on its website and publishes in its annual reports a differently worded mission, this change is a violation of its charter. Schools seeking to change their missions are required to submit a charter amendment petition to PCSB.

<sup>4</sup> See November 28, 2011 letter from John Goldman, WEDJ PCS Executive Director, to Charlotte Cureton, PCSB, attached to this report as Appendix C.

<sup>5</sup> See PCSB Board Action Proposal, April 19, 2010, attached to this report as Appendix D. Specifically, the school did not achieve the state average for math proficiency, nor did it meet the federal Annual Yearly Progress standards in place at that time.



seriousness of [the] school turning around the performance levels with the next school year to avoid possible revocation of its charter.”<sup>6</sup> The PCSB Board required the school to fulfill eight conditions to receive full continuance:

- (1) Achieve a 10% point increase in DC CAS performance at each campus, and in both elementary and secondary programs;
- (2) Achieve 92% or above attendance each month from September through December 2010;
- (3) Develop a plan to provide timely and adequate supplies and curricula material to each campus and in both the elementary and secondary programs;
- (4) Develop a plan of procedures, which include best practices, to ensure all graduating seniors meet OSSE standards for all mandated Carnegie Units;
- (5) Achieve 80% “adequate” or above ratings on the fall 2010 Program Development Review for each campus;
- (6) Submit a plan to address the seven material weaknesses in internal control over financial reporting and compliance as disclosed in the school’s FY09 audit;
- (7) Submit a plan to address seven material weakness in internal control related to federal programs as disclosed in the school’s FY09 audit; and
- (8) That PCSB would review the school’s financial reporting, internal controls, and fiscal prudence by December 2010.<sup>7</sup>

In January 2011, PCSB staff detailed at the PCSB Board meeting that the school had not met the five academic conditions outlined in its one-year conditional continuance and had met the three fiscal conditions.<sup>8</sup> It was noted at this meeting that the high school’s low performance was the primary reason for the school not meeting the academic conditions. At this meeting, there was mixed assessment about the lower school’s performance. PCSB staff member Charlotte Cureton noted the lower school had “shown significant improvement on the DC CAS, in attendance and in instructional delivery.” However, PCSB Board member Sarah Mead noted that “the lower school’s achievement is still lacking.” WEDJ PCS’ board chair communicated to the PCSB Board that the WEDJ PCS board of trustees had voted to close the WEDJ PCS high school at the end of the 2010-11 school year.

Based on these updates, the PCSB Board voted 5-2 to extend the school’s conditional continuance for an additional four months, with the following stipulations: (1) the high school would close in August 2011; (2) the school would submit a monthly report to PCSB regarding negotiations related to the school’s financial stability; and (3) the school would restructure its finances by May 2011.<sup>9</sup>

At its May 2011 board meeting the PCSB Board again considered, but did not vote on, the school’s conditional continuance. PCSB staff stated that the school was positioned to remain solvent. PCSB

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<sup>6</sup> See PCSB April 2010 meeting minutes, attached to this report as Appendix E.

<sup>7</sup> See May 24, 2011 PCSB Board Action Proposal, attached to this report as Appendix F.

<sup>8</sup> See January 2011 PCSB board minutes, attached to this report as Appendix G.

<sup>9</sup> See January 28, 2011 letter from Brian Jones, PCSB Chair, to Mr. Marco W. McMillian, WEDJ PCS Board Chair, attached to this report as Appendix H.

Board member Dr. Darren Woodruff noted that one of the requirements of continuance was progress on the DC CAS. The school responded that they expected to see progress on the DC CAS.

The PCSB Board then held an emergency meeting on May 24, 2011 to consider the school's charter continuance. At this meeting, staff noted the school had made progress towards academic and fiscal benchmarks required for continuance. The PCSB Board voted to extend the school's Conditional Continuance for another year, until May 2012, based on performance indicators to be agreed upon by PCSB staff and the school.<sup>10</sup> In an August 2011 letter to the school, PCSB established that for full continuance to be granted the following conditions needed to be fulfilled:

- (1) The school must have a governing body in compliance with the School Reform Act to manage the academic, organizational and financial aspects of the school by July 20, 2011;
- (2) A forensic audit from July 1, 2009 through June 30, 2011 needed to be performed before December 30, 2011; and
- (3) The school needed to establish its ability to be a financially viable institution through required financial reports.<sup>11</sup>

At the May 2012 PCSB Board meeting, staff noted the above conditions were set based on "the school having at the time a dysfunctional board of trustees, accusations of mishandling of funds, doubts about the school's ability to be financially viable, and a concern about student enrollment."<sup>12</sup> The PCSB Board found that the school had successfully fulfilled the three conditions – that the school's board of trustees had been restructured, the forensic audit revealed no instances of fraud, and the school was economically viable after renegotiating its debt arrangements with OSSE, its bank, and its landlord. Based on this, the PCSB Board granted the school full charter continuance.<sup>13</sup>

### **School Improvement Effort**

On March 24, 2014, in anticipation of its charter review, the WEDJ PCS Board of Trustees submitted a memorandum to PCSB summarizing the school's "intensive school improvement initiative" that was underway.<sup>14</sup> In this memorandum, it was noted that although the school's PMF score had dropped from 2011-12 to 2012-13, that the school had made improvements in several areas since that time.

The school also noted that in fall 2013 it engaged TenSquare, a consulting group, to conduct a comprehensive school audit reviewing the school's program design, curriculum, classroom instruction, professional development, and assessment/use of data. In December 2013, it partnered with TenSquare to launch "an intensive school improvement effort," targeting the areas reviewed in TenSquare's audit of the school.

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<sup>10</sup> See May 25, 2011 letter from Brian Jones, PCSB Chair, to Mr. Marco W. McMillian, WEDJ PCS Board Chair, attached to this report as Appendix I.

<sup>11</sup> See August 11, 2011 letter from Charlotte Jarvis-Cureton, PCSB Performance Officer, to Mr. Marco W. McMillian, EDJ PCS Board Chair, attached to this report as Appendix J.

<sup>12</sup> See May 21, 2012 PCSB Board Action Proposal, attached to this report as Appendix K.

<sup>13</sup> See May 2012 PCSB meeting minutes, attached to this report as Appendix L.

<sup>14</sup> See March 24, 2014 memorandum from WEDJ PCS Board of Trustees to Scott Pearson, PCSB Executive Director, attached to this report as Appendix M.

Missing from this memorandum, however, was an official notice to PCSB that their newly found school leader was put on administrative leave in February. The school has had four school leaders in the past five years and has not identified a new leader going forward. The school violated its charter agreement by not notifying PCSB of its change in leadership, and concealed this information from PCSB by not disclosing it during its April board-to-board meeting, when they were asked whether their school leader should be present at the meeting.

### **Board-to-Board Meeting**

In April 2013, representatives from PCSB and WEDJ PCS' governing boards, PCSB Deputy Director Naomi DeVeaux and a TenSquare consultant met to formally discuss the school's performance and its upcoming charter review. The school explained its turnaround plans and the progress made to date in grades 3 through 8. PCSB clarified that the charter review's focus was on the school's historic performance, not current efforts and that the school's turn around effort did not encompass grades covered by the early childhood PMF.

### **Charter Review Standard**

The SRA stipulates that the eligible chartering authority "shall review [a school's] charter at least once every [five] years."<sup>15</sup> As part of this review, PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter."<sup>16</sup>

If PCSB determines that a school has committed a material violation of law, or has not met its goals and expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if PCSB determines in its review that the school (1) has engaged in a pattern of nonadherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

### **PCSB review analysis and findings**

PCSB's finding is that the school did not fully meet any of the 22 goals and academic expectations established by the school in its charter. It partially met seven goals, and did not meet nine goals (with five "no" determinations based on insufficient evidence). The remaining six goals were either not

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<sup>15</sup> SRA §38-1802.12(a)(3).

<sup>16</sup> SRA §38-1802.12(c).

historically pursued or measured by the school, or no longer pursued by the school. The goals that are no longer pursued are tied to the school's mission and original school model, America's Choice.

WEDJ PCS continues to struggle with its academic performance, as it did in its five-year charter review. The school has inconsistent performance in reading and math progress and achievement at the early childhood level, resulting in its third grade class consistently performing well below the state average since 2010-11.

Additionally, its Elementary/Middle School Performance Management Framework ("PMF") performance has decreased each year since 2010-11, and its 2012-13 PMF performance (36.5%) was extremely low for a school in its tenth year of operation.

Aside from the school's academic performance, its governance structure has been inconsistent since its last charter review. Most of its board resigned during the 2010-11 school year, after infighting between the school's founders and the board of trustees, which ended in court intervention. For several months during the 2012-13 school year there was only one person on the school's board, a violation of the School Reform Act. This school year, as noted above, the school's principal stopped leading the school in February. The school's board failed to notify PCSB about this leadership change, a violation of the school's charter agreement.

Given the school's poor performance, PCSB considered immediate revocation of the school's charter. However, given the turnaround effort underway since Fall 2013, the PCSB Board voted that the school continue operating, but only if it meets the following conditions.

- A. WEDJ PCS must amend its charter to accurately reflect the curriculum, instruction, and mission of the school.
- B. Second, WEDJ PCS and PCSB must agree to a Corrective Action Plan, as detailed in the school's charter:

3.2. Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

The Corrective Action Plan should incorporate the following:

- B.1. Document the turnaround efforts underway and those to be implemented.

- B.2. Commit the school to achieve the following benchmark scores on the Elementary/Middle School PMF. If the school does not achieve these results the school will close at the end of the following year:

2013-14	Within one point of 42%
2014-15	Within one point of 47%
2015-16 to 2017-18	45%, however the school charter will not be renewed if the school does not achieve at least a score of 55% in two of these three years.

- B.3. Commit the school to achieve the following benchmarks on the Early Childhood PMF. If the school does not achieve these results the school will close at the end of the following academic year.

2013-14	Achieve at least the floor on every indicator.
2014-15 and beyond	Achieve at least a Tier 2 on the EC PMF.

- B.4. Commit to the following annual financial results as measured by the school's end of year fiscal audit. If these results are not met the school will close at the end of the following academic year.

- a. Positive cash flow from operations
- b. Continued reduction in the school's debt ratio (total debt / total assets) until it is below 0.92.

Finally, as noted below, many of the school's goals were not met because they were not historically measured or pursued, or because the school did not collect and provide to PCSB sufficient evidence to measure them. At the school's fifteen-year renewal it will be evaluated on all of its goals. The school is therefore put on notice that, over the coming years, it must either submit a charter amendment to revise and amend its goals or it must begin collecting data to provide evidence that these goals have been met.

## **SECTION ONE: 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 specific academic and non-academic expectations that are measurable and 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 state or externally validated assessments. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

WEDJ PCS detailed 22 goals and academic expectations in its charter application, included in the table below. Of these, the school did not fully meet any goals. It partially met seven goals, and did not meet nine goals (with five “no” determinations based on insufficient evidence). The remaining goals were either never historically pursued or measured by the school, or are no longer pursued by the school. These determinations are further detailed in the body of this report.

	<b>Goal or Expectation</b>	<b>Met?</b>
1	Students will achieve the New Standards Performance Standards in English/Language Arts, Math, and Science by graduation.	<b>Partially</b>
2	All students will pass all courses every year.	<b>No</b> (Insufficient Evidence)
3	Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.	<b>Not Historically Measured</b>
4	Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.	<b>Partially</b>
5	Students’ average test scores on the SAT-9 will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act.	<b>Partially</b>
6	All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.	<b>No</b>
7a	Students will develop an appreciation for cultural differences as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.	<b>Not historically measured</b>
7b	Students will demonstrate respect for cultural differences in their daily lives in their school	

	community and the external community as observed and recorded by the instructional staff and parents.	
7c	Students will learn to work and play with those who are culturally different.	
8	Students shall attend school regularly. <sup>17</sup>	<b>Partially</b>
9a	All special needs students will be evaluated and have an IEP written within 90 days of being identified.	
9b	The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services in a timely fashion.	<b>No</b>
10a	To expose students to professional level instruction in the arts. <sup>18</sup>	
10b	The school will implement a professional level fine arts and performing arts program for all students.	<b>Partially</b>
11	Students shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.) <sup>19</sup>	<b>No</b> (Insufficient Evidence)
12	Staff will integrate the arts with traditional content.	<b>No</b> (Insufficient Evidence)
13a	All students will develop a positive ethical framework that will be applied to their personal and educational lives.	
13b	All students will develop work habits that will support their educational growth and their effective engagement with peers, families, and community.	
13c	Students will have high expectations for themselves.	
13d	Students will demonstrate respect for themselves, their peers, families, and community.	<b>Partially</b>
13e	Students will learn to take responsibility for themselves and for their actions.	
13f	Students will learn to share, respect others' possessions and be part of a group.	
13g	Students will grow emotionally, develop self-restraint, express feelings, adjust to transition and	

<sup>17</sup> In the school's charter application, this goal was originally written as "The attendance rate for all students will exceed 90%." The goal was then updated in the school's 2004-05 to 2009-10 Accountability Plan, attached to this document as Appendix N.

<sup>18</sup> In the school's charter application, this goal was originally written as, "The school will implement a professional level fine arts and performing program for all students." It was then updated in the school's 2004-05 to 2009-10 Accountability Plan.

<sup>19</sup> In the school's charter application, this goal was originally written as, "Students will develop an informed aesthetic appreciation and participate in at least two of the fine and performing arts." It was then updated in the school's 2004-05 to 2009-10 Accountability Plan.

	change, develop a sense of humor and establish independence.	
13h	Students will learn to listen to adults, to peers and to follow directions.	
14	Students will demonstrate appropriate large muscle development and small muscle development.	<b>Not historically measured</b>
15	The school will implement the America's Choice whole school design.	<b>No longer pursued</b>
16	The school will maintain the structure and integrity of the America's Choice Program throughout the year.	<b>No longer pursued</b>
17	The instructional staff will have all scheduled New Standards instructional systems implemented by the end of the year (Year 1-Literacy, Year 2-Mathematics, Year 3-Science).	<b>No longer pursued</b>
18	The school will implement a content integrated curriculum that allows students to transfer learning from one content area to another.	<b>No</b> (Insufficient Evidence)
19	Parent shall support the school's program, staff and faculty. <sup>20</sup>	<b>No</b> (Insufficient Evidence)
20	The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.	<b>No</b>
21	The Board will maintain two current parent members to the Board of Directors immediately upon school opening and every year.	<b>Partially</b>
22a	The Board will implement an effective, efficient administrative structure for the operation and growth of the school.	
22b	The Board will establish policies that will enable the school to achieve its goals.	
22c	The Board will approve policies and procedures for the financial management of the school.	
22d	The Board will approve policies and procedures for the educational management of the school.	<b>No</b>
22e	The Board will engage in appropriate contracts to ensure the successful implementation of America's Choice, quality professional development for staff, early identification of learning and physical disabilities of students and the supportive materials and resources necessary for the success of the school's staff and students.	

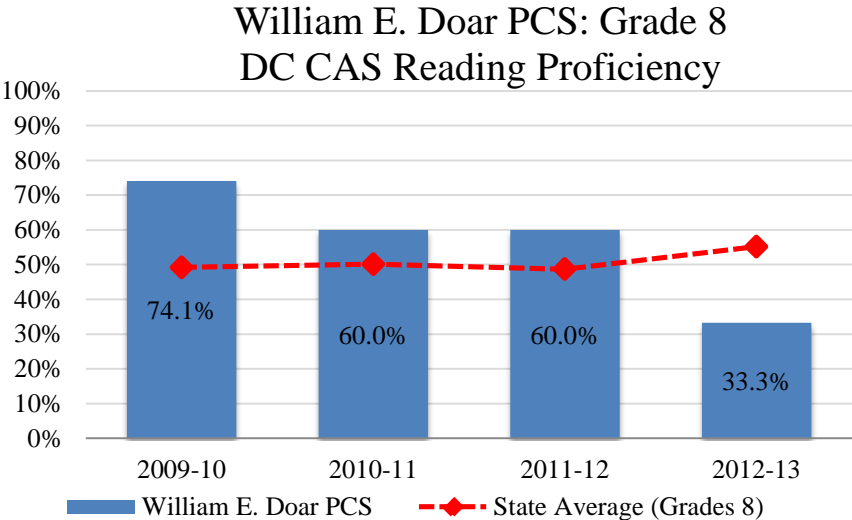
<sup>20</sup> In the school's charter application, this goal was originally written as "The school will have an active, participating parent association by the opening of school." This goal was then updated in the school's 2004-05 to 2009-10 Accountability Plan.



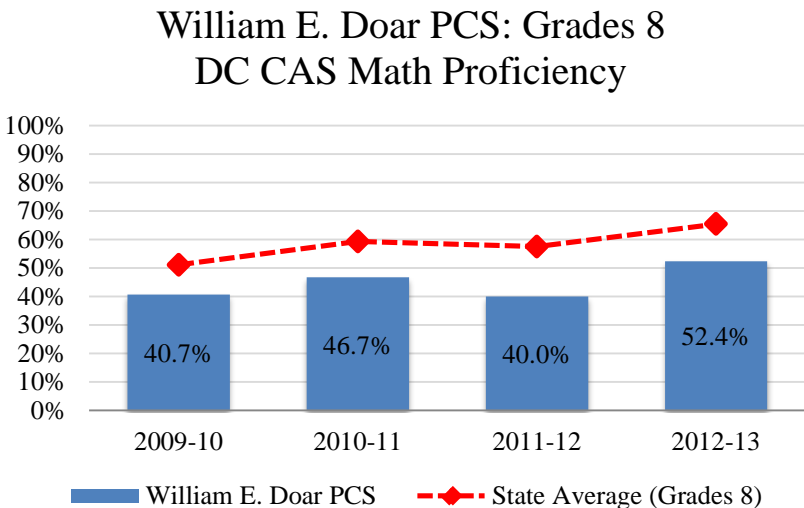
**1. Students will achieve the New Standards Performance Standards in English/Language Arts, Math, and Science by graduation.**

Assessment: **WEDJ PCS has partially met this goal.** The school stopped using these standards at the end of the 2011-12 school year. It did not provide data regarding these standards from 2009-10 until the time it stopped using them. However, it adopted the Common Core State Standards and its eighth grade students (the final year offered at the school) performed above the state average in reading until 2012-13, but have consistently performed below the state average in math and science.

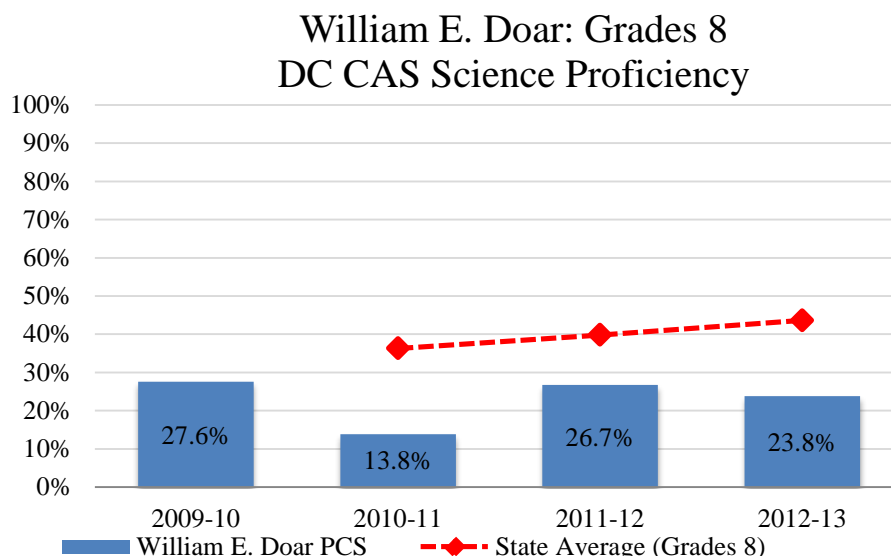
The school’s eighth grade reading proficiency was above the state average from 2009-10 to 2011-12, then dropped significantly in 2012-13.



The school’s eighth grade math proficiency has been below the state average for the past four academic years.



The school's eighth grade science proficiency has been well below the state average for the past four academic years.



**2. All students will pass all courses every year.**

Assessment: **The school did not meet this goal because it did not provide sufficient evidence in support of its performance.** WEDJ PCS did not provide student grades from 2009-10 to the present. Additionally, the school noted in its 2012-13 Annual Report that not all students passed all courses during the 2012-13 school year.<sup>21</sup>

**3. Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.**

Assessment: **WEDJ PCS has not historically measured this goal.**

**4. Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.**

Assessment: **WEDJ PCS has partially met this expectation.** According to the ES/MS PMF, WEDJ PCS' median growth percentile in reading and math has been at or above the 50th percentile over the

<sup>21</sup> See WEDJ PCS 2012-13 Annual Report, p. 9, attached to this report as Appendix O.

past three academic years. However, its early childhood students' academic progress has been inconsistent, with the school missing several related targets. The school has changed assessments and the way that it holds itself accountable for its early childhood literacy since 2010-11, making it hard to determine whether the school has had annual consistent progress towards its early childhood literacy goals.

#### Early Childhood Literacy growth

WEDJ PCS did not achieve its pre-kindergarten literacy growth targets in two of the past three years.

Pre-Kindergarten Literacy Growth		
Year	Target	Target Met? <sup>22</sup>
2010-11	70% of pre-kindergarten-3 students will increase their score by 13 upper case letter identifications on the PALS assessment.	<b>No</b> 56% of students increased letter recognition by 13 letters.
2010-11	70% of pre-kindergarten-4 students will increase their score by 8 upper case letter identifications on the Phonemic Awareness Literacy Screening ("PALS") assessment.	<b>No</b> 53% of students increased letter recognition by 8 letters.
2011-12	75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase by 7 letter identifications or master at least 21 by the spring administration of the PALS assessment.	<b>No</b> Primary source data was not available at the time of the review.
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance from Emerging in literacy/language to Satisfactory on the mCLASS CIRCLE: letter assessment.	<b>Yes</b> 100% of students scored proficient.

The school achieved its kindergarten through second grade literacy growth targets in two of the past three years.

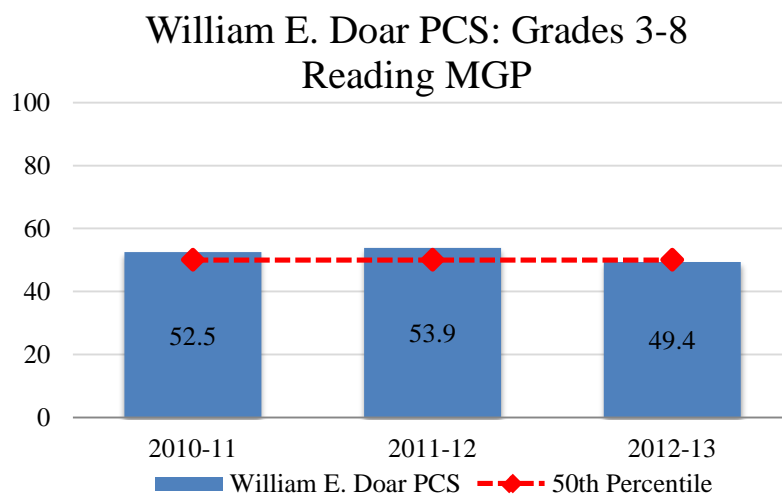
Kindergarten through Second Grade Literacy Growth		
2010-11	70% of kindergarten students will demonstrate a growth of 3 levels on the Developmental Reading Assessment ("DRA").	<b>Yes</b> 70% of students increased 3 reading levels.
2010-11	70% of first-grade students will demonstrate growth of 5 levels on the DRA.	<b>Yes</b> 100% of students increased 5 reading levels.

<sup>22</sup> In 2010-11, all early childhood results were rounded to the nearest whole number. In 2011-12 and 2012-13, early childhood results were rounded to the nearest tenth decimal.

2010-11	70% of second-grade students will demonstrate a growth of 3 levels on the DRA.	<b>Yes</b> 78% of students increased 3 reading levels.
2011-12	70% of kindergarten through second-grade students will demonstrate growth by increasing 3 leading levels (5 reading levels for first grade) by the spring administration on the DRA.	<b>No</b> 57.8% of students demonstrated growth.
2012-13	60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Reading assessment.	<b>Yes</b> 71.0% of students met this goal.

### Third through Eighth Grade Reading Growth

The graph below represents WEDJ PCS' reading median growth percentile ("MGP"), the median of its individual students' growth percentiles.<sup>23</sup> The school's MGP at or around 50 indicates that the school's students have "average" growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance.<sup>24</sup>



<sup>23</sup> A student's growth percentile ("SGP") can range from 1 to 99, and reflects that students' academic growth compared to that of other DC students in their grade with similar initial proficiency. For example, a student with a reading SGP of 77% has grown in reading proficiency (as measured by the DC CAS), as much or more than 77% of his/her peers.

<sup>24</sup> In 2010-11, WEDJ PCS received separate MGP scores for its Edgewood Elementary, Edgewood Middle, and Northwest Soldiers Home programs, which at the time were configured as distinct campuses; these scores were averaged (weighted by student enrollment) to create an overall MGP score.

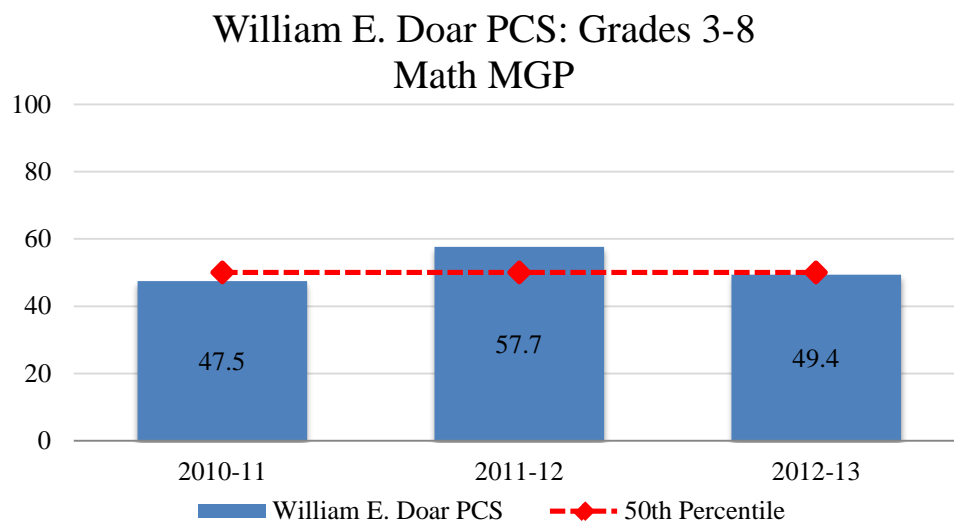
### Early Childhood Math Growth

In 2012-13, WEDJ PCS set a target related to early childhood math growth, which it did not meet.

WEDJ PCS Early Childhood Math Growth		
Year	Target	Target Met?
2012-13	60% of kindergarten through second-grade students will advance at least one level in mathematics on the mCLASS Math assessment.	<b>No</b> 54.0% of students met this goal.

### Third through Eighth Grade Math Growth

The graph below represents WEDJ PCS' math median growth percentile ("MGP"), the median of its individual students' growth percentiles. The school's MGP at or around 50 indicates that the school's students have "average" growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance.<sup>25</sup>



<sup>25</sup> In 2010-11, WEDJ PCS received separate MGP scores for its Edgewood Elementary, Edgewood Middle, and Northwest Soldiers Home programs, which at the time were configured as distinct campuses; these scores were averaged (weighted by student enrollment) to create an overall MGP score.

**5. Students’ average test scores on the SAT-9 will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act.**

Assessment: **WEDJ PCS has partially met this academic expectation.**

To assess this goal, PCSB reviewed the school’s DC CAS performance, which replaced the SAT-9 as the state’s district-wide assessment in 2006. “Adequate Yearly Progress” (“AYP”) is no longer a standard in place due to the District of Columbia entering into an agreement with the federal government regarding the Elementary and Secondary Education Act that waives AYP requirements. While its reading proficiency rate has been at the state average since 2009-10, its math proficiency has been below the state average, for the most part, since that time.

PCSB also considered the school’s literacy and numeracy achievement for its early childhood grades, and found mixed performance at this level as well.

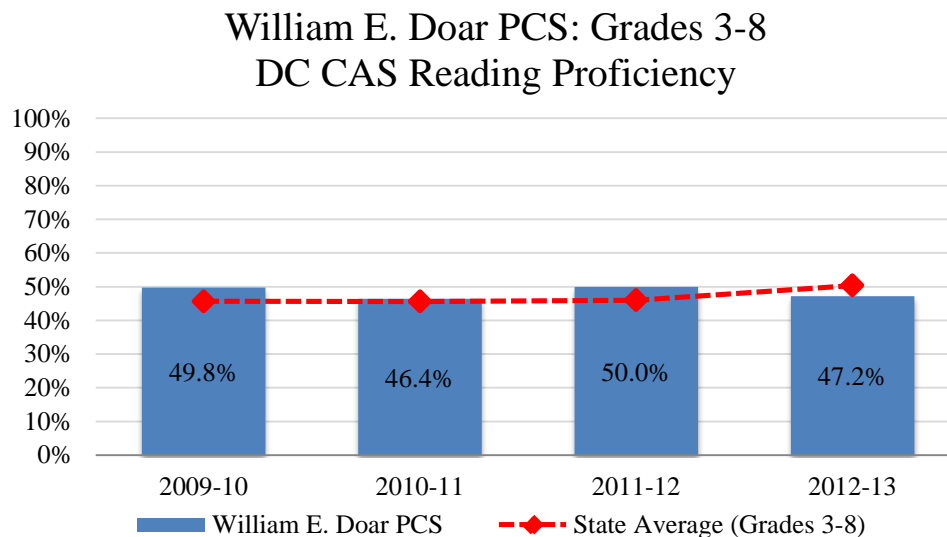
Early Childhood Targets (grades PK-2)

WEDJ PCS met two of three early childhood literacy achievement targets since 2010-11.

<b>WEDJ PCS Early Childhood Literacy Achievement</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2010-11	70% of first- and second-grade students will read on or above grade level on the Developmental Reading Assessment (“DRA”).	<b>Yes</b> 70% of students read on or above grade level.
2011-12	70% of first and second-grade students will read on or above grade level on the DRA.	<b>No</b> 43.9% of students were on grade level.
2012-13	60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Reading assessment.	<b>Yes</b> 68.0% of students scored proficient.

### Third through Eighth Grade Reading Proficiency

WEDJ PCS' reading proficiency rates were above the state average from 2009-10 to 2011-12, dropping slightly below the state average in 2012-13.



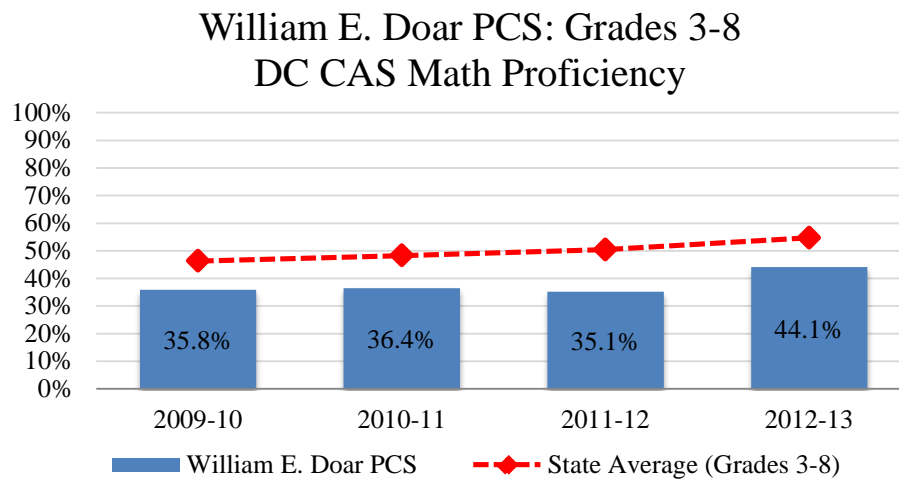
### Early Childhood Math Proficiency

WEDJ PCS only started giving a math assessment in early childhood grades in school year 2012-13, when it joined the EC PMF task force. It did not come close to meeting the threshold of 60% proficiency.

WEDJ PCS Early Childhood Math Growth		
Year	Target	Target Met?
2012-13	60% of kindergarten through second-grade students will score at benchmark or higher in mathematics on the mCLASS Math assessment.	<b>No</b> 38.0% of students met this goal.

### Third through Eighth Grade Math Proficiency

WEDJ PCS' math proficiency rate has been below the state average for three of the past four academic years.



### Academic Proficiency of Students with Disabilities

As of April 2014, 4.8% of the school's students had been identified as students with disabilities ("SWD") requiring special education services, lower than the overall charter sector rate of 12%. The following table compares the percentage of the school's SWD population at each special education service level to that of the charter sector as a whole.

Students with Disabilities by Special Education Service Level				
	Level 1	Level 2	Level 3	Level 4
WEDJ PCS	36.0%	48.0%	16.0%	0.0%
Charter Sector	32.1%	32.3%	14.5%	21.2%

### Reading Proficiency of Students with Disabilities

In 2010-11 and 2011-12, the reading proficiency rate of WEDJ's students with disabilities has been below the state average. In 2012-13, there were too few tested students to report results.

Reading Proficiency Among Students with Disabilities				
	09-10	10-11	11-12	12-13
WEDJ PCS	11.8%	14.3%	10.5%	20.8%
State SWD Average (Grades 3-8)	15.7%	17.5%	17.1%	20.2%



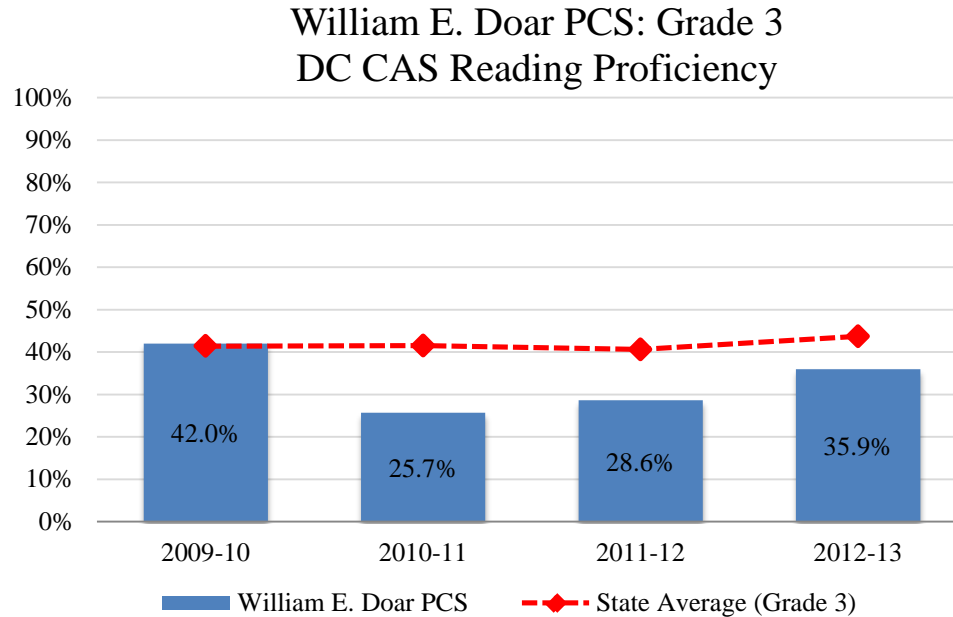
### Math Proficiency of Students with Disabilities

The math proficiency rate of WEDJ's students with disabilities has been below the state average since 2009-10.

<b>Math Proficiency Among Students with Disabilities</b>				
	09-10	10-11	11-12	12-13
William E. Doar, Jr. PCS	17.6%	11.1%	10.5%	16.7%
State SWD Average (Grades 3-8)	18.4%	21.1%	20.3%	25.4%

### **6. All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.**

Assessment: **WEDJ PCS has not met this academic expectation.** The school's third grade reading proficiency dropped by 16.3 percentage points from 2009-10 to 2010-11. While it has increased each year from 2010-11, in 2012-13 it was still below the state average.



- 6a. **Students will develop an appreciation for cultural differences as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.**
- 6b. **Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.**
- 6c. **Students will learn to work and play with those who are culturally different.**

Assessment: **WEDJ PCS has not historically measured this goal.**

**7. Students shall attend school regularly.<sup>26</sup>**

Assessment: **WEDJ PCS has partially met this goal.** While the school failed to meet the majority of its early childhood attendance targets since 2010-11, its third through eighth grade attendance rates have been at the charter sector average since 2009-10. Additionally, the school has received two notices of concern for truancy since 2009-10.

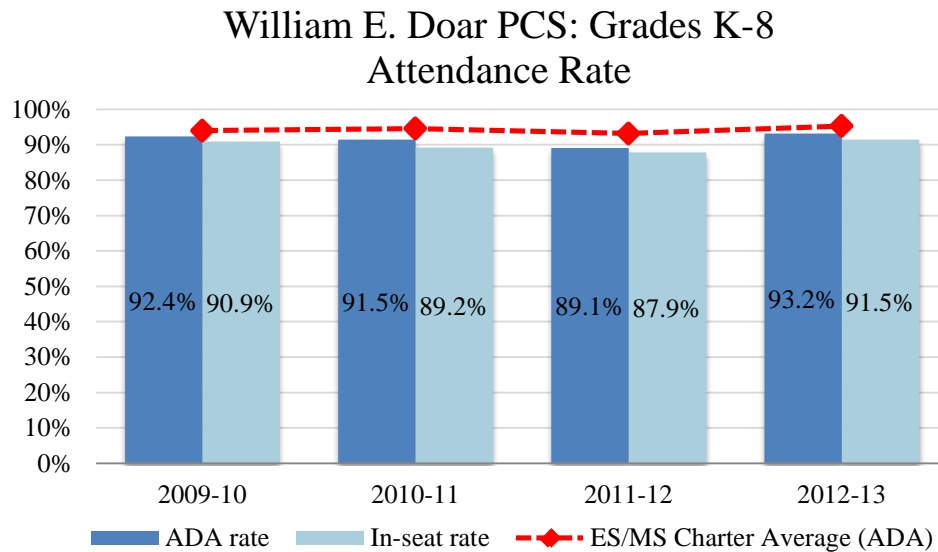
Early Childhood Attendance

WEDJ PCS failed to meet its early childhood attendance targets for two of the past three years and only partially met it in the 2012-13 school year.

WEDJ PCS Early Childhood Attendance Targets		
Year	Target	Target Met?
2010-11	On average, kindergarten through second-grade students will attend school 92% of the days.	<b>No</b> the average daily attendance was 89.1%.
2011-12	On average, kindergarten through second-grade students will attend school 92% of the days.	<b>No</b> The average daily attendance was 83.5%
2012-13	On average, pre-kindergarten-3 and pre—kindergarten-4 students will attend school 88% of the days.	<b>No</b> The average daily attendance was 87.6%
2012-13	On average, kindergarten through second-grade students will attend school 92% of the days.	<b>Yes</b> The average daily attendance was 92.7%.

<sup>26</sup> In the school's charter application, this goal was originally written as "The attendance rate for all students will exceed 90%." The goal was then updated in the school's 2004-05 to 2009-10 Accountability Plan.

WEDJ PCS' third through eighth grade attendance rate has been slightly below the charter sector average since 2009-10.



WEDJ PCS has received two Notices of Concern since the 2009-10 school year for truancy rates exceeding the thresholds established by PCSB.

- The school received a Notice of Concern in August 2010 for a 30.9% truancy rate during the fourth quarter of the 2009-10 school year;<sup>27</sup>
- The school received a notice of Concern in May 2011 for a 20.6% truancy rate during the third quarter of the 2010-11 school year.<sup>28</sup>

<sup>27</sup> See August 16, 2010 Notice of Concern, attached to this report as Appendix P.

<sup>28</sup> See May 16, 2011 Notice of Concern, attached to this report as Appendix Q.

- 8a. **All special needs students will be evaluated and have an IEP written within 90 days of being identified.**
- 8b. **The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services in a timely fashion.**

Assessment: **WEDJ PCS has not met this goal.** While the school has substantially created and implemented Individualized Education Programs (“IEPs”) in a timely manner since 2010-11, it has consistently conducted only a portion of eligibility determinations in a timely manner. The following table details the timely completion rate of WEDJ PCS in (a) conducting eligibility determinations; and (2) creating and implementing IEPs.

Year	% of Eligibility Determinations Conducted in Timely Manner	% of IEPs Created and Implemented in Timely Manner
2010-11	69%	96%
2011-12	40%	92%
2012-13	75%	100%

9. **To expose students to profession level instruction in the arts.**<sup>29</sup>

Assessment: **The school has partially met this goal.** The school did not provide supporting evidence that it provided “profession level” arts instruction to students in 2009-10 and 2010-11. However, the school submitted information about how it strengthened its arts program, beginning in the 2011-12 school year.

- In 2011-12, instructors from the Kirov Academy of Ballet taught WEDJ PCS students.<sup>30</sup>
- In 2011-12, the school entered into a partnership with the National Philharmonic, which continued in the 2012-13 school year. Through this partnership, WEDJ PCS students received instrumental and vocal instruction and participated in music clinics. Additionally, National Philharmonic ensembles performed for students at school several times during the school year.<sup>31</sup>
- Kindergarten, first, and second grade students receive daily violin instruction, using the Suzuki method.<sup>32</sup>
- In 2011-12 and 2012-13, the school partnered with the Shakespeare Theatre Company to provide theatre instruction to WEDJ PCS students.<sup>33</sup>

<sup>29</sup> In the school’s charter application, this goal was originally written as, “The school will implement a professional level fine arts and performing program for all students.” It was then updated in the school’s 2004-05 to 2009-10 Accountability Plan.

<sup>30</sup> See WEDJ PCS 2011-12 Annual Report, attached to this report as Appendix R.

<sup>31</sup> See Appendix R, p. 8.

<sup>32</sup> See Appendix R, p. 9.

- In 2012-13, the school strengthened its arts program by hiring employees with significant experience in the arts.<sup>34</sup>

10a. **Students shall demonstrate proficiency in a chosen art (visual art, dance, music, theater).**<sup>35</sup>

10b. **The school will implement a professional level fine arts and performing arts program for all students.**

Assessment: **The school did not meet this goal because it did not provide sufficient evidence in support of its performance.** The school did not provide information as to its standards for proficiency in the arts. WEDJ PCS provided student grades for the 2012-13 and 2013-14 school year, which is insufficient given that the scope of this review is from 2009-10 to the present. The school's documentation of arts grades in 2012-13 is incomplete, with many students not receiving any grade, or receiving an incomplete.<sup>36</sup>

10. **Staff will integrate the arts with traditional content.**

Assessment: **The school did not meet this goal because it did not provide sufficient evidence in support of its performance.** During the school's 2012-13 QSR, its Executive Director and Principal in place at the time said that the school was in the "first year of a three year-plan to move towards full-scale arts integration."<sup>37</sup> However, PCSB found mixed evidence as to whether arts were integrated into traditional content, and WEDJ PCS did not provide further evidence to support that it had met this goal.

#### Qualitative Evidence

PCSB's qualitative evidence, collected in November 2012 and again in 2013, supports that the school partially met this goal. Reviewers observed arts integration in 2012, but did not observe it in 2013.

#### 2012 QSR

The newly appointed Executive Director and Principal of WEDJ PCS reported that the school is currently in its first year of a three year-plan to move towards full-scale arts integration. To this end, they began their professional development with a full day of goal-setting around the mission, turning the school goals into commitment statements to sustain the academic and social goals of the school. During year one, the focus is on

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<sup>33</sup> See Appendix R, p. 9.

<sup>34</sup> See Appendix O, p. 12.

<sup>35</sup> In the school's charter application, this goal was originally written as, "Students will develop an informed aesthetic appreciation and participate in at least two of the fine and performing arts." It was then updated in the school's 2004-05 to 2009-10 Accountability Plan.

<sup>36</sup> See WEDJ PCS 2012-13 arts grades, attached to this document as Appendix S.

<sup>37</sup> See November 2012 QSR, p. 4, attached to this report as Appendix T.

integrating the arts through the math and ELA courses and sustaining their multiple arts partnerships to ensure connectivity through the arts. The teachers reported focusing on integrating arts throughout the classroom and often partner with elective teachers and external program providers to prepare these types of lessons for their students as well as building the whole child through a variety of learning styles. During our qualitative visit, we observed a number of ways that the school has embedded the arts within their program, such as offering keyboarding, dance, chess, art and music electives for their students.<sup>38</sup>

### 2013 QSR

The QSR team did not observe direct integration of the arts with traditional content in any of the core academic classes, despite the school administration's indication that this was a priority, supported by collaborative planning between the core content teachers and arts specialists.<sup>39</sup>

- 12a. All students will develop a positive ethical framework that will be applied to their personal and educational lives.**
- 12b. All students will develop work habits that will support their educational growth and their effective engagement with peers, families, and community.**
- 12c. Students will have high expectations for themselves.**
- 12d. Students will demonstrate respect for themselves, their peers, families, and community.**
- 12e. Students will learn to take responsibility for themselves and for their actions.**
- 12f. Students will learn to share, respect others' possessions and be part of a group.**
- 12g. Students will grow emotionally, develop self-restraint, express feelings, adjust to transition and change, develop a sense of humor and establish independence.**
- 12h. Students will learn to listen to adults, to peers and to follow directions.**

Assessment: **WEDJ PCS has partially met this goal.** Its discipline rates were above the charter sector average in 2011-12 and 2012-13. Qualitative evidence indicates that students demonstrate positive traits that are taught as part of the school's character program.

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<sup>38</sup> See Appendix T, p. 4.

<sup>39</sup> See November 2013 QSR, p. 5, attached to this report as Appendix U.

### Discipline Rates

The following tables detail WEDJ PCS' discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that WEDJ PCS' rate is above the sector average. The school's discipline rates were above the sector average in 2011-12 and 2012-13.

<b>Out-of-School Suspensions</b>				
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>William E. Doar, Jr. PCS</b>	14.4% (93 students)	3.7% (25 students)	19.2% (82 students)	11.8% (50 students)
<b>PK-8 Charter Sector Rate</b>	-	-	11.8%	10% <sup>40</sup>

<b>Long Term Suspensions (10+ Days)</b>				
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13<sup>41</sup></b>
<b>William E. Doar, Jr. PCS</b>	0.3% (2 students)	0% (0 students)	1.4% (6 students)	0.2% (1 student)
<b>PK-8 Charter Sector Rate</b>	-	-	1% <sup>42</sup>	0% <sup>43</sup>

### Qualitative Evidence

The school has developed its character education program, the Promoting Arts and Leadership ("PAL") Program, to prepare students to be successful leaders and artists by focusing on ten character traits: sharing, kindness, friendship, manners, sportsmanship, partnership, citizenship, teamwork, empowerment, and commitment. PCSB's qualitative observations regarding implementation of this program supports that the school has met these goals.

### 2012 QSR

In most of the classrooms we observed, there was a strong environment of respect among the students and the teachers. Most students were polite and respectful towards one another and there were a few examples of the students telling each other comments such as, "good job" and working together, without the direction of the teacher.<sup>44</sup>

...

WEDJ PCS uses the Promoting Arts and Leadership ("PAL") Program to manage student behavior and teach ten character traits. Each grade is assigned a specific character trait to work on: pre-kindergarten – sharing;

<sup>40</sup> 2012-13 sector average is that of the state, not the charter sector.

<sup>41</sup> In 2012-13, PCSB defined long-term suspension as eleven or more days.

<sup>42</sup> Charter sector rate for 2011-12 is for all charter sector students, from pre-kindergarten through adult.

<sup>43</sup> 2012-13 sector average is that of the state, not the charter sector.

<sup>44</sup> See Appendix T, p. 6.

kindergarten – kindness; grade 1 – friendship; grade 2 – manners; grade 3 – sportsmanship; grade 4 – partnership; grade 5 – citizenship; grade 6 – teamwork; grade 7 – empowerment; grade 8 – commitment. The school records teacher observations to assess students’ progress in adopting these character traits.

The QSR team generally observed respectful interactions between students and teachers. Sixty-five percent of the classrooms observed were proficient or exemplary in Managing Student Behavior; about half of the classrooms observed were proficient or exemplary in Creating an Environment of Respect and Rapport. During Morning Meeting, one teacher led her students in a discussion of appropriate classroom, hallway, and playground behavior, though the review team did not observe similar discussions in other classrooms.<sup>45</sup>

**13. Students will demonstrate appropriate large muscle development and small muscle development.**

Assessment: **This goal was not historically measured.**

**14. The school will implement the America’s Choice whole school design.**

Assessment: **WEDJ PCS no longer pursues this goal.** The school stopped using the America’s Choice curriculum at the end of the 2011-12 school year. It did not provide information about it meeting this goal from the 2009-10 school year until the time it stopped using it. Additionally, the school never submitted to PCSB a charter amendment petition to change its curriculum.

**15. The school will maintain the structure and integrity of the America’s Choice Program throughout the year.**

Assessment: **WEDJ PCS no longer pursues this goal.** The school stopped using the America’s Choice curriculum at the end of the 2011-12 school year. It did not provide information about it meeting this goal from the 2009-10 school year until the time it stopped using it. Additionally, the school never submitted to PCSB a charter amendment petition to change its curriculum.

**16. The instructional staff will have all scheduled New Standards instructional systems implemented by the end of the year (Year 1-Literacy, Year 2-Mathematics, Year 3-Science).**

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<sup>45</sup> See Appendix T.



Assessment: **WEDJ PCS no longer pursues this goal.** The school stopped using this system at the end of the 2011-12 school year. It did not provide information about it meeting this goal from the 2009-10 school year until the time it stopped using it.

**17. The school will implement a content integrated curriculum that allows students to transfer learning from one content area to another.**

Assessment: **The school did not meet this goal because it did not provide sufficient evidence in support of its performance.**

**18. Parents shall support the school's program, staff and faculty.<sup>46</sup>**

Assessment: **The school did not meet this goal because it did not provide sufficient evidence in support of its performance.** The school submitted Parent Teacher Association ("PTA") minutes for only three of the five academic years included in the scope of this review. Except for the current school year, it is unclear how many parents participate in the WEDJ PCS PTA.

The school provided the PTA minutes from November 2011 to the present in support of this goal.<sup>47</sup> For most of these meetings, it is unclear how many parents were in attendance. For the 2013-14 school year, the school produced sign-in sheets for the September, October, and February PTA meetings, with 69, 27, and 14 people attending each meeting, respectively.<sup>48</sup>

**19. The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.**

Assessment: **WEDJ PCS has not met this goal.** WEDJ PCS has not been in full compliance with special education laws, as detailed below in this report's legal compliance section. Additionally, in the 2012-13 school year, WEDJ PCS did not adhere to the SRA's requirements for a random lottery and enrollment process. Over the past two school years, the school has not been compliant with the SRA in terms of the composition of its board of trustees. All of these issues are described in the following section regarding legal compliance.

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<sup>46</sup> In the school's charter application, this goal was originally written as "The school will have an active, participating parent association by the opening of school." This goal was then updated in the school's 2004-05 to 2009-10 Accountability Plan.

<sup>47</sup> See WEDJ PCS PTA minutes, attached to this document as Appendix V.

<sup>48</sup> See 2013 PTA sign-in sheets, attached to this document as Appendix W.

**20. The Board will maintain two current parent members to the Board of Directors immediately upon school opening and every year.**

Assessment: **WEDJ PCS has partially met this goal.** The school's board rosters from 2009-10 to present include two parent members, except that parent board members were not in place in the 2012-13 school year.<sup>49</sup>

**21a. The Board will implement an effective, efficient administrative structure for the operation and growth of the school.**

**21b. The Board will establish policies that will enable the school to achieve its goals.**

**21c. The Board will approve policies and procedures for the financial management of the school.**

**21d. The Board will approve policies and procedures for the educational management of the school.**

**21e. The Board will engage in appropriate contracts to ensure the successful implementation of America's Choice, quality professional development for staff, early identification of learning and physical disabilities of students and the supportive materials and resources necessary for the success of the school's staff and students.**

Assessment: **WEDJ PCS has not met these goals.** The school's leadership team has been inconsistent, with several different principals, and an inconsistent board of trustees (indeed, as recently as 2013, the board was composed of only one member). For several years, there was serious in-fighting among its board and its founders, which resulted in court intervention.<sup>50</sup> At the same time, the school has struggled to meet its goals and academic achievement expectations in its five-year charter review as well as this ten-year review. Its academic performance is mediocre at best, with serious deficiencies in students' math proficiencies. For several years, the school was plagued by financial problems, with PCSB questioning its economic viability. For all of these reasons, the school has not met these governance goals.

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<sup>49</sup> See WEDJ PCS board rosters, attached to this document as Appendix X. See PCSB 2012-13 WEDJ PCS compliance report, attached to this report as Appendix Y.<sup>49</sup> See PCSB Notice of Concern, February 25, 2013, attached to this report as Appendix Z.

<sup>50</sup> See WEDJ PCS 2010-11 Annual Report, p. 17, attached to this report as Appendix AA.

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires PCSB to determine at least every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>51</sup>

The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Since 2009-10, PCSB has found in its annual compliance reviews that WEDJ PCS has been in substantial compliance with all applicable laws detailed in the table below.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status 2009-10 to present</b>
<b>Fair enrollment process</b> SRA § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	The school received a Notice of Concern from PCSB in September 2012 for not adhering to the SRA’s requirements for a random selection of students. <sup>52</sup>
<b>Notice and due process for suspensions and expulsions</b> SRA § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>53</sup> and the school must distribute such policies to students and parents.	Compliant since 2009-10
<b>Student health and safety</b> SRA § 38-1802.04 (c)(4); DC Code §4-1321.02; DC Code § 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. <sup>54</sup> To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	Compliant since 2009-10

<sup>51</sup> SRA § 38.1802.12(c).

<sup>52</sup> See PCSB Notice of Concern, September 17, 2012, attached to this report as Appendix BB.

<sup>53</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>54</sup> SRA § 38.1802.04 (c)(4)(A).

<b>Equal employment</b> SRA §§ 38-1802(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	<p>In September 2009, the school received a notice of concern for not submitting in a timely manner its employment handbook, so that PCSB could verify its compliance with equal employment laws.<sup>55</sup></p> <p>This notice of concern was lifted in October 2009.<sup>56</sup></p>
<b>Insurance</b> As required by the school's charter	A DC charter school must be adequately insured.	<p>In September 2009, the school received a notice of concern for not submitting a copy of its insurance certificate in a timely manner.<sup>57</sup></p> <p>This notice of concern was lifted in October 2009.<sup>58</sup></p>
<b>Facility licenses</b> DC code § 47-2851.03(d); DC regulation 14-1401	A DC charter school must possess all required local licenses.	Compliant since 2009-10
<b>Highly Qualified Teachers</b> Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2009-10
<b>Proper composition of board of trustees</b> SRA § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	<p>In 2012, PCSB noted in its compliance review that the WEDJ PCS board did not meet the requirements of the SRA, but that it was restructuring.<sup>59</sup> In February 2013, PCSB issued the school a notice of concern, noting that the school's board only had one member.<sup>60</sup></p>

<sup>55</sup> See letter from Thomas A. Nida, PCSB Board Chair, to Robin L. Bramwell-Stewart, WEDJ PCS Board Chair, dated September 23, 2009, attached to this report as Appendix CC.

<sup>56</sup> See letter from Thomas A. Nida, PCSB Board Chair, to Robin L. Bramwell-Stewart, WEDJ PCS Board Chair, dated November 4, 2009, attached to this report as Appendix DD.

<sup>57</sup> See Appendix CC.

<sup>58</sup> See Appendix DD.

<sup>59</sup> See Appendix Y

<sup>60</sup> See Appendix Z.

		In October 2013, the board was composed of an even number of board members.
<b>Accreditation Status</b> SRA § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2009-10

### **Procurement Contracts**

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$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 that the school has executed.

WEDJ PCS has been out of compliance with this provision for several years, as detailed in the table below. PCSB staff is currently working with the school to bring it into compliance with the SRA’s contract requirement.

<b>Year</b>	<b>Qualifying contracts executed by WEDJ PCS</b>	<b>Corresponding documentation submitted to PCSB</b>
2009-10	7	4
2010-11	6	2
2011-12	5	3
2012-13	6	6

### **Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act<sup>61</sup> (“IDEA”) and the Rehabilitation Act of 1973.<sup>62</sup> As permitted by the SRA,<sup>63</sup> WEDJ PCS elected to operate as a “dependent charter” for federal special education purposes, meaning that DC Public Schools works with WEDJ PCS as it would a traditional DCPS school to service the school’s special education students.

Because of its dependent charter status, the school’s special education compliance performance is, for the most part, reported by OSSE as part of DCPS’ overall compliance performance, and compliance data

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<sup>61</sup> 20 USC §1413(a)(5).

<sup>62</sup> 20 USC §794.

<sup>63</sup> SRA §38-1802.10(c).

specific to WEDJ PCS students is limited. The following section summarizes WEDJ PCS' special education compliance from 2010 to the present.

#### References to Special Education in School Charter

References in a school's Charter to special education must comply with special education laws. WEDJ PCS' description in its Charter of its special education programming complies with special education laws.

#### Quarterly Findings

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing DC LEAs' compliance in three areas: (1) initial and reevaluation timeliness; (2) early childhood transition timeliness; and (3) secondary transition requirements.

In OSSE's FFY2012 and FFY 2013 quarterly reports (detailing compliance from October 1, 2012 to June 30, 2013), WEDJ PCS was found to be noncompliant for timely completion of reevaluations over three quarters.<sup>64</sup> Per OSSE, these points of noncompliance have been cured.

#### On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. If a school is found to be less than 100% compliant with a student- or LEA-level indicator, it must implement corrections and report these corrections to OSSE within 365 days.

OSSE is currently in the process of completing an on-site Compliance Monitoring Report of WEDJ PCS and has not yet been released these results.

#### Blackman Jones Implementation Review

With compliance requirements pursuant to IDEA and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations ("HODs") and Settlement Agreements (SAs). Ten special education complaints have been filed against WEDJ PCS since 2010, but according to OSSE's database, the school currently has no open HODs and/or SAs.

#### Blackman Jones Accuracy Audit

During the 2011-12 school year, OSSE conducted compliance audits regarding the accuracy of a sample of special education data from OSSE's special education database system ("SEDS"). This audit was used to diagnose and identify appropriate special education training and technical assistance to best support each LEA. While dependent charters' data was included in DCPS' overall compliance performance in this audit report, OSSE produced WEDJ PCS' disaggregated audit data for this renewal analysis. The audit revealed that WEDJ PCS was fully compliant in the following areas:

- Provision of "related services" as required by IDEA;

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<sup>64</sup> See WEDJ PCS Quarterly Findings Reports, attached to this report as Appendix EE.

- Rate of students educated in separate settings;
- Rate of evaluations completed in a timely manner; and
- Number of overdue HODs.

However, WEDJ PCS was found to have not completed and/or implemented one student's reevaluation in a timely manner.<sup>65</sup>

DCPS assessment of timely special education evaluations and reevaluations

The following table details the timely completion rate of WEDJ PCS in (a) conducting eligibility determinations; and (2) creating and implementing Individualized Education Programs ("IEPs").

<b>Year</b>	<b>% of Eligibility Determinations Conducted in Timely Manner</b>	<b>% of IEPs Created and Implemented in Timely Manner</b>
2010-11	69%	96%
2011-12	40%	92%
2012-13	75%	100%

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<sup>65</sup> See WEDJ Blackman Jones Accuracy Audit, attached to this report as Appendix FF.

### **SECTION THREE:** **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 WEDJ PCS's financial record regarding these areas. The has no pattern of fiscal mismanagement, and has no pattern of nonadherence to GAAP. While the school has been on the cusp of economic nonviability, it has improved in this area each year. However, its debt and net assets remain a concern to its viability.

#### **Adherence to Accounting Principles and Fiscal Mismanagement**

Audits of WEDJ PCS' federal funds establish that the school adhered to generally accepted accounting principles. However, there were two significant deficiencies and a material weakness in internal control over financial reporting and compliance in fiscal year 2009-10. The school addressed the three findings, which were not repeated in fiscal year 2010-11. Additionally, the school has no pattern of fiscal mismanagement, with unqualified opinion on its single audits<sup>66</sup> with no material weaknesses<sup>67</sup> or significant deficiencies<sup>68</sup> between fiscal years 2010 and 2013.

#### **Economic Viability**

WEDJ PCS is economically viable, based on the school's financial performance, sustainability, liquidity, and debt burden, as described below.<sup>69</sup>

#### **Financial Performance**

PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, PCSB recommends that a school's annual operating results equal at least zero. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")<sup>70</sup>, a financial performance measure that eliminates the effects of financing and accounting decisions.

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<sup>66</sup> Per the federal Single Audit Act of 1984, as amended by the Single Audit Act Amendments of 1996, <sup>66</sup> any entity that receives \$500,000 or more in federal funding is required to undergo a "Single Audit" conducted by an independent, external auditor, in accordance with the Office of Management and Budget's Circular A-133 ("OMB A-133").

<sup>67</sup> A "material weakness" is defined by PSP PCS' auditor as "a deficiency, or a combination of deficiencies, in in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis." See FY2013 Single Audit, p. 1.

<sup>68</sup> A "significant deficiency" is identified by the auditor as existing "when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis."

<sup>69</sup> See William E. Doar PCS, Activities and Financial Analysis Sheet, attached to this report as Appendix GG.

<sup>70</sup> EBAD is the change in net assets plus amortization and depreciation.

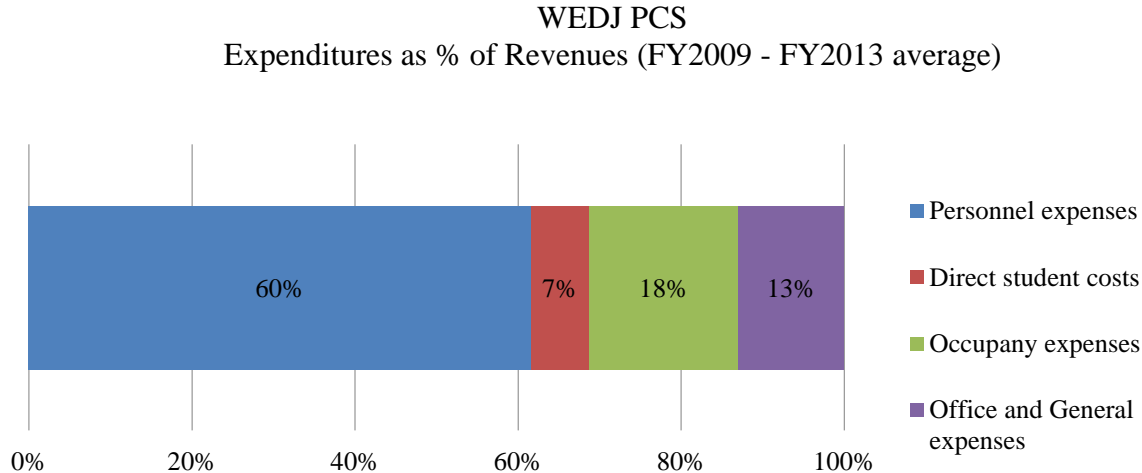


The school's performance according to these two indicators has been strong since FY2010 with the school producing a \$32,503 operating surplus in FY2012 and an \$811,155 operating surplus in FY2013. In FY2012, the school closed its Soldiers Home campus as a result of structural damage caused by an earthquake. Also, the school discontinued its high school program at the end of FY2011. Consequently, the school's average enrollment declined to 426 students in FY2012 from 668 students in FY2011. In FY2013, the school resized its operations and budget for lower enrollment, realizing savings in personnel costs. WEDJ PCS had positive earnings before depreciation in the past five fiscal years, including the most recent FY2013. Traditionally, the school's depreciation expense was high, but declined from \$714,705 in FY2009 to \$273,173 in FY2013.

<b>Fiscal Period</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Operating Result</b>	\$(708,819)	\$13,480	\$975,266	\$32,503	\$811,155
<b>EBAD</b>	\$5,256	\$345,961	\$1,222,754	\$283,318	\$1,084,328

### Expenditures

William E. Doar PCS' spending decisions, illustrated in the graph below, are aligned with PCSB's financial metrics for general education public charter schools.<sup>71</sup>



### Sustainability

A school's net assets<sup>72</sup> and primary reserve ratio demonstrate its sustainability.<sup>73</sup> PCSB recommends that schools accrue net asset reserves equal to three to six months of operating expenditures and PCSB would be concerned with net assets reserves below zero. Over the past five year, the school's net asset

<sup>71</sup> Note that the percentage does not equal 100% because revenue exceeded expenditures in fiscal year 2013.

<sup>72</sup> Net Assets equals total assets minus total liabilities.

<sup>73</sup> Primary Reserve Ratio equals total net assets divided by total annual expenses.

position was a concern primarily as a result of high debt burden. As the debt burden has lessened and the school produced positive operating results, the school's net asset position has improved. The school anticipates a positive net asset position in FY2014. In FY2013, the school's net asset reserves were negative \$73,565.

The school's FY2013 primary reserve ratio was negative 0.01, meaning that its net asset reserves equal negative 1% of its annual expenditures, an improvement from FY2012. The table below details the school's net assets and primary reserve ratios over the past five years.

<b>Fiscal Period</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Net Assets</b>	\$(1,903,460)	\$(1,778,210)	\$(917,223)	\$(884,720)	\$(73,565)
<b>Primary Reserve Ratio</b>	-0.19	-0.17	-0.09	-0.12	-0.01

### Liquidity

Two indicators of a school's short-term economic viability are its current ratio<sup>74</sup> and its days of cash on hand.<sup>75</sup> A current ratio greater than one indicates a school's ability to satisfy its immediate financial obligations. Since FY2009, WEDJ PCS's current ratio has steadily climbed and stands at 1.31 in FY2013, indicating that the school can meet its short-term financial obligations with current assets.

Typically, 90 days or more of cash on hand indicates a school can satisfy immediate obligations with cash. Less than 30 days of cash on hand is a liquidity concern. WEDJ PCS' days of cash on hand have improved over the last five years, with the school's days of cash on hand increasing from 4 days in FY2009 to 70 days in FY2013. The school's current ratio and days of cash on hand trends are detailed in the table below.

<b>Fiscal Period</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Current Ratio</b>	0.29	0.32	0.76	1.06	1.31
<b>Days of Cash on Hand<sup>76</sup></b>	4	10	35	37	70

Cash flow from operations indicates whether a school produces adequate cash flow to meet its operating needs. Since FY2009, William E. Doar PCS has maintained positive cash flow from operations for four of the past five years with about \$4.0 million in FY2013, as detailed in the below table.

<b>Fiscal Period</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Cash Flow from Operations</b>	\$205,145	\$582,288	\$1,376,471	\$(12,922)	\$1,053,206

<sup>74</sup> Current assets divided by current liabilities. Current refers to the 12 months or normal operating cycles that a school can convert certain assets into cash or use up or settle certain obligations.

<sup>75</sup> "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days.

<sup>76</sup> Because there was no breakdown for unrestricted and restricted cash in FY2009, total cash was used.

### Debt Burden

A school's debt ratio<sup>77</sup> indicates the extent to which a school relies on borrowed funds to finance its operations. A debt burden ratio in excess of 0.92 is a source of concern to PCSB. While WEDJ PCS's debt burden is a concern, its debt ratio has steadily declined from 1.58 in FY2009 to 1.02 in FY2013. It is expected that the debt ratio will continue to have decline with continued positive operating results and payment of long-term debt.

In FY2008, the school obtained a \$1.6 million loan from United Bank to pay for leasehold improvement to its Englewood school building. In FY2013, the school restructured the loan with lower interest rates and longer payment terms. Additionally, WEDJ PCS entered into a loan agreement with OSSE for \$2 million with a balloon payment due on September 2012. In FY2013, the school restructured the outstanding \$1.491 million of the OSSE loan with a lower interest rate and longer payment terms.

<b>Fiscal Period</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Debt Ratio</b>	1.58	1.57	1.43	1.31	1.02

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<sup>77</sup> Debt ratio equals total liabilities divided by total assets.

# Appendix A

# **THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS WASHINGTON, DC EXECUTIVE SUMMARY**

The William E. Doar, Jr. Public Charter School for the Arts (“WEDJ PCS”) is designed to provide:

1. An academically rigorous environment to prepare students for post-secondary education;
2. An artistically rigorous environment to provide students professional-level experience and practice, worthy of public exhibition or performance in various artistic forms including: visual, graphic, applied, written and performing; and
3. Up to six days per week of academic and artistic instruction and activities during the academic school year.

Our mission is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit. We firmly believe that an ideal education addresses the fact that students have multiple learning faculties, instructs students in a number of disciplines in the Renaissance tradition and challenges students to engage and relate to the world around them beyond an insular definition of community. Combining a multi-disciplinary arts program with the highest educational standards, WEDJ PCS is committed to graduating well-rounded, liberally educated, responsible young men and women.

**Educational Need:** We believe that more education in the arts is needed in the District of Columbia. Multiple studies have shown a dramatic improvement in standardized test scores and traditional academic achievement when students receive education in the arts along with their core English, Math, Social Studies, and Science curriculum. At WEDJ PCS, we will provide a free, professional-level arts education to all students in the school. Our program is based on the principles of multiple intelligences and learning styles and will open opportunities to students whose achievement may best be measured in a more creative environment.

**Program and Curriculum:** WEDJ PCS is a co-educational day school that provides both a college-preparatory, standards based curriculum as well as professional-grade artistic instruction and practice in various forms including: visual, performing, written and physical as they relate to and support the performing arts of Theater, Movement and Music. Our program will provide upper elementary and middle school students with arts training such that they are viable applicants for the Duke Ellington School for the Performing Arts. Students in grades 3-5 will have a 5-day school week with optional academic tutoring and support on Saturdays. Students in grades 6-8 will be required to agree to participate in a 6-day school week enabling full instruction in both art and academia. All students in grades 3-8 will be required to participate in at least one public

exhibition or performance per year.

Students will be deemed to have been successful at WEDJ PCS when they and their families are committed to the school, maintain good attendance, prepare for class and participate in the full range of activities at the school. WEDJ PCS will remain an upper elementary/middle school to develop the community and educational culture that is required for our students to succeed in a rigorous high school program. We want to accredit our upper elementary and middle school before opening our high school.

**Location:** We have received a memorandum of understanding and are currently engaged in lease negotiations with the property owners of 709 12<sup>th</sup> Street, SE. WEDJ PCS will benefit from its proximity to public transportation and the availability of some open spaces in those areas. Those areas are conducive to construction of a non-traditional school facility to house a theater, rehearsal space, movement space as well as regular classroom space. Our facility will provide jobs in the selected neighborhood contribute to the tax base and help cut down on over-development. Our school will be a great neighbor.

**Links with the Arts:** Our dance program is being designed in partnership with the CityDance Ensemble. Our community service experience and elements of our curriculum are being designed in partnership with UrbanLearn(tm). The arts, including both exhibits and performances will also be the subject of many field trips throughout the region. We will continue to work on forging partnerships with area arts and cultural institutions. These organizations may include, but are not limited to: The Kennedy Center for the Performing Arts, the Smithsonian Institution, Wolf Trap Center for Performing Arts, the National Symphony Orchestra, the Corcoran Gallery of Art, the Folger Shakespeare Company, Bethesda Academy of Performing Arts' Imagination Stage, the Levine School of Music, the James Weldon Johnson Community School for the Arts and many others.

**Strength of Board of Directors:** the WEDJ PCS Board of Directors is composed of individuals who are highly successful in their fields and willing to contribute to the education of the District's children: Robin Bramwell is a lawyer and financial analyst; Nadia Casseus is a school director; Jerry Crute, MBA, is the Associate Director, Investment Research at the American Council of Life Insurers; Julie Doar is an educational and school management expert and has served as director of independent and public charter schools; Dianne Myers is a marketing and sales executive with experience in school admissions, development and non-profit board training; Angela Screen is an experienced management consulting researcher; Richard Sinkfield is a corporate attorney; Sonya Smith-Valentine is an attorney with experience in juvenile justice; Nicole Streeter is a litigation attorney who also holds a real estate license; Barbara Tucker is the CEO of a District special education consulting firm; Mark Lerner is an experienced charter school board member; Steve Percy, a professional musician and former Math Department Chair, produces services and concerts for the National Cathedral; Mary Robbins, a professional theater director and teacher, is a former America's Choice Literacy Coach; Angela Harris is an early childhood educator and Terrence White is an expert in the use of technology for education. **Six of the current board members are parents of school-age children; five of which reside in Washington, DC and attend**

**public and charter schools.**

**Funds Raised:** WEDJ PCS has developed an active giving campaign and expects to raise \$50,000 in gifts, donations, and grants prior to the opening of school. The school has already received a gift of stock from a family not connected to the school and expects to receive another gift of similar size upon approval of the charter. 100% of all founding board members have contributed donations to the organization. Two organizations have expressed interest in giving to the school. These gifts are the result of having a strong Board of Directors that actively supports the school. To date, total grants and donations exceed \$17,000. WEDJ PCS has plans to continue the giving campaign and tie it to developing partnerships with organizations identified above.

# APPLICATION FOR THE WILLIAM E. DOAR JR, PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS

## A. Educational Plan

### 1. Mission and Purposes of the Proposed Public Charter School

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

There are 72,431 students between the age of 5 and 17 in the District of Columbia.<sup>1</sup> As a group these students enter school unprepared for kindergarten and have been found to be three years behind in Reading and two years behind in Mathematics through the 8<sup>th</sup> grade. According to a study in 2001, the District's students were the second lowest performing of any state in the nation on standardized tests. The District's students enjoy the second highest financial per pupil support of any state. While the District of Columbia Public Schools is working to resolve this achievement deficit, current students are in desperate need of other public school options.

Students learn in different ways and in different settings. Students who might perform poorly in one setting become top students in another setting. Public schools must offer a variety of options to match the multiple intelligences and multiple learning styles that children possess. Finding the right school will enable children to unlock the potential they possess for learning and achieving high standards.

The William E. Doar Jr., Public Charter School for the Performing Arts (WEDJ PCS) is designed to provide a unique alternative to the traditional schools that exist within the District. WEDJ PCS provides students with a real choice in terms of a learning environment. Because WEDJ PCS provides an academic environment within a performing arts environment, WEDJ PCS will unlock the potential for many of our students to achieve that might not be possible in another setting.

Through two interactive departments, the Academy and the Conservatory, students will learn academic content while also mastering the elements of Performing Arts. By providing students with alternative styles of learning and demonstrating their knowledge, we will unlock the door to academic success. Furthermore, students of WEDJ PCS will be able to use their mastery of a performing arts discipline as a means to finance higher education or as a means to secure employment opportunities both on the stage and behind the scenes in the world of entertainment. The discipline students obtain through their pursuit of excellence in the Performing Arts is transferable to all academic subjects as well as students should not choose a career in the arts.

Our desired location **will be 709 12<sup>th</sup> Street, SE, Washington, DC**, in an area that is on the cusp of dramatic urban re-development. **The building is located just blocks away from the Potomac Avenue and Pennsylvania Avenue Metro Stations, as well as two blocks away from major bus routes running along Pennsylvania Avenue.** WEDJ PCS will benefit from its proximity to public transportation; the availability of some of the open spaces in those areas, which are conducive to construction of a non-traditional school facility to house a theater, rehearsal space, movement space as well as regular

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<sup>1</sup> D.C. Office of Planning/State Data Center, 1998.



classroom space. Additionally, as pointed out in the Executive Summary, our facility will provide jobs in that neighborhood; contribute to the tax base and help cut down on over-development. Our school will be a great neighbor.

**Our population goal for September 2004 is a PS-5<sup>th</sup> grade school with a population of 232 students. Beginning at PS through grade five will allow us to grow a student population with the community and educational culture to succeed in our rigorous high school program. This will provide our students with the initial arts and academic preparation necessary prior to beginning the college-preparatory and professional grade art programs. We will grow our population by one grade each year in the subsequent three years of operation and remain a PS-8<sup>th</sup> school through year five (5) while our existing program matures and we develop the high school program. We also want to accredit our elementary and middle school before opening our high school.**

**WEDJ PCS will help to meet students' needs, not only through the arts program, but also by providing classes of no more than 25 students. By emphasizing small class size and school size along with parent involvement, we believe that our students will be supported and motivated to perform at high levels. The District's students have tremendous potential that can be realized through the WEDJ PCS arts programs and its supportive school structure.**

**Our long-term goal of a PK-12<sup>th</sup> grade academic and artistic learning environment will take many years to achieve. It is our desire to eventually create three campuses of up to 400 children each in the PS-2, 3-8 and 9-12 divisions. Our goal, in the near term, is to provide elementary and middle school students with artistic training such that they will be viable applicants for the Duke Ellington School for the Performing Arts.**

We have chosen to configure our program thusly for very specific reasons:

1. It is our experience, as parents and employees of District of Columbia Public Schools and Public Charter Schools that District of Columbia families do not select charter schools as the first educational institution their child will attend. Generally, we have found that there is a great deal of movement into charter schools past the 2<sup>nd</sup> grade level as families are dissatisfied with their neighborhood options or realize that their children would achieve greater levels of performance in a different environment;
2. As artists and educators, we feel that these age ranges of children are most alike cognitively and socially and would best be able to demonstrate proficiency in the arts as a result of our instruction and, therefore, would demonstrate the greatest academic gains in objective measures.
3. **The configuration of a school organized into K-2, 3-5, 6-8 and high school will allow instructors to "loop" with their students. Ideally, students will be taught by the same instructors for the three years they exist within the grade configuration.**
4. **Stages of human development well-documented by psychologists also coincide with our division of student levels. According to Erik Erikson's Stages of Psycho-Social Development group children by**

their age-appropriate capabilities. Students will enter WEDJ PCS during Stage 3, the Locomotor Stage. At this stage the child has already spent a great deal of energy developing and controlling physical skills, such as walking and grasping objects. The child is now ready to development the assertiveness and initiative needed to be successful in school. This stage coincides with the PK through 2 division.

At the second grade level, students will be in what Erikson called the Latency Stage when they are ready to deal with demands to learn new skills. This stage will remain with the child throughout their elementary and middle school experience, when they acquire the greatest amount of new skills and information.

Jean Piaget's Theory of Cognitive Development places students in the Pre-Operational Stage when in grades PK-2. In the Pre-Operational Stage the student is able to pretend and is working toward an understanding of symbols. In grades 3-5, the child is in the Concrete Operational Stage of development where they are able to solve problems through logical operations and principles. During this stage, the child also learns classification and seriation (putting things in order). Finally, the child centers on the formal operations stage during grades 6-8 when the student becomes increasingly competent as adult-style thinking involving logical operations and using them in the abstract as well as the concrete.

The focus of instructor's on a particular developmental level while they loop with these students can only benefit the student in promoting academic, social and moral development

Schools organized into K-2, 3-5 and 6-8 configurations are a common practice among more than 1,500 school districts. For example, the Lawrenceville Public Schools in New Jersey have long operated with a K-2, 3-5, 6-8 configuration and they are one of the top scoring districts in New Jersey and have a very diverse population in terms of socio-economic status and ethnicity. In the Southern Allegheny (Pennsylvania) school district, in which elementary schools were subdivided into a K-2 and 3-5 configuration, educational benefits were found to include better concentration on the educational and psychological needs of children in the two age groups. An evaluation of the program also showed that the configuration saved money, and resulted in improved discipline, student attitudes and student interaction.<sup>2</sup>

It is also being shown in the literature that there is a movement to reconfiguring traditional elementary education: "Some school systems are moving in the opposite direction. While K-5 or K-6 has been the standard elementary pattern for years, more school systems are splitting this configuration to create

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<sup>2</sup> Raze, Nasus "Primary and Intermediate Grade Configurations: A Review of the Literature", South Allegheny School District, PA, 1985, [www.edrs.com](http://www.edrs.com), ERIC No: ED252928

primary and intermediate schools. The entire faculty of a primary school, for example, would be focused on educational techniques supportive of early childhood education.”<sup>3</sup> The Benchmarks for Science Literacy Project 2061 also divides its content and performance standards into the K-2, 3-5, 6-8 and 9-12 grade categories.

The decision to configure our program using the same pattern is based on a variety of factors including our experience as school leaders in Washington, DC, our goals for creating a performing Arts School as artists and by the research. Even among DCPS schools and Washington, DC schools there are no standard configurations:

In DCPS (regular public schools) there are 10 types of grade designs with the following distribution:

1 PK-K; 3 PK – 3; 4 PK-5; 37 PK– 6; 1 PK – 8; 3 5th - 8<sup>th</sup>; 8 6th - 8<sup>th</sup>; 9 7th - 9<sup>th</sup>; 18 9th-12<sup>th</sup>; and 1 10th-12<sup>th</sup>.

Among Charter Schools the variety is more widely spread:

4 PK – 6th; 3 K-5th; 2 K-6th; 1 K-3rd; 1 PK – 7th; 3 5th-8th; 2 6th-8<sup>th</sup>; 12 9th-12<sup>th</sup>; 1 PK – 12<sup>th</sup>; 2 Adult Ed; 1 un-graded elementary; 1 K-3rd, 6th-12<sup>th</sup>; 1 PS – 8<sup>th</sup>; 1 7th-9<sup>th</sup>; 1 1st-8<sup>th</sup>; 1 7th-12<sup>th</sup>; and 1 K-8<sup>th</sup>.

Additional sources that support K-2, 3-5 and 6-8 school configurations are as follows:

1. Wayne K. Hoy, Ohio State University; Cecil G. Miskel, University of Michigan--Ann Arbor (2000). **EDUCATIONAL ADMINISTRATION: Theory, Research, and Practice, Sixth Edition.** McGraw Hill.
2. Tomlinson, Carol A. (2000). **Leadership for differentiating schools and classrooms** Alexandria, Va.: Association for Supervision and Curriculum Development.
3. John D. McNeil. 1996. **Curriculum: A Comprehensive Introduction, Fifth Edition.** Wiley Publishers. Los Angeles.
4. William Owings and Leslie Kaplan (2003). **Best Practices, Best Thinking, and Emerging Issues in School Leadership.** Corwin Press.
5. Raze, Nasus (1985). **Primary and Intermediate Grade Configurations: A Review of the Literature.** ERIC ED252928
6. Renschler, Ron (2002). **School Organization: Grade Span. Trends and Issues.** ERIC ED472994.
7. DeJong, William S.; Craig, Joyce (Jun 2002). **How Should Schools Be Organized? School Planning & Management; v41 n6 p26-32.**

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<sup>3</sup> Stevenson, Kenneth R., Ed.D “Ten Educational Trends Shaping School Planning and Design”, National Clearing House for Educational Facilities, University of South Carolina, September 2002.

8. Alspaugh, John W.; Harting, Roger D. (Spr 1995). Transition Effects of School Grade-Level Organization on Student Achievement. Journal of Research and Development in Education; v28 n3 p145-49.
9. Levine, Roger E.; And Others (1996). Trends in School District Demographics, 1986-87 to 1990-91. ERIC ED394186.
10. City School District of Albany (2001). Facilities Plan.

**Over the long term we wish to house a PK-12<sup>th</sup> grade program on three campuses serving approximately 1200 students. These three campuses would represent three divisions within the WEDJ PCS: PK – 2 (Lower School), 3-8 (Intermediate School) and 9-12 (Upper School). We believe strongly in the advantages of small school environments and wish to cap any one campus at approximately 400 students.**

While we cannot yet predict the community our school will ultimately serve, we are striving to create a school suited to the unique community that is the District of Columbia. The outreach plans reflect a strong desire to attract a diverse population to our school. We fully expect, at a minimum, to reflect some of the demographic parameters of most charter schools in the city that report poverty levels of students around 70% and special education students around 15%. DCPS reported the percentage of special education students in 2000 as 12.5%<sup>4</sup>. Most charter schools report approximately 15% to 18% of their students are classified as special education students<sup>5</sup>. The discrepancy is attributed to the large number of students DCPS must evaluate and the shortage of qualified personnel to conduct those evaluations.

As such, WEDJ PCS expects to admit special education students at a higher percentage rate than is reflected in the current percentage of such classified students in DC's regular public schools. The WEDJ PCS Board of Directors is committed to the identification and appropriate educational support for all students with disabilities. Our School Director is the former Director of Special Education Services for DCPS. With her help we will obtain the Individual Educational Program (IEP) of students evaluated by DCPS and identify students who need to be evaluated before school begins. We will be able to provide high quality programs for the students and provide expert training for our teachers who will work with these students in an inclusive classroom. We will continue to screen and evaluate students throughout the school year.

The most significant academic problem Washington, D.C. students have is basic literacy. Approximately 8% of our students will be at or above their appropriate grade level in Reading. Approximately 92% are below grade level with almost all of these students two or more years behind<sup>6</sup>. After extensive review, the Board selected America's Choice(tm) because it has a highly effective balanced literacy instruction block and a remarkably successful Mathematics program. The total program in all content areas is integrated and coherent. America's Choice(tm) provides staff development to ensure the successful implementation of the program.

**The America's Choice™ standards are organized in such a way that it will allow the teacher's at WEDJ PCS to take each student as far as he or she can go as quickly**

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<sup>4</sup> District of Columbia Public Schools Home Page Web Site.

<sup>5</sup> Focus Meeting, Fall 1999.

<sup>6</sup> Washington Post. 10/14/99. Page B1.

as they can in the achievement of these standards. America's Choice™, as well as the other educational materials chosen by the school, are based on the theory of multiple intelligences. In addition, because America's Choice™ is a performance-based program, it allows us to choose and develop the content under which the standards will be achieved. The curriculum and its components will be taught in conjunction with the National Standards for Arts Education, as opposed to only having a separate arts education component

In creating a curriculum and instruction design, the Board of Directors knew that it would take exceptional support to ensure that teachers were properly implementing the pedagogical processes to support the learning outcomes. In addition to a Director, the Board identified the need for someone to work exclusively with the instructional staff on professional development. America's Choice(tm) matched the design already envisioned by the Board in content, structure, and implementation. In addition, America's Choice(tm) provided professional development for the administrators. America's Choice(tm) addresses the specific needs of children to learn effectively in each content area and provides the best support for Reading. They have also already successfully applied their program to the performing arts at a school in New Jersey.

#### **b. Mission and Philosophy:**

The Mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional and artistic development as rapidly as their talents permit. Combining a rigorous program with high educational standards, the school is committed to graduating well-rounded, responsible young men and women.

The philosophy of WEDJ PCS reflects our full support of the ideology of child development presented in Howard Gardner's *Multiple Intelligences*. We believe that all children learn differently, that comprehensive Education in the Arts is one of the greatest gifts one can provide a child as they learn and grow, and that success comes from full community support of and focuses on collective goals.

**WEDJ PCS is offering an academic and artistic program to students whose creative outlook may be unique to the regular educational classroom setting. Unlike standard academic settings in schools that reward students whose strengths lie primarily in linguistic and/or mathematical skills WEDJ PCS will include other areas of strength, teach through them and cultivate these gifts.**

**The theory of multiple intelligences by Howard Gardner acknowledges and incorporates those unique qualities within individuals as gifts to be appreciated and encouraged in the school. The eight intelligences are:**

- **Linguistic intelligence ("word smart")**
- **Logical-mathematical intelligence ("number/reasoning smart")**
- **Spatial intelligence ("picture smart")**
- **Bodily-Kinesthetic intelligence ("body smart")**
- **Musical intelligence ("music smart")**
- **Interpersonal intelligence ("people smart")**
- **Intrapersonal intelligence ("self smart")**

- **Naturalist intelligence (“nature smart”)**

Each of these intelligences has its own set of strengths and weaknesses that drive our ability to perform certain tasks with proficiency. Simultaneously, if students are receiving instruction in a manner that does not address their particular strengths or learning styles they are almost certainly going to fail. Therefore, it is imperative that teachers are trained to present lessons in a variety of ways that incorporate art, music, dance, role play, field trips and more. While most people possess the full spectrum of intelligences, each reveals distinctive cognitive features. We possess varying amounts of the eight intelligences and combine and use them in highly personal ways.<sup>7</sup> Instruction through the method of Multiple Intelligences addresses the three major areas of learning: cognitive, affective and psycho-motor.

The application of the eight intelligences will be incorporated into the academic and artistic programs at WEDJ PCS to meet the needs of all students. These principles are already included in the America’s Choice program, The University of Chicago Math program, History Alive! Social Studies program and The Prentice Hall Hands-On Science Series. In addition, WEDJ PCS plans to use the assessments and study skills series produced by the All Kind’s of Minds Institute. Mel Levine and the All Kinds of Minds Institute have developed a series of products for schools, teachers, students and parents based on Gardner’s theory of multiple intelligences. WEDJ has also recently established a partnership with Imagination Stage, Bethesda, MD and will utilize its professional development program, Imagination Quest (IQ). Imagination Quest, also based on Gardner, trains instructors on teaching traditional subject matter through the senses and in a hand-on approach. Through the use of survey assessments as well as teacher led observations, an individual’s primary intelligences and their corresponding learning styles will be identified. Once identified, this information will be utilized by instructors to assist with the appropriate instructional approach for students. This approach is especially helpful when determining strategies for students who might have learning difficulties but who have not been identified for special education. The advantage of incorporating this approach to learning for our students will be that all learning styles will be addressed, ensuring that each student’s ability to learn in more than one way is met. Regardless of the teaching approach, the goal of all students is to master the same performance standards.

In addition, WEDJ PCS will use the DCPS Performance Standards to help develop measurable outcomes for school improvement and the MENC National Standards for Education in the Arts to guide our design of content and performance standards in the Arts.

### **c. Educational Focus:**

WEDJ PCS is to be a PK-12 co-educational day school that provides both a college-

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<sup>7</sup> Campbell, Linda and Bruce Campbell and Dee Dickinson. Teaching and Learning through Multiple Intelligences, 3<sup>rd</sup> Edition. Pearson Education, Inc. Boston, MA, 2004.

preparatory, standards-based curriculum and professional-grade artistic instruction and practice in various forms including: visual, performing, written and physical as they relate to and support the performing arts of Theater, Movement and Music.

There are five unique features to WEDJ PCS. First, WEDJ PCS is arts based. Students will learn to express themselves with a variety of media. Through the media they will also learn to understand their work in academic subjects. Their use of various media will augment their work in all academic subjects. **The artistic teachers and academic teachers will meet at least every other week to plan integrated instruction. Academic teachers will cite activities and work in the artistic programs and the arts teachers will be able to relate their material to the current academic program in which the students are engaged.**

Second, students in the 9<sup>th</sup> grade and above will be expected to attend school six days per week. The sixth day is needed to accommodate professional level instruction in the performing arts. Students will be expected to attend school from at least 9:00 AM to 1:00 PM on Saturday. Students in grades 3-8 will be provided with additional learning and rehearsal opportunities on Saturdays.

Third, WEDJ PCS is a standards based school. Each child is expected to meet the standards for each grade level. Each child will be assigned a “class teacher” who will follow that student through three grade levels: PK-2, 3-5, 6-8. In the 3-5 and 6-8 levels, the same team of teachers stays with the child through all the grade levels. This practice leads to the development of caring, personal relationships among teachers, students and parents. Each student’s program is planned from a strong knowledge base about that student.

The fourth feature is that following third grade, every teacher is expected to specialize in two subjects areas exclusively. Content knowledge and specialized pedagogy for that content are more demanding after grade three. Teachers will receive the specialized training necessary to implement a strong, academic program.

The fifth unique feature of the school is that it will address the education of special needs students quickly, efficiently and systematically. WEDJ PCS has staffed its program with experts so that every student who has a learning disability will receive an appropriate Individualized Educational Program. As with many problems, early diagnosis and treatment can improve the student’s adaptive learning skills so that the student may no longer be classified as learning disabled in two or three years.

#### **d. Goals:**

The primary goal of any educational institution should be to raise student achievement as could be measured by objective assessments like the Stanford-9 or other standardized testing vehicle. Research has shown that Education in the Arts has a dramatic effect on raising student achievement in Math and Science. However, in keeping with our belief that all students learn differently regardless of whether or not they have been diagnosed with a disability, our program is designed to measure achievement through a variety of means including but not limited to: Stanford-9 testing (like all other DCPCSB Schools), adhering to the National Standards for Education in the Arts, the full-participation of families in our requirements for 6 day school and the full-participation of our students in our 1 per year and 2 per year performance/demonstration requirements.

Specifically, we have developed the following Academic, Non-Academic, Organizational and Governance goals for our school:

**Academic Goals:**

1. Students will achieve the New Standards™ Performance Standards in English/Language Arts, Math and Science by graduation.
2. Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.
3. **Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.**
4. **Students' average test scores on the SAT-9 will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act.**
5. **All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.**
6. All students will pass all courses every year.
7. Students will develop an appreciation for cultural differences as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.
8. Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.
9. Students will develop an informed aesthetic appreciation and participate in at least two of the fine and performing arts.
10. All students achieving the above standards include Limited English Proficiency and classified students.

**Non-Academic Goals:**

1. The attendance rate for all students will exceed 90%.
2. All special needs students will be evaluated and have an IEP written within 90 days of being identified.
3. All students will develop a positive ethical framework that will be applied to their personal and educational lives.
4. All students will develop work habits that will support their educational growth and their effective engagement with peers, family, school community and the broader community.
5. Students will have high expectations for themselves.
6. Students will demonstrate respect for themselves, their peers, families and community.
7. Students will learn to take responsibility for themselves and for their actions.
8. Students will learn to work and play with those who are culturally



different.

9. Students will learn to share, respect others' possessions and be part of a group.
10. Students will grow emotionally, develop self-restraint, express feelings, adjust to transition and change, develop a sense of humor and establish independence.
11. Students will demonstrate appropriate large muscle development and small muscle development.
12. Students will learn to listen to adults, to peers and to follow directions.

#### **Organizational Goals:**

1. The school will implement a professional level fine arts and performing arts program for all students;
2. The school will implement the America's Choice(tm) whole school design;
3. The instructional staff will have all scheduled New Standards instructional systems implemented by the end of the year (Year 1-Literacy, Year 2-Mathematics, Year 3-Science);
4. The school will implement a content integrated curriculum that allows students to transfer learning from one content area to another.
5. **The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services in a timely fashion.**
6. The school will have an active, participating parent association by the opening of school.
7. The school will maintain the structure and integrity of the America's Choice(tm) Program throughout the year;

#### **Governance Goals:**

1. The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.
2. **The Board will maintain two current parent members to the Board of Directors immediately upon school opening and every year.**
3. The Board will implement an effective, efficient administrative structure for the operation and growth of the school.
4. The Board will establish policies that will enable the school to achieve its goals.
5. The Board will approve policies and procedures for the financial management of the school.
6. The Board will approve policies and procedures for the educational management of the school.
7. The Board will engage in appropriate contracts to ensure the successful implementation of America's Choice™, quality professional development for staff, early identification of learning and physical disabilities of

students and the supportive materials and resources necessary for the success of the school's staff and students.

## **2. Academic Design**

### **a. Student Content and Performance Standards:**

WEDJ School will follow a standards-driven, performance-based developmental curriculum. Our curriculum is carefully framed around knowledge about children's physical, social, emotional and cognitive growth. It is based on our collective knowledge about how children learn and what children need to know and to be able to do in both the artistic and academic arenas. The task of teachers, with the guidance of the school's Leadership Team, then is to adjust the curriculum through their understanding of each child both as an individual and a member of a class.

WEDJ PCS will meet or exceed all DCPS content and performance standards for all grades PreK- 12. WEDJ PCS will use the National Standards for Education in the Arts published by the Music Educators National Conference as a model for the theater, music, dance/movement and visual arts. The Dance/Movement program is being designed in cooperation with the CityDance Ensemble. The New Standards Performance Standards, published by America's Choice and the NCEE, is the model for English/Language Arts, Mathematics and Science. Social Studies content standards are adopted from the National Standards for Social Studies developed by the National Council for the Social Studies as they apply to the Teachers' Curriculum Institute's Social Studies/History Alive!™ program and the DCPS Social Studies standards. The World Language curriculum is adapted from the National Standard for Foreign Language education and their Standards for Foreign Language Learning: preparing for the 21<sup>st</sup> Century, DCPS Foreign Language Standards and the Deaf Studies Curriculum Guide by Melvia Miller-Nomeland and Sara Gillespie. A Study Skills program will come from the All Kinds of Minds Institute.

Those board members who have worked in schools chose these standards and programs because of their familiarity with the programs' success. These standards are both performance- and research- based. They allow us the flexibility to choose materials while providing a scope and sequence for high-level performance standards. Blending the America's Choice Performance Standards with the National Standards for Education in the Arts will also allow us to integrate the Social Studies content standards and create a humanities-based scope and sequence.

The entire WEDJ PCS program is built on an inclusive model for LEP and Special Education students. The need to express and communicate transcends most disabilities. Children with Limited English Proficiency and Learning Disabilities find the arts as stimulating as students without special needs. The arts involve these students in activities that awaken other talents and strengths not tapped in a traditional curriculum. Participation in the arts also leads to greater self-confidence and empowerment that can only boost the students' achievement in all areas.

High quality learning experiences will form the core of teaching and learning at WEDJ School. Our interdisciplinary program, as dictated by the National Standards for Education in the Arts, will provide for long-term, in-depth explorations of a theme or topic across the curriculum. It will reinforce both skill and content for all students and

thereby enable students to approach a topic from many different learning and teaching perspectives. This will promote high academic achievement, critical thought, essential work skills and habits, personal and social development and high-quality original demonstrations/presentations. Each term or year, depending on the age of the student, will end with a formal presentation/demonstration by each student in front of audiences of family and community members. Many informal presentations and demonstrations are already embedded within the standards.

In addition to working with such programs as Urban Learn and products produced by the All Kinds of Minds Institute, an interdisciplinary curriculum combining arts standards with traditional subjects “contributes significantly and uniquely to personal development in several essential ways, changing people’s in-look and outlook, thought processes and abilities, and generally making them more capable of coping with the world around them”<sup>8</sup>. Not only will this integrated curriculum improve general education, but arts education helps children to define who they are, to see themselves as part of a larger culture, broadens their perception, expands their ability to express and communicate, teaches them to evaluate and make judgments and develops their imaginations.

**Materials:**

English/Language Arts – Scholastic Reading Guided Reading  
 Junior Great Books  
 Write Group  
 Books, magazines, and other reading material on a variety of subjects will be in classroom libraries.

Math - University of Chicago Mathematics Program  
 Science- Prentice Hall Hand-On Science Series  
 Social Studies- Teacher’s Curriculum Institute© Social Studies/History Alive!  
 Study Skills- All Kinds of Minds Institute

Books, magazines, and other reading material on a variety of subjects will be in classroom libraries.

Materials for Performing Arts will be determined by the subject need in each classroom and the resource center will have music recordings, scripts, sheet music, videos, etc. for study.

**b. Curriculum:**

WEDJ PCS will follow a standards-driven, performance-based developmental curriculum. Our curriculum is carefully framed around knowledge about children’s physical, social, emotional and cognitive growth. It is based on what children need to know and be able to do in both the artistic and academic arena and our collective knowledge about how children learn. The task of teachers then is to adjust the curriculum through their understanding of each child both as an individual and as members of a class.

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<sup>8</sup> Fowler, Charles. Strong Arts, Strong Schools. Oxford University Press 1996

High quality learning experiences will form the core of teaching and learning at WEDJ School. Our interdisciplinary program, as dictated by the National Standards for Education in the Arts, will provide for long-term, in-depth explorations of a theme or topic across the curriculum. It will reinforce both skill and content for all students and thereby enable students to approach a topic from many different learning styles. This will promote high academic achievement, critical thought, essential work skills and habits, personal and social development and high-quality original demonstrations/presentations. Each term or year, depending on the grade of the student, will end with a class or ensemble presentation/demonstration involving each student in front of audiences of family and community members.

**Flexibility with materials allows us to teach the performance-based standards through content standards that adjust with current events and the local arts season. The standards focus on process before product.**

### **English/Language Arts**

Projects and explorations will be designed to inherently require extensive reading, writing, listening and speaking. Daily student work in reading, writing and communication will be related to ongoing projects and will occur in class discussions, small groups and individual and team activities. Students will read and listen to multiple literature genres including historical fiction, nonfiction, diaries, poetry, musical verse, plays and newspapers to find information related to the subject of a theme. Daily student writing opportunities may include journals, lyrical content, note-taking, notation, list-making, project designs, and letters and opinion pieces. The Performing Arts program requires that students prepare and present quality work to real audiences. Daily practice in various forms of literary communication will help move students on that path. Standards for quality will be established with students for all activities.

Balanced Literacy instruction will combine the best practices of a literature-based program. Classroom practice will include daily reflection, self and outside evaluation and goal setting. Our school will pay special attention to developing strong literacy skills in the early grades. As early as Kindergarten, we will begin intervention strategies for students experiencing difficulty.

Literacy instruction will occur in a variety of settings. Group sizes will vary from one-on-one tutoring and/or special education instruction to whole class presentations. The availability of educational aides, trained tutors, special education specialists, literacy coaches and the structure provided by the America's Choice program facilitate individual and small group instruction.

Books at a range of reading and instructional levels will be available in each classroom as well as in a central reading/reference area in the school. **Books will be leveled according to the Scholastic Guided reading Program and Guided reading Levels as listed in Fountas and Pinnells' publications.** At all times, books and other reading materials central to the school and/or classroom current themes will be available throughout the school building. All classrooms will be print-rich and display evidence of students' reading, writing and thought across the entire curriculum. **All members of the school community will engage in Stop, Drop and Read, as Sustained Silent Reading Program, on a regular basis each week thereby reinforcing the pleasure of reading through structured available time and adult modeling. Additionally, student will**

**participate in independent reading each and every day.** Students will be expected to log free reading and to meet benchmarks each year in completing numbers of books and other reading materials read.

**WEDJ School is adopting the America's Choice Model for Literacy. America's Choice offers opportunities for students to engage in reading and writing assignments across a wide variety of genres and is easily integrated with Social Studies, World Language and Performing Arts Standards.** It provides clear instruction to teachers, tutors and aides and is aligned with the national standards in literacy.

Training and consistency are critical to the successful implementation of the literacy program. We will work with the America's Choice Program Consultants and our internal literacy coaches to provide ongoing support and professional development for teachers to most efficiently and efficaciously provide instruction to our students.

The overall goal of Reading/Language Arts is to develop a literate citizenry. Our performance standards are designed to produce effective communicators who speak and write clearly and fluently; independent thinkers who can also work cooperatively; and confident community members whose literacy informs their roles in the worlds of career and family. In addition, students will comprehend and compose a wide range of written, oral (including musical) and visual texts, respond in many ways to a rich variety of literary texts in relation to one's life and the lives of others, use language and symbol systems to define problems, retrieving, interpreting and organizing information in communicating to defined audiences and use language in a variety of social and cultural influences of texts

## **Mathematics**

Mathematics will be both integrated into all subjects and studied as a separate subject. Our approach to mathematics instruction will rely on the heavy use of manipulatives as well as real-life examples and models to further reinforce both mathematical skills and their practical application to Arts Education and Vocation.

The University of Chicago Mathematics program encourages students to use mathematics in an authentic way to solve problems and gain knowledge. This program will be supplemented with the use of musical and video instruction of mathematical concepts such as multiplication and intervals, particularly at the lower levels. Sesame Street™ counting videotapes, Schoolhouse Rock™ and Count With Me™ are examples of these types of supplements for our early grades. Promoting mathematical literacy and its practical applications to music, performance, artistic perspective and business practices will be the goal of our mathematics program.

All goals in the mathematics program will be aligned with the National Council of Teachers of Mathematics standards. The University of Chicago Mathematics program employs a developmental approach to teaching mathematics, emphasizes problem-solving, provides quality implementation support for teachers and allows flexibility to adapt to student and class needs. It is also an ambitious academic model that provides young students with a strong mathematical foundation for higher order math subjects in high school.

Each year, Mathematics teachers will be provided with opportunities for further

professional development in math. Students will demonstrate and understanding of numbers and pattern and the way they are used, create models, equations and graphs to solve problems and to describe and analyze relationships among variables, use appropriate tools and technology to apply measurement concepts to solve problems in everyday life, draw inferences and make predictions and logical deductions about real world problems and situations, and gather, display, organize, interpret and analyze data to determine probability and to statistically model mathematical situations

## **Science**

Students will be engaged in an authentic science program that teaches basic scientific thinking skills while it encourages enthusiasm and a desire to conduct independent scientific inquiries. Our goal is for children as young as Pre-K to become engaged in modeling the work of real scientists. Students will follow the scientific method when conducting science investigations

**The natural world in which we exist seamlessly integrates science and the arts. All around us is color, sound and movement. In the course of our daily lives we experience situations which are easily translated, duplicated or mimicked in an artistic environment. The emphasis in the William E. Doar School, a school dedicated to artistic development, will be to support the artistic focus of the school with science curricula that elucidates the specific areas of science that apply to the artistic endeavor. The language of elementary mathematics will be utilized to show how all of the scientific areas are linked and how mathematics relates to artistic development and craft.**

**The K through 2<sup>nd</sup> grade focus will be to introduce the students to the world around them and to teach them to formulate and logically describe what they have observed. The special focus here will be to place more emphasis on comprehending light, sound and movement production than would normally be a part of a K through 2<sup>nd</sup> grade program. At the 3<sup>rd</sup> through 8<sup>th</sup> grade level, the introduction to the sciences begun at the K through 2<sup>nd</sup> grade level will be further developed to assist the students in scientific investigation and documentation. The emphasis on the understanding of light, sound and movement, begun in the K through 3<sup>rd</sup> grade level, will be continued through the mechanism of experimentation and research. At the 3<sup>rd</sup> through 8<sup>th</sup> grade level the curricula will take advantage of the natural connection that science and artistic endeavor share in areas such harmonics, the wave nature of light and sound; and the production, use and the effects of color.**

**At the 9<sup>th</sup> through 12<sup>th</sup> grade levels, the science curricula will seek to expand the understanding of areas relating to the world of the artist and how science supports the artistic effort. Building upon the emphasis on light, sound and movement introduced in the earlier grades, the four core science areas will be expanded, and fully integrated, supported by the language of mathematics to expand the students understanding of science and its relation to the world of the artist. The introduction to the physical sciences, augmented with introductory biology and physics, will also place specific emphasis on light, sound and movement as they relate to vocal and instrumental music, movement and design for the stage. The program of anatomy and physiology likewise will emphasize the structure of bones and muscles as they relate to movement and dance. And all of the four core**

**science areas [Introduction to Physical Science, Biology, Physics, Anatomy & Physiology] taken together, will seek to develop an early appreciation of the many elements that constitute production.**

The overall effort throughout will be to assist the students in understanding the natural world from a holistic standpoint; to see their art as a means of complimenting the natural elements around them; and to fully understand the scientific basis for the art that they will seek to create.

Scientific projects will incorporate hands-on, inquiry based science activities that meet science content standards and often relate to a larger project. The Math and Science instructors will be the same person at the lower grades. Science teachers will specialize in the Middle School division.

The appropriate teachers will be provided with opportunities for professional development in Science. Students will understand and apply the properties, position and motion of materials and objects, understand and apply the properties of light, sound, heat, electricity and magnetism and understand of the characteristics, life cycles, and change over time of organisms and environments.

## **Social Studies**

The History Alive! approach to Social Studies consists of a series of instructional practices that allows students with multiple intelligences to “experience” history. These teaching methods were developed by teachers who carefully and thoughtfully combined the following three educational theories:

1. Students have multiple intelligences. Howard Gardner has found that every student excels in two or three of the multiple intelligences. Verbal Linguistic, Logical-Mathematical, Visual-Spatial, Body-Kinesthetic, Musical-Rhythmic, Interpersonal and Intrapersonal

2. Cooperative interaction increases learning, improves social skills, leads to increased student interaction and, ultimately, to increased learning gains. Teaching history in an interactive and engaging way necessitates creating a cooperative, tolerant classroom. In this environment, students will learn to share ideas, to work together cooperatively, to tolerate differences, to disagree honestly, and to take risks—and all students will feel valued and respected.

3. The spiral curriculum is the belief that all students can learn if a teacher shows them how to think and discover knowledge for themselves. Students learn progressively more difficult concepts through a process of step-by-step discovery.

Through this approach to learning Social Studies, all students will develop skills and elements of social studies of historical chronology, geography, economics, and political systems, examine and discuss ideas, beliefs, and themes; organize and follow patterns of events; describe and analyze how individuals and societies have changed in DC and the United States, examine and discuss ideas, beliefs, and themes; organize and follow patterns of events; describe and analyze how individuals and societies have changed in

the world. They will also use geographical concepts and processes to examine the roles of culture, technology, and environment in the locations, distribution and interaction of human societies, develop economic reasoning to both understand the development of economic systems and to apply as citizens, consumers, and workers, understand political concepts and processes of authority, power, and influence in DC, the United States, and the world and develop skills and attributes of responsible citizens and understand and describe the similarities, differences, and interactions of peoples and cultures within DC, the United States, and the world.

### **World Language**

A well-rounded academic program hosts World Language choices for students. We support and will provide instruction in several languages. In keeping with our focus on the Performing Arts, it must be noted that much musical notation is done in Latin based languages. In addition, in conjunction with our Social Studies content and desire to expose students to arts in many forms and cultures, we will require participation in World Language courses for all students. One area of focus in the languages will be American Sign Language. Interested students will be taught interpretation for arts performances and will be able to satisfy their foreign language requirements through instruction in ASL. Also, BAPA's Imagination Stage produces a deaf access theater company and classes in theater taught in ASL. Students will engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions, reinforce and further their knowledge of other disciplines through World Languages, demonstrate an understanding of the relationship between practices and perspectives of the culture studied and demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

### **Technology Integration**

#### **Mission: Technology in Everyday Life<sup>9</sup>**

**The mission of the Technology in Everyday Life (TEL) program is to teach students and staff to be effective, life-long users of ideas, information and technology in the context of a world-class education.**

**WEDJ PCS believes that infrastructure improvement, curricular change and professional development are necessary in order for today's schools to use twenty-first century technologies to the fullest. Technology must be integrated into the life of the school, so that it becomes an everyday part of the school members' lives and is meaningfully connected to the work that each member of the school community is responsible for. We will put in place the support and practices that will:**

- Educate our school community in the use of current and future technologies.**
- Develop methods to integrate technology into our curriculum.**
- Provide on-going professional development for our staff in the uses and applications of technology.**

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<sup>9</sup> Copyright 2003, William E. Doar, Jr. Educational Foundation, Inc.



**WEDJ PCS is committed to providing an environment in which technology is integrated throughout the curriculum in order to:**

- **Enhance student productivity, efficiency, creative expression, communication, and access to information,**
- **Produce students who are life-long learners,**
- **Improve levels of critical thinking and problem solving,**
- **Prepare students effectively for the transition from school to work,**
- **Promote family involvement in student education.**

**Vision: Technology in Everyday Life**

**Technology is a lifetime skill. People use technology to communicate, invent, solve problems, and to express ideas and emotions. At WEDJ PCS, we believe learning to use technology must be a part of everyday life.**

**The best way to learn to use technology is to live in a culture that uses it. At WEDJ PCS, technology will be an integral part of the culture, as natural a part of school life as books and pencils. Rather than talking about technology, school staff, students, and families will learn to use technology. Most importantly, members of the WEDJ PCS community will use technology to learn, to teach and to inform.**

**Technology in Everyday Life (TEL) is grounded in the following key principles:**

- **Build Capacity:** WEDJ PCS is committed to building the capacity of all members of the school community to use technology in powerful ways. This will require an ongoing process. Whenever possible, specific technologies will be taught and learned in the context of practical application, not as isolated skills. It is the primary responsibility of the Technology Manager to build capacity among all participants in the school community to use technology. All instructional staff members are expected to attend 45-minutes of technology training each week. The purpose of the training is to facilitate the use of technology in the classroom and support teachers in planning and implementing lessons that use technology appropriately and effectively.
- **Ensure Equitable Access:** Because technology will become a principal means of communication at WEDJ PCS, those who are unable to use it or access it run the risk of being excluded from the school community. All full-time professional staff members will have desktop computer. School leadership members will be provided with a laptop computer.
- **Promote Continuous Learning:** TEL focuses on helping individuals learn how to learn. As staff and students gain experience and expertise they will be expected to model, teach, and support others, regardless of their age or role within the school. To promote continuous learning, WEDJ PCS will create a process similar to the merit badge model used by the Girl/Boy Scouts of

America. *Technology Licenses* will define the desired skills; to earn a license, staff and students must demonstrate or apply those skills in a project that is presented to a responsible member of the school community. Licenses will enable learners to take on additional responsibilities such as checking out or using a particular piece of equipment without direct supervision, or to coach others.

WEDJ PCS is committed to providing the time, resources, training, and support necessary to enable technology to become a language through which school staff and students communicate and do their work.

### **Technology Planning Description**

WEDJ PCS will create a Technology Committee in the first year of operation that will be responsible for technology planning. The committee will be made up of the school's Executive Director, School Director, Business Manager, Technology Manager and instructional staff members...

### **Goals of the Technology in Everyday Life Program**

#### **Administration and Management Goals**

1. To use technology to facilitate the daily administration and management of the learning community by teachers and administrators.

#### **a. Student Information Systems**

- Staff members are able to generate standard or customized class reports from Schools Administrative database as needed.
- Use of database to input and access daily attendance, health, conduct, transportation, and contact information is routine for all staff members.
- Instructional staff members generate report cards (electronic narrative report cards) with minimal assistance from the technology staff.
- Databases for collecting and analyzing standardized and special education test results are in place and are used routinely by front office, instructional and support staff.
- Databases and templates for creating Individualized Education Plans are in place and are used routinely by special education staff members.
- Front office staff is able to efficiently generate monthly and yearly reports from databases as required by the state Department of Education.

#### **b. Library Automation Goals**

- Staff and students routinely use the electronic card catalog system from the classroom computers to identify and locate reference materials.
- Use of the library automation system grows to include analysis of circulation for the purpose of developing the collection and ordering materials.

### **c. School Management Goals**

- **Front office staff use appropriate spreadsheet and accounting software to generate and analyze budgets efficiently and with minimal assistance from the technology staff.**
- **Front office staff use appropriate spreadsheet, accounting, and database software to manage receiving and billing efficiently and with minimal assistance from the technology staff.**
- **Databases and templates for tracking inventory are in place and are used routinely by technology and front office staff members.**
- **Front office staff is able to efficiently generate monthly and yearly financial reports as required by the Board of Trustees, state Department of Education and Edison.**

### **Communication and Information Goals**

**2. To use technology to enhance communication and disperse information throughout the WEDJ PCS community.**

- **Sending and receiving personal and school-wide messages.**
- **All communication between staff and students incorporates use of data and video networks for sending and receiving personal and school-wide messages.**
- **Unique and consistent uses of data and voice networks are in place to communicate between home and school, including: weekly newsletters, school lunch menus, special events bulletins, homework calendars, etc.**
- **Staff and students independently troubleshoot problems and learn new skills with the hardware and software needed to communicate via the data and video networks. Staff and parents independently troubleshoot problems and learn new skills with the hardware and software needed to communicate via the data and voice networks.**

### **Staff Competency Goals**

**3. To use technology to facilitate teaching, professionalism and productivity.**

- **Demonstrate basic skills in the use of computer hardware and software.**
- **Demonstrate the ability to apply computers and related technologies to support instruction.**
- **Demonstrate the ability to use computers to increase personal and professional growth and productivity.**

### **Instruction and Curricular Goals**

**4. To use technology to support, remediate, and enrich instructional and curricular goals.**

### **Curriculum Integration Standards**

- Technology is regularly woven into curricular activities, creating opportunities for students to learn in new, enriching multimedia ways that facilitate learning.
- Basic productivity tools are used regularly by students and teacher when appropriate to the curricular goals.
- Students and teachers know which type of technology best meets their needs without extensive coaching.
- Students use their home computers for homework and school projects.
- Staff and students demonstrate great confidence in using computer hardware and software to increase personal productivity and to learn.
- Technology use by teachers, staff and students is focused on creativity, data manipulation, design, presentation, and productivity and research technologies, i.e. tool use, rather than computer-assisted instruction.
- A more complete listing of the curriculum integration standards is available in Appendix A.

### **Technology Design**

#### **Hardware**

WEDJ PCS will be equipped with 1 computer lab containing 30 computers. There will also be a scanner, one black & white printer and one color printer. Each classroom is equipped with a minimum of 4 desktop computers (3 for student use and 1 for the classroom teacher), a TV, a VCR and a printer. Administrative staff members will each be issued a laptop. There will be one computer in each office for the use of support staff. Administrative and support staff will have access to one centralized printer.

#### **Software**

All school computers will be loaded with the Microsoft Windows 2000 Professional operating system, Microsoft Windows 2000 Server, and Microsoft Office 2000 Professional (i.e., Word, Excel, PowerPoint, Access, and Outlook).

#### **Network**

A 100-BaseT Ethernet network with Category 5 cable will connect the rooms within the school building to a network server room. From a central hub room, wiring extends to all rooms to provide two data drops in every classroom and meeting space and at least one drop to every office space. Spaces that require more than two data drops, such as classrooms, use switches to extend the capability of one data drop. Technology-intensive areas, such as the computer lab, main office, and network server room will have more than two drops.

### **Voice Network**

Each classroom, resource room, and office in the school includes a telephone that connects to a digital phone system that will be run by a phone switch.

### **Technology Support & Staffing**

Effective technology training, support, service, and maintenance are crucial to the success of the school's vision for technology. The WEDJ technology support services are designed around four principles:

- Technology must be reliable and accessible if teachers, students and parents are to depend on it as a tool for communication and productivity.
- Technical support is a teaching function. Its goal is to provide independence from technical support services.
- Ongoing professional development for all members of the school community is essential to developing the culture of technology as a second language.
- To facilitate the ongoing use of technology at WEDJ, the school must have a highly qualified, on-site technology team.

To meet these goals, we will have a quality technology staff that consists of:

- **Technology Manager:** The Technology Manager's primary role is to build the capacity among all participants in the school community to use technology to do their important everyday work. The Technology Manager will work with the principal and other school leaders to develop a TEL curriculum and to transform the school's culture so that technology truly becomes a second language. The Tech Manager provides training and evaluation, supports curriculum integration, maintains the technology infrastructure of the school and will ensure that technology is available and in working order and manages the technology implementation throughout the school.
- **Student Information Manager:** The Student Information Manager will manage the school's student information databases. S/he will maintain data, run reports and support the school's administration through the management of this program.

### **Three-Year Technology Action Plan**

#### **Professional Development**

An important piece of the TEL program is its professional development program, which is designed to provide the career development, resources and opportunities that talented professionals deserve. Professional development will be embedded in the culture of WEDJ PCS and will involve all school staff. A key part of every

teacher's professional development within WEDJ PCS focuses on technology and information literacy. Teachers attend weekly 45-minute professional development sessions.

TEL professional development sessions have four goals:

- Provide teachers with technology skills they need to do every day tasks like take attendance, email parents and test students.
- Support teachers' professional growth and enable them to meet and ultimately exceed the technology and information literacy standards that are set by WEDJ PCS.
- Provide teachers with support in integrating technology and information literacy into the WEDJ PCS curriculum so they can create rich, exciting lessons for their students that help students achieve.
- Help teachers teach technology and information literacy skills to students through integrated plans so students meet the WEDJ PCS standards.

The WEDJ PCS professional development training model is three tiered: skill training, integration training/lesson development, and mentoring. The first tier is the demonstration and teaching of the skill through direct instruction; the second is developing the use of the skill to be integrated into existing curriculum; and the third tier is mentoring through modeling, co-teaching, and/or assisting within the classroom setting. In this way teachers are taught the skill, shown how it can be integrated within the curriculum, and then supported in their usage of the integrated skills to enhance their teaching and students' learning.

#### **Purchasing**

- January 2004 – June 2004: 5 laptop computers, 5 printers, 5 cell phones, and a fax machine for startup.
- July 2004 – June 2005: 2 servers, 10 hubs, 1 telephone switch, 61 desktop computers, 4 laptop computers, 10 printers, 10 TVs, and 10 VCRs.
- July 2005 – June 2006: Maintenance and replacement parts for malfunctioning equipment.

#### **Program Evaluation and Reporting**

For the TEL program to be successful, it must grow and adapt to meet the changing needs of the staff, students, curriculum, technical advances, etc. Therefore, continual evaluation must be done to remain true to the essential goals and objectives.

The Technology Manager with the participation of the entire WEDJ community will conduct an annual review/evaluation of the TEL program. The evaluation will focus on the following areas:

- Student evaluation against standards
- Staff evaluation against standards

- Professional Development
- Condition of equipment
- Curriculum integration

Copies of this review/evaluation will be given to all members of the Technology Committee.

### **Administrator Technology Skills**

#### **1. Basic Computer/Technologies Operations and Concepts**

- 1.1 Administrators will demonstrate and model basic skills in the use of computer hardware and software.**
- 1.2 Administrators will use computer systems to run software, access, generate, and manipulate data, and to publish results.**
- 1.3 Administrators will use and integrate advanced features of technology-based productivity tools such as graphics, multimedia, spreadsheets and databases to support their work.**

#### **2. Productivity and Professional Practice**

- 2.1 Administrators will use technology to facilitate organizational improvement.**
- 2.2 Administrators will utilize appropriate technology for communication and collaboration among peers, staff and parents.**
- 2.3 Administrators will model the routine, intentional and effective uses of technology.**
- 2.4 Administrators will continue their own job-related professional development using appropriate technology.**

#### **3. Support, Management, and Operations**

- 3.1 Administrators will support the school's technology plan by allocating necessary financial and human resources.**
- 3.2 Administrators will use technology to assess and evaluate managerial and operational systems.**
- 3.3 Administrators will provide support necessary to promote the integration of technology and curriculum.**

#### **4. Assessments and Evaluation**

**4.1 Administrators will use technology to collect and analyze data, interpret results, and communicate findings in order to assess school and student achievement.**

**4.2 Administrators will use and support technology as a reporting and record keeping tool for the assessment and evaluation of staff and students.**

**4.3 Administrators will use technology appropriately to analyze and support the financial goals of the school.**

#### **5. Social, Ethical And Legal Issues**

**5.1 Administrators will practice responsible, ethical and legal use of technology, information and software resources.**

**5.2 Administrators will demonstrate and model knowledge of equity, ethics, legal and human issues concerning use of computers and technology.**

**5.3 Administrators will promote and enforce security and online safety related to the use of technology.**

#### **Performing Arts Program**

Study after study has shown the importance of Arts Education to overall student achievement. Performing Arts education in particular also contributes to the self-confidence, communication and public speaking skills of students all qualities necessary for ultimate occupational and educational success. The SPECTRA (Schools, Parents, Educators, Children, Teachers Rediscover the Arts) program infused the arts throughout the curriculum. Not only did this infusion improve attendance rates and reduce discipline problems, but the SPECTRA group students scored considerably higher in math comprehension and demonstrated significant improvement on total reading scores, reading vocabulary, reading comprehension and math comprehension.<sup>10</sup> Beyond simply providing students with opportunities for arts appreciation, as a Performing Arts School, arts classes will be given equal billing with academic subjects as well as provide the basis for creating a hands-on inquiry based academic setting for students. As both a content area and a teaching tool, arts education is at the core of our entire school program.

The school will employ full-time arts administrators and full and part-time teachers in disciplines including: graphic, music, plastic, drama and movement. Our dance program is being designed in partnership with the CityDance Ensemble. In addition, all teachers will use art as a tool for helping children learn in a developmentally appropriate manner about society, culture, history, science and the human experience. The arts, including both exhibits and performances will also be the subject of many field trips throughout the region.

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<sup>10</sup> Luftig, Richard L. The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA Program, 1992-93. Oxford, Ohio: Miami University, 1994.)



In recognition of the wealth of artistic resources in the Metropolitan Washington, DC area, we will continue to work on forging partnerships with area arts and cultural institutions. These organizations may include, but are not limited to: Kennedy Center for the Performing Arts, the Smithsonian Institution, Wolf Trap Center for Performing Arts, the National Symphony Orchestra, The Corcoran Gallery of Art, the Folger Shakespeare Company, Imagination Stage, The Levine School of Music, The James Weldon Johnson Community School for the Arts and many others. These types of community partners will provide additional opportunities for our students to have a breadth of arts experiences to bolster and augment those programs provided in our school building.

The Visual and Performing Arts standards provide both the foundation for creating curricular decisions and the opportunity for meaningful assessments in all four art forms. The standards are organized in three sections applicable to all of the arts: Creating and Performing, Perceiving and Analyzing, and Understanding Cultural and Historical Contexts.

The following standards apply to all Performing Arts disciplines<sup>11</sup>. Students will:

- PA1. Identify and understand relationships between the arts and disciplines outside the arts.
- PA2. Understand the arts in relation to history and culture.
- PA3. Critique formal and informal performances, in both oral and written forms based on prior knowledge and personal preference.
- PA4. View, analyze and describe world music, theater, dance and visual art.
- PA5. Use technology to research and create art.

#### Music

- MU1. Sing a wide variety of music alone and with others.
- MU2. Perform on instruments both alone and with others.
- MU3. Compose, arrange and improvise music within specific guidelines.
- MU4. Read and notate music.
- MU5. see PA1.
- MU6. see PA2.
- MU7. see PA3.
- MU8. see PA4.
- MU9. see PA5.

#### Theater

- TA1. Script writing by planning and recording improvisations.
- TA2. Acting by creating characters in improvisations and scripted material.
- TA3. Designing by visualizing and arranging environments for dramatization.
- TA4. Collaborating by planning and rehearsing dramatizations.

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<sup>11</sup> From National Standards for Arts Education,

Published by Music Educators National Conference (MENC). Copyright© 1994 by MENC. Used by permission. The complete National Arts Standards and additional materials relating to the Standards are available from MENC. The National Association for Music Education, 1806 Robert Fulton Drive, Reston, VA 20191 (telephone 800/336-3768)

- TA5. Integrating historical and cultural information to support dramatizations.
- TA6. see PA1.
- TA7. see PA2.
- TA8. see PA3.
- TA9. see PA4.
- TA10. see PA5.

#### Dance/Movement

- DA1. Identify and demonstrate movement elements and skills in performing dance.
- DA2. Understand choreographic principles, processes and structures.
- DA3. Understand dance as a way to create and communicate meaning.
- DA4. Make connections between dance and healthy living.
- DA5. see PA1.
- DA6. see PA2.
- DA7. see PA3.
- DA8. see PA4.
- DA9. see PA5.

#### Visual Art

- VA1. Understand and apply media, techniques and processes.
- VA2. Use knowledge of structures and functions.
- VA3. Choose and evaluate a range of subject matter, symbols and ideas
- VA4. see PA1
- VA5. see PA2
- VA6. see PA3
- VA7. see PA4
- VA8. see PA5

#### *Example of a Themed Arts-integrated Unit:*

The 4<sup>th</sup> grade class is studying the United States literary era known as the Harlem Renaissance. In the English/Language Arts class, the students read literature (i.e. poetry, essay, and fiction) either produced or considered popular at the time. In Social Studies, the same students learn about the social and economic influences that lead to this period in upper Manhattan. They would also learn about important historical figures of the day.

In the performing arts, jazz music would be the topic. Students would have the opportunity to study this art form unique to the United States. Jazz studies would include the study of rhythms, instruments and improvisations required to perform, as well as listening and critiquing previously recorded music. These criticisms would also reinforce the ELA standards.

Perhaps this unit would culminate in the students reenacting an evening at The Cotton Club. The research for this project would involve ELA, Social Studies and the use of Technology. Math is used in the involvement of writing music. The students in their reproduction of the club would perform that music. Students would also dance in the style of the period and culture. The environment would be created as a part of the theater

curriculum, involving math and science for such elements as building furniture, lighting and even preparing food. The possibilities are endless and this is only a small sample of what WEDJ PCS plans. Such integration will only boost the academic and artistic achievement of our students. Because they are reinforcing their knowledge by connecting it with many other disciplines, students will retain information and skills longer and make them a permanent part of their repertoire.

Integrated units will be developed during grade-level meetings.

## **Citizenship**

### *1. Community Service*

Community Service is an essential component to a civilized society. Our emphasis on the Performing Arts reinforces our desire to produce well-rounded citizens of the world. All students will be expected to fulfill requirements in community service. The school will generate many of these service activities and will focus on bringing “Arts to Others”<sup>12</sup>. Through performances/ demonstrations at community centers, senior centers, hospitals and other schools, our students will be taught to share their knowledge and talents with others.

### *2. Social Curriculum*

One of the guiding principles of the WEDJ PCS education is self-discipline. While it does not appear as a subject, it underlies the whole educational structure. It is the key to self-control, character, orderliness and efficiency. It means good conduct and proper consideration for other people, their rights, their talents and their property. We believe this to be of primary importance in today’s society. At WEDJ PCS, we believe that everyone has the right to learn and no one has the right to interfere. It will be expected for students to recognize the appropriate conduct for a given situation and that students will exhibit courtesy such that it brings compliments to our school.

As a part of the classroom environment, teachers will provide opportunities for children to learn to care about themselves, each other and their environment. Over the first few weeks of school, teachers, administrators and other academic and support personnel will provide students with instruction in appropriate behavior and academic expectations of the school. The academic and performance instruction will be interwoven with the social curriculum until the two are indistinguishable. We feel it is necessary to work with a social curriculum program in order to provide consistency for students from classroom to classroom and curriculum area to curriculum area. It is important to give teachers both parameters and support in managing effective classrooms and students’ guidance in those areas so they can learn to make good decisions about their behavior.

### **c. Methods of Instruction:**

Instructional Methods to be used by WEDJ PCS faculty are to include but are not limited to: Direct Instruction, Cooperative Learning, Lecture, Hands-On Laboratory Experiences, Journaling, and Portfolio.

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<sup>12</sup> Copyright 2003, William E. Doar, Jr. Educational Foundation, Inc.

Examples of teaching methods that will be used on a frequent basis in WEDJ PCS program are as follows:

1. Cooperative learning
2. Collaborative learning
3. Peer tutoring and cross age tutoring
4. Small group and large group instruction
5. Project-based learning, simulations
6. Manipulatives
7. Games
8. Modeling

WEDJ PCS will use the following structural strategies:

1. Extended Day - The day will begin at 8:00 am and end at 4:00 pm with opportunities for tutoring from 4:00 pm - 6:00 pm.
2. Intervention Plan - An individual plan will be developed for students experiencing academic needs as well as for those experiencing socio/emotional needs.
3. Family Involvement - Families will be expected to participate in their youth's education.

WEDJ PCS' program will use the following strategies to implement an activity based academic curriculum program: project-based learning, cooperative learning, art therapy, personal experiences, choral response, manipulatives, small group learning, story telling, field trips, structured play, drama, games, songs, IEP, and other strategies that fit within the constructivist model of learning.

The research on the above pedagogical practices strongly supports and correlates them with high academic achievement among urban students. They are also associated with developing a supportive learning climate for all students. These strategies will support high student achievement and allow the Charter to attain its goals.

#### **d. Students with Disabilities:**

In 1997, Congress authorized the IDEA Amendments of 1997, Public Law 105-17 or IDEA '97. For this first time since 1975, significant changes were made to the Individuals with Disabilities Education Act. The 1997 additions clarify, strengthen, and provide guidance on implementation of the law based on two decades of experience. Congress hailed the amended Act and described its new emphasis on educational results and improved quality of special education and general education programs and services:

"Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

The overall purpose of IDEA is:

"To assure that children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to assist states, localities, education service agencies, and federal agencies to provide for the education of all children with disabilities."

IDEA-97 seeks to enhance the learning experiences of children with disabilities by educating, to the maximum extent appropriate, children with disabilities in the same classrooms with children who are not disabled. IDEA de-emphasizes special classes, separate schooling, or other removal of children with disabilities from the general educational environment. The law seeks to ensure that separateness occurs only when the nature or severity of the disability of a child is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Board of WEDJ PCS endorses the US Department of Education's self-evident truth that special education is not a place, but a process. Rather, special education is a set of services to support the needs of children with disabilities to succeed in general education classrooms.

WEDJ PCS recognizes its responsibility for providing a Full Educational Opportunity for all children with disabilities. WEDJ PCS is committed to supporting collaboration among personnel who are involved in educating children with disabilities, increasing access for students with disabilities to the general education curriculum, and recruiting and hiring appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

Our mission is to provide a quality education to all students. Through a single curriculum, we aim to provide all students with the opportunity to learn the same material. We are committed to supporting quality professional development for all personnel who are involved in educating children with disabilities.

We have set out to improve educational results and raise expectations for all students, including those with disabilities. One indicator of progress in this area is to increase the percentage of all students who are proficient in Reading, Math and other academic subjects.

We expect the academic and artistic programs to be interactive. Students who may have disabilities in the academic program may excel in the artistic program. We will use the interests and abilities of each classified students to help each student achieve academically.

*Gifted and Talented Students:* Our focus on the student as an individual will help teachers support the specific needs of each child at their ability level. Children will have opportunities to progress at their own pace and to seek appropriate levels of challenge and depth. We will seek out partnerships with organizations and curricular supplements to further enhance the educational experience of gifted learners in our population.

*Students with Limited English Proficiency:* As a part of the enrollment package, the school will distribute a Home Language Survey for preliminary identification of students who may need English as a Second Language services. Students identified both through the Home Language Survey and through teachers' anecdotal notes will be referred for further assessment to determine whether they should be designated with Limited English Proficiency (LEP) or No English Proficiency (NEP) status. Determinations will be made by a team of teachers, including an ESL teacher and a student's classroom teacher, based on accepted criteria for placement in these categories.

A bilingual ESL program will best serve our language minority students. The ESL teacher will support Reading instruction by working in the classrooms with students

during their literacy classes on Reading and Writing activities. The ESL teacher will also meet bimonthly with grade level teams to discuss progress and needs of individual students and to plan for additional instruction and assessment.

We expect that most of our LEP and NEP students will be native Spanish speakers. We plan to have a Spanish-speaking ESL teacher who will coordinate with classroom teachers to provide content support in Spanish to enhance the Spanish-speaking students' grasp of lessons being taught. The ESL teacher will also serve as a liaison with language minority families to improve communication by providing translations and attending conferences between classroom teachers and parents. The number of ESL teachers will be dictated by the number of Language Minority students and families enrolled at WEDJ PCS.

School notices will be sent out in Spanish and English and translators will be available for parent-teacher conferences.

**e. Strategies for Providing Intensive Academic Support:**

The school's approach to providing intensive academic support involves three facets:

*Baseline Diagnostics:* The school will use test scores and other assessment data from prior school records, when possible, as well as baseline assessments performed by classroom teachers at the beginning of the school year, to identify students needing intensive academic support.

*Core Response:* The classroom teacher will be the first level of intervention for students and will be able to make referrals for tutoring, or other additional assessment or support to work on skills with students. Classroom teachers, in consultation with the Director, the Counselor, the ESL teacher, if appropriate, and the Tutoring Coordinator, will design individualized plans for each student identified as needing intensive support. Plans will include small group work, one-on-one instruction within the classroom and individual tutoring outside of school hours. Parents will be consulted and informed about the plan and encouraged to provide specific support at home.

*Additional Resources:* Trained educational assistants, working closely with classroom teachers, will be a continual resource for students needing extra support. Educational assistants can work one-on-one with individual students while the teacher is working with the larger group. At other times, the assistant will oversee the larger group, for example, during a free-reading period, while the teacher provides direct instruction one-on-one or in a small group of students with similar needs.

An after-school tutoring program will provide additional instruction to students identified as needing support. We will also hire a Reading and Math specialist to work with teachers to help bolster their skills in basic skills instruction.

*Monitoring:* The school maintains ongoing assessments to determine student skill levels and inform instructional strategies and classroom groupings. Each student will have an assessment folder charting monthly progress in Reading, which will be the main repository of current data.

### **3. Student Performance**

#### **a. Student Assessment:**

**WEDJ PCS will utilize the assessment program as recommended by America's Choice: program-embedded assessments standardized testing of the State and New Standards Referencing Examination. Assessments will incorporate the principles of multiple intelligences through review of every student's working portfolio and through individualized evaluation of performing arts disciplines.**

**Program assessments will demonstrate student achievement for each standard by showing what that student has accomplished according to criteria derived from the performance standards. A combination of methods will provide evidence of mastery in comprehension of subject matter, skills development, reasoning and problem solving, and application of material. These assessments will take place on a regular basis, not less than one-month apart.**

**In accordance with the D. C. School Reform Act Section 2202(1), all students will be required to take the Stanford-9 standardized exam as well as, or in addition to, or in place of any other district-wide assessments required each year. These scores will serve as an important objective indicator of the school's baseline and follow-up performances for the school's first year. It is expected that grade-level increases for each student will be reflected in test scores. In the following years WEDJ PCS will conduct twice a year SAT-9 testing for incoming, first year students only. Teachers will not be expected to or asked to teach to the tests. It is our expectation that our rigorous academic program is designed to meet or exceed the standards of the District of Columbia according to the No Child Left Behind Act and will sufficiently prepare students for any objective assessment to be administered.**

**Upon entry each student will be assessed for reading and math placement purposes. According to their scores students will be grouped within their classes according to the needs identified for their development. These students will be assessed again in the spring for progress in skill development. Students will also be assessed for learning styles, academic strengths and weaknesses. This information will be disseminated to teachers in all academic disciplines for immediate use in intervention, modifications and accommodations as needed to meet the student's needs.**

**Two grades will be given for each subject: the Achievement Grade and the Total Class Performance (TCP) grade. The TCP grade evaluates each student's performance measured against his/her potential. This grade indicates the effort put forth by the student in each course. The Achievement grade reflects the student's actual achievement in that course. Beginning in the sixth grade, students will take grade-level appropriate cumulative exams in addition to regular standardized tests. Teachers are responsible for regular planned testing; i.e., frequency of tests, their relative "weight", style, etc. All tests with a grade below "C" will prompt timely notice to the parents. Testing will be utilized to address the needs of the students**

according to standards through classroom instruction.

**b. Basis for Promotion and Graduation:**

**In accordance with the America's Choice Model, students will be grouped heterogeneously up through 8<sup>th</sup> grade. Within Math and English Classes, small homogenous group instruction will be implemented.** Students are placed in these sections based upon standardized test scores, achievement grades and the assessment of their teachers from the year before. Students will be required to meet **a minimum of two-thirds (2/3) of their academic and artistic standards each year and receive a passing grade for the year to be promoted from one grade to another. Meeting 2/3 of the Academic and Artistic standards will give students the grade point equivalent to a "D".**

A student's placement is not guaranteed from year to year and will be determined by their meeting the academic standards as well as their individual growth and development. Students will be successful as long as they put forth their best effort and abide by the policies of the school.

**After school, Saturday School and Summer School programs will be available for students experiencing difficulties achieving the standards within the context of the regular school day or for additional enrichment of the regular school day program. If those interventions are not sufficient in aiding a student's mastery of the standards set out for them, the school may recommend that a student repeat a year. This is a last resort intervention done in consultation with a student's teachers and family in cases where a student would benefit from such an extreme intervention.**

**c. Student Intervention:**

All students will receive four report cards and four preliminary reports from their teachers. Parent/Teacher conferences will be scheduled on a regular basis. In the middle of each marking period, preliminary reports are sent home. Preliminary reports give both students and parents an indication of the student's progress in each course up to that time. This provides an opportunity for the student to improve his/her grades before the end of the marking period. Preliminary grades are not recorded on a student's permanent transcript. Assessments, observations and input from instructors, parents and administrators may suggest that individual students may require recommendations for appropriate interventions, i.e. academic testing, tutoring, eye exams, etc.

WEDJ PCS expects parents to help their children at home with the school work. We will prepare materials for parents to do with the children to facilitate the student's improvement.

**4. Support for Learning**

**a. Parent Involvement:**

The founders of WEDJ PCS fully believe and embrace the idea of needing a "village



to raise a child.” As such, we encourage, implore, may require and will provide opportunities for community members, and specifically parents, to participate in the life of the school. Parents will be encouraged to spend time in the school building, serve on committees, work with teachers on public presentations/demonstrations, work directly with students in school and with their own at home. It is in the best interest of WEDJ PCS to foster positive parent relations in order to help build a caring community for our students.

Parents will serve on the Board of Directors and will also have a voice in our annual school-wide evaluations. A Parent/Teacher Organization will be founded to enable parents to work together as a group to benefit WEDJ PCS and their children.

Clear and regular communication with parents is crucial. Parents will receive information about the school’s program, goals, activities and calendar at the time of enrollment, when school begins and on an on-going basis as needed. Parent Orientation and Back to School Night will be additional face-to-face opportunities for us to educate parents about our philosophy and plans regarding their children. Occasional grade-level, or school-wide meetings will be held. Periodic bulletins and a school newspaper will provide updates of important or interesting information. A parent directory will be published to facilitate communication between families.

At the time of enrollment, parents will be required to sign a pledge form for 20 hours of community involvement per year. The activities for which parental assistance will be needed will include but won’t be limited to:

1. chaperoning field trips
2. attending student performances/exhibitions
3. making costumes or props for performances/exhibitions
4. setting up/cleaning-up for school wide activities
5. participating in classroom activities, i.e. Reading hours
6. helping in the school office
7. participating in parent workshops
8. serving on committees
9. doing mailings
10. organizing school events
11. providing translation services for other parents.

All parents who want to volunteer in the classroom will be given the opportunity to receive training in working with students and will also be required to undergo a background screening.

#### **b. Community Participation:**

One of the goals of WEDJ PCS is to effectively engage community resources to benefit our students. Our Board of Directors is made up of professionals from many backgrounds including, Arts, Education, Health Care, Law, Finance, Assessment, Technology and Development. We have forged partnerships with two organizations: City Dance Ensemble and UrbanLearn(tm). City Dance Ensemble will provide the design, administration and staffing of our Dance/Movement program. We also intend to be a pilot site for UrbanLearn(tm), an enrichment curriculum company that creates case studies that profile pop-culture icons from a business development standpoint.

One of our Board members sits on an advisory board of the Bethesda Academy of Performing Arts' Imagination Stage, which allows us access to performance supplies, personnel and support. Another Board member is a member of the Greater Washington Area Chapter of the Washington Bar Association, a grant-making body that supports educational and artistic endeavors through financial donations. We have had discussions with ExperienceCorps, a federal program that arranges for professional and trained retirees to work in schools as tutors, classroom aides and mentors. ExperienceCorps is undergoing a three-year growth plan in which they are actively seeking school recipients of their volunteers to triple their impact in the Washington, D.C. Community.

We will seek out tutors through the Greater D.C. Cares Tutor/Mentor Referral program and engage their episodic model for corporate volunteering for larger projects such as painting, moving and setting up classrooms. Two board members have a relationship with employees in the Washington, D.C. office of Sony Electronics and have approached them to solicit in-kind donations in arts technology for the school.

Several Founding Board Members have worked in independent schools in the Washington, D.C. region including the Newport School, Bishop McNamara High School, Grace Episcopal Day School and Eshkol Academy. They have actually worked in partnership building capacities for those schools and in conjunction with other schools to benefit Charter Schools through in-kind donations of furniture and classroom resources.

### **c. School Organization and Culture:**

WEDJ PCS will be organized to support student participation in the school community and to allow students to assume responsibility for their own behavior. Everyone wants to belong to a group. Our students will want to belong to the School community and we will establish an organizational structure that encourages students to act in ways that support one another.

Students will stay with the same class for three years. This will develop a strong bond among those students, which they will learn to share with others until the whole school is linked with a sense of community. The teachers, the Director, the support staff, and the students will support each other's learning. In addition, the America's Choice(tm) program uses students-to-student learning as a critical tool for improving school performance.

The standard for all the school will be excellence. Teachers will be expected to be excellent instructors and individuals with their students. Students must strive for excellence in their scholarship and in their civic and ethical behavior. WEDJ PCS will be a "learning community" as depicted by Senge<sup>13</sup>. All members of the school community share the same vision and will work to achieve that vision individually and cooperatively.

The longer school day, the longer school year, the before school and after school support programs, the during school support programs, and summer school convey to each student that we believe they can achieve in every aspect of their life and we will do everything we can to help them. They will learn they are responsible for their own learning and they are responsible to help others learn. The artistic program will support

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<sup>13</sup> Senge, P. (1990). *The fifth discipline: the art and practice of the learning organization*. New York, NY: Doubleday Currency.

these concepts. It is difficult to achieve artistically without help and support from others. Students will learn from the integrated arts and academic programs that we are all part of one caring, sharing, and supporting learning community.

Students will have the right, and will be encouraged to discuss their problems and concerns with teachers or administrators during their free time or lunch period. During class, however, permission will need to be obtained from the classroom teacher in order to be excused to meet with another teacher or administrator. In addition, students will be able to make recommendations for school improvements through their class representatives to the student government or to teachers and administrators. Students will be expected to be in school on all days that school is in session. Attendance will be taken at the beginning of each school day and sent to the office. Teachers are also to keep daily attendance in all of their classes. The final decision on whether an absence is excused rests with parents and they will be expected to send a note to school with their child explaining the reason for the absence. Students will be considered absent after missing 4 hours of school or if they arrive after noon. Students will not be allowed to leave school without parental and school consent. The parent may send a note to school with the student or call the office to make the request. In either case, the parent must make it clear at what time the student is to leave campus alone or be picked up. The student or the person picking the student up must report to the main office to “sign out” for the day.

#### **d. Extracurricular Activities:**

**WEDJ PCS will have an extended day for tutoring and other activities each day from 4:00 – 6:00 pm.** Every student will be required to participate in at least one performance per year depending on grade. Students may choose to participate in more. **Most performances will be the outgrowth of daily classes but we will have the capacity to support the performances during extended day time.** Other extra-curricular activities will include: newsletter, poetry journal, student council and student government and class trips. Special events will include the community day/carnival, fine and performing arts fairs and a science competition. **Extended day activities will be funded through Title I funding, regular operating funds, fundraising and grant writing (particularly 21<sup>st</sup> Century CCLC).** **Staffing will include full-day teachers interested in additional opportunities to work, DC Reads volunteer tutors, and part-time employees all of whom will be subject to the same clearances as school day employees. All Extended Day employees will also have to attend orientations before beginning work.**

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

Prior to opening, the Board of Directors will approve a Code of Conduct for the School. The Code of Conduct will set forth the initial policies of the Board and be applicable to students, faculty, staff and visitors to the school site. Parents and faculty will have input into the Code of Conduct. Parents and teachers will be responsible for the enforcement of the Code. Some policies contained in the Code of Conduct will stem from federal, state, or local laws and regulations and cannot be changed. The majority of policies contained in the Code will, however, reflect the Founders’ vision of rules and policies necessary to establish an appropriate academic tone, focus and environment.

The Code of Conduct will be a cornerstone of the WEDJ PCS learning environment. The Code will define behavioral expectations and discipline policies, focusing on behavioral traits that are keys to success in school and life, e.g., responsibility, perseverance, respect, kindness, honesty, citizenship, courage, self-discipline and fairness. Expectations for appropriate conduct will be taught by relating student actions to character virtues as found in history, literature, performing and visual arts and other disciplines. All parents and students will have to agree to abide by the code before acceptance to WEDJ PCS.

The Code will describe means by which the School will recognize appropriate conduct. The Board of Directors believes that daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff will be expected to interact with students in a positive manner at all times and to maintain a high ratio of acknowledging good conduct and performance compared to correcting misbehavior or overly focusing on inadequate performance.

When self-discipline breaks down in the classroom, it is presumed that the classroom teacher will be able to handle most situations as they arise. In cases of repeated misconduct or instances of serious violations of the rules, the teacher may refer a student to the appropriate administrator. There are a number of steps that may be taken at the discretion of the appropriate administrator, ranging from counseling on proper behavior, to detention, suspension or involuntary removal from the School.

Upon application all families will be required to come in for interviews to review our school expectations and discipline policy and will receive a handbook each year. A comprehensive character education program will be distributed for application during advisory/homeroom periods. Monthly values, themes, books of the month, as well as school agendas together with the student handbook, will re-enforce the character education program. In addition, our students will be expected to uphold WEDJ PCS values outside of school.

The cornerstone of proper student conduct is the expectation that students will respond appropriately to adult requests. In order to ensure the best possible educational environment for all students, unacceptable behavior as described below will not be tolerated and is subject to disciplinary action while the student is in school or on a school sponsored activity.

Repeated violations of the dress code will result in students earning detention, being suspended from class for the remainder of the day or being sent home for the day with parents notified.

**Vandalism or Property Damage:** Property damage hurts all of us and, in a very real sense, represents a self-inflicted wound to our school body. Students who willfully destroy or vandalize school property will be required to make financial or physical restitution. In addition, depending on the circumstances of each act, detention, suspension from school and eventual involuntary withdrawal may result. If a student should accidentally cause damage, the damage should be reported at once. In cases of genuine accidents reported promptly, the student will not be required to make restitution.

**Tobacco, Alcohol and other Drugs:** The use or possession of tobacco related products, alcohol or other drugs or being under the influence is strictly prohibited. WEDJ also prohibits the use of inhalants such as butyl nitrate, nitrous oxide and amyl nitrate,

which can be found in spray cans. Students who violate this rule will be subject to involuntary withdrawal from school and possible legal action. In all cases, a conference with the Administration and the student's parents/guardians will be held before deciding if the student will be allowed to return to school. In addition, students found to be selling drugs on campus or during school sanctioned activities will be subject to legal action.

**Physical or verbal assault**, including the use of foul or derogatory language or violent horseplay, upon any student, visitor or school employee will not be tolerated, nor will possession of any weapon or explosive device (including fireworks). Violators will be subject to detention, suspension, expulsion or legal action.

Disobedience, disrespect, or open defiance of proper authority will not be permitted. Students who disrupt the learning environment will be referred to the appropriate administrator for disciplinary action including detention or suspension.

Tampering with the fire alarm system or fire safety equipment is against the law, as is making false hazard reports. Violators in these areas will be subject to suspension, expulsion, restitution or legal action.

**Cheating** harms the person who practices it. The student who cheats is both the offender and the victim. If a student is caught cheating, the teacher will collect the work involved, mark it an "F", assign detention and notify the parents and the appropriate administrator of the action taken. Repeated attempts to cheat may result in a failing mark in that class, suspension or involuntary withdrawal.

**Theft** of school, student, and faculty or staff property will not be tolerated. If a student is caught stealing either in school or on a school sanctioned event or program or is found in possession of stolen property, their parents will be notified in addition to the proper authorities. In addition, the student will be subject to suspension or expulsion from school.

**Any form of Physical, Verbal or Sexual harassment** promotes an unproductive environment. Violators are subject to suspension or involuntary withdrawal.

The Board fully understands that these guidelines may need to be revised from time to time. If changes are made, families will be notified promptly. If situations occur that are not covered within the safety and order discipline framework, the Leadership Team will make case-by-case decisions.

**Fire drills** will be held at regular intervals throughout the school year. The first drill will be announced; all subsequent ones will be unannounced. Students will be made familiar with the instructions posted in each classroom that indicate the direction to take upon leaving the classroom as well as the stairway and exit to use. Students will be taught to take these drills seriously, walk quickly to their designated areas outside the building, and will, at all times, be out of the way of moving vehicles. Students will not be allowed back into the building until the "all-clear" signal is given.

In case of inclement weather, when DCPS is closed, WEDJ PCS will also be closed. When DCPS has a delayed opening, WEDJ PCS will also have the same delayed opening. When DCPS schools close early after already opening for the day, WEDJ PCS will make a case-by-case decision whether to close early as well. On any given day with inclement weather or other citywide emergency, families should listen to any of the major TV or radio stations to receive information on school closings.

For the safety of our children, all visitors, including family members, must check-in at the front desk and receive a visitor's badge. In addition, any guests of students must

first be cleared through the appropriate administrator.

Students will be required to have hall passes when going to and from class to non-academic areas of the building. Students will be expected to conduct themselves properly in the hallways. At all times students should walk in the hallways. Running or jumping increases the chance of accidents or injury.

**A Uniform/Dress code** will be designed to promote a neat appearance of both the student and the school. Additionally, it is designed to teach standards of appropriate dress make our students easily identifiable both in and outside of the school building and eliminate one of a multitude of distractions in a school setting. In order to facilitate compliance, the code will include a variety of options as well as provisions for required movement classes or potentially dirty work related to putting on performances. In general, no outside coats or hats are to be worn inside the building. At all times, students must look neat and have their shoes tied. Occasional free-dress days will be announced and publicized as scheduled.

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

Professional development is a key element of successful technology integration in the classroom. Prior to the opening day of school, all staff will be required to attend an orientation and professional development program that will last fifteen (15) days. **In subsequent years staff orientation and professional development before school opening will last at least ten (10) days. A full-professional development calendar will be developed each year to provide for up to 10 additional days of training during the school year and one week after the school year has ended for annual wrap up and assessment of students.** The training will focus upon developing a cohesive educational delivery system for the America's Choice(tm) program and impart on the teachers the Board's expectation of them and the Board's expectation of its students. The teachers must have the same high expectations, the same goals for the students, the same openness to involving parents in the learning process and the same strong commitment to multiculturalism and diversity in classroom lessons.

All staff will be trained in the operation and purpose of the extended day. Teachers will participate in planning the structure and function of the last hour of school so that the transition to peer tutoring and cross-age tutoring proceeds smoothly. Teachers will critique the system for reporting needs and monitoring progress in these programs. Most importantly, a weekly assessment system will be implemented so that teachers and students will receive constant feedback on progress.

The Board is in the process of contracting with America's Choice(tm) to provide staff development for the entire staff including administrators. Continual professional development is a prominent feature of the America's Choice(tm) model. The following list details a number of workshops that are a part of the model: Performance Standards; Analysis of Student Work Against the Standards; Use of Examinations Referenced to Standards; Process for Selecting Curriculum Materials That Fit the Standards; Creating New Curriculum and Instructional Materials to Support the Standards; Interpreting Data from the New Exams; and Step-By-Step Guide to Data Based Planning That Is Referenced to Standards.

With respect to the administrators, America's Choice(tm) will provide intensive

training so that they become certified America's Choice(tm) Trainers. Once certified, these administrators will provide continuing professional development for the rest of the staff. America's Choice(tm) states that in an existing school it takes approximately three years to implement fully the America's Choice(tm) program.

**The three week, fifteen day staff orientation in the first year will include, at a minimum, the following workshops:**

- 1. Three days of America's Choice Training**
- 2. Two days of Everyday Mathematics Training**
- 3. One day each of ELA/Social Studies Training, Math/Science Integration Training**
- 4. Classroom Management and Design**
- 5. Book and Materials Inventory and Distribution**
- 6. HR/Personnel/Payroll/Background Clearance paperwork**
- 7. Two days of Community Building- one at beginning of the three weeks and one at the end.**
- 8. Behavior Modification/Learning Styles/Special Education/Classroom Interventions**
- 9. CPR/First Aid Training (American Red Cross)**
- 10. Teacher Self-Check/Self-Evaluations**
- 11. Imagination Quest (Bethesda Academy of Performing Arts Teacher Training)**
- 12. Performing Arts Integration across Curriculum (City Dance Ensemble)**
- 13. Child Abuse Reporting**

**g. Structure of the School Day and Year:**

The school day will begin at 8:00 AM and conclude at 4:00 PM, Monday through Friday. An after-school program will be available until 6:00 PM. Breakfast and lunch will be available during the regular school day; an afternoon snack will be available for students in the after-school program.

Every child will be in the literacy program for 2.5 hours of the school day and in Math for one hour. Twice each week one-hour is set aside for Art and Music closely related to the literacy and Math program. Two hours are set aside in the afternoon each week for Science, Social Studies, and Movement. Students who need extra help may remain after school until 6:00 PM.

Grades 6-12 are expected to attend Saturday program from 9:00 AM to 1:00 PM for Performing Arts classes, rehearsals and tutoring. The Saturday program will be available to younger students for tutoring and arts activities, but it is not considered a part of the regular weekly schedule.

We will use, as a baseline, the DCPS schedule for starting date, vacations and holidays and ending date. This schedule will be re-evaluated to determine if it meets the needs of our school community. Teachers are expected to be available for two weeks of professional development before the first scheduled day for students and for one week past the last day of school. (First-year teachers at WEDJ PCS are expected to be available for up to three weeks prior to the first day of school for students.)

The school calendar will be for 190 days and also a summer school program in July:

**WEDJ PUBLIC CHARTER SCHOOL  
2004-2005  
SCHOOL CALENDAR**

**2004**

August 15	“Meet and Greet” Parents Orientation
August 23 – September 7	Teacher Orientation/Staff Development
September 8	First Day of School for Students
September 29	Back to School Night
October 11	Columbus Day Holiday/School Closed
	End of First Advisory Teacher Staff Development
November 8	Veterans’ Day Holiday/School Closed
	Report Cards Issued
November 25-26	Thanksgiving Holiday/ School Closed
December 22-31	Winter Vacation

**2005**

January 3	Students return from Winter Vacation
January 17	M. L. King’s Birthday/School Closed
	End of Second Advisory and End of First Semester Teacher Staff Development
	First Day of Second Semester
	Report Cards Issued
February 21	Presidents’ Day Holiday/School Closed
March 21	Spring Break Begins
March 28	Teachers/Students return from Spring Break
May 30	Memorial Day Holiday/School



June 24	Closed Last day for Students End of Fourth Advisory End of Second Semester Report Cards Issued
June 30	Last Day for Teachers

**Summer School – July 2005**

July 5	Summer School Begins
August 12	Last Day for students
August 12	Last Day for Teachers

## B. Business Plan

### 1. Planning and Establishment

#### a. Profile of Founding Group:

Each of the founding members brings a wide variety of experiences, all of which are vital to the successful opening, development, and continuance of the school. Drawing on the educational, curriculum development, administrative, financial, artistic, parental and political skills and experiences of the founding members will enable us to design and implement a well-rounded program to best serve the needs of our target population. At all times there will be at least nine (9) members of the Board with a goal of maintaining a membership of fifteen (15). Currently, we have fifteen Board members, but we will continue to recruit members to the Board as a number of our founding members will resign from the Board to work in the school upon its opening. **Upon school opening, two board slots will be made available and reserved each year for parents of currently enrolled students.** Additionally, we intend to partner with private arts patrons and arts organizations in the metropolitan Washington, D.C. area.

**1. Robin Bramwell.** Ms. Bramwell joined JP Morgan's Public Finance Department in January 2000. Her day-to-day responsibilities include structural analysis, deal execution and general marketing for a variety of clients including the Dormitory Authority of the State of New York, the New York State Environmental Facilities Corporation, and the States of Connecticut and West Virginia. In addition, Ms. Bramwell provides qualitative and quantitative support for senior bankers on charter school and stadium financing projects. Ms. Bramwell graduated from Howard University with a BA in Political Science and received her JD from Brooklyn Law School.

**2. Nadia Casseus.** In addition to working currently as the Director of a DCPCSB charter school, Ms. Casseus is also completing coursework for an Ed.D in Special Education. Most recently working with the DCPS Office of Special Education, she has many years of experience in both the legal and academic needs of special learners. Ms. Casseus, a former teacher and school director, has worked with students of all ages and has provided supervision to large numbers of adults.

**3. Jerry Crute.** Mr. Crute is an Associate Director, Investment Research for the American Council of Life Insurers (ACLI). Mr. Crute previously worked as the Cash & Investment Manager for the Government of the District of Columbia. He also served as the Comptroller for several D.C.-area non-profit organizations where he managed and oversaw the investment, accounting, human resources and financial operations of the organizations. Mr. Crute received his B.S. from the University of Maryland and a MBA from Johns Hopkins University. **Additionally, he is a parent of a school-aged child in Washington, DC.**

**4 Julie Doar.** Ms. Doar has worked in independent and Charter Schools, in both a teaching and administrative capacity, with students from nursery school to college. With a background in African-American History and Sociology, she specialized in education and social inequality while in graduate school and has applied her academic background

to heading education programs for students at all levels. She has also worked as a Program Director for a Volunteer Center coordinating community service events to benefit DCPS and DCPCSB schools and is an online professor of Sociology for Strayer University. She received her BA in African-American History from Wesleyan University and her MA in Sociology from Northeastern University. She carries additional Doctoral Credits in Education from the University of Southern California. **She is also the parent of a child in a DCPS Charter School.**

**5. Angela Harris.** Ms. Harris is a career educator currently teaching Kindergarten and First Grade in a District of Columbia Public Charter School. **She is a parent of school aged children attending Charter Schools in Washington, DC,** and is also currently completing an undergraduate program in Early Childhood Education and Special Education at Trinity College in Washington, DC.

**6. Mark Lerner.** Mr. Lerner is Director of Radiology Services at Children's National Medical Center. He has held this position for the last five years. He has served as a member of the Board of Trustees for the Cesar Chavez Public Charter High School for Public Policy for the past three years, and has been a volunteer tutor for the school for the last four years. Previously, he worked in Finance, Nuclear Medicine and as a Medical Researcher. He counts among his accomplishments a number of presentations and publications in his name and has received many awards and honors for his work in exploratory medicine. He possesses an AS in Nuclear Medicine Technology, a BA in Political Science and an MA in Public Administration from George Washington University.

**7. Dianne Myers.** Ms. Myers is an experienced sales and marketing professional, who began her career with IBM. She held various positions with IBM, including unit marketing manager and area program manager. Since that time, she has broadened her experience by becoming the Vice President of Marketing for a computer integration company and Vice President of New Business Development for an advertising/marketing firm. She was also Director of Development for an independent school where she gained valuable nonprofit experience. Currently, Ms. Myers is a marketing director for a local computer company. She received a BA in Psychology from Wake Forest University. **She is also the parent of three school-aged children.**

**8. Stephen Percy.** Mr. Percy is currently the Worship Department Assistant at Washington National Cathedral where he makes logistical and financial arrangements for services and concerts. He also sings with professional ensembles in the Washington area. Previously, he was the upper school music teacher and Mathematics department head at an independent school in Maryland. He designed and implemented curricula in both music, including courses in music technology, and mathematics. Before moving back to Washington, D.C. seven years ago, he was a Mathematics specialist and music instructor at Kent State University, a Mathematics and English teacher at a Tennessee independent school, and an electronics engineer for the navy. He has a bachelor's degree in engineering from Lafayette College and a bachelor's degree in music from Kent State University.

**9. Mary Robbins.** Ms. Robbins is a teacher whose curriculum areas of expertise are English Language Arts and Performing Arts. She designed and developed the fine-arts program at a Maryland independent school, while also teaching performing arts classes

and English. Having recently served as the Literacy Coach at a DCPCSB Charter School, she is well-versed in national and state standards for both literacy and performing arts. Her educational credits include a Certificate from the Yale School of Drama, an M.ED from Worcester State College, a B.A. in English from Clark University (MA), and a Massachusetts Teaching Certificate.

**10. Angela Screen.** Ms. Screen is an experienced researcher with Caliber Associates, a management consulting firm in Fairfax, VA. She has over nine years of experience in substance abuse research and counseling. Ms. Screen has performed varied research duties, including questionnaire construction, interviewing, site visits, evaluation, data analysis, and report preparation for both technical and non-technical audiences. Ms. Screen also has practical and management experience, and served as a program director for a substance abuse treatment referral center. In addition, Ms. Screen taught and designed the curriculum in Sociology for junior college students. Ms. Screen holds a Bachelor's degree in Sociology from Alabama State University, and a Master's degree from the University of Southern California.

**11. Richard Sinkfield.** Mr. Sinkfield is an associate in the Corporate/Securities group of Sidley Austin Brown & Wood LLP in Washington, D.C. Prior to joining that firm, Mr. Sinkfield was an associate in the Technology Ventures Group of the D.C. office of Akin Gump Strauss Hauer & Feld LLP, where he specialized in public policy and corporate issues associated with international and technology companies. Mr. Sinkfield also served as a Deputy Assistant Secretary for Legislative Affairs (International) between 1995 and 1999 and as a Legal Adviser at the U.S. State Department from 1994 to 1995. He received his law degree from Harvard Law School in 1994 and his Bachelors degree from the Georgetown University School of Foreign Service in 1991. **He is also the parent of a school-aged child attending a Public Charter School in Washington, DC.**

**12. Sonya Smith.** Ms. Smith is the Managing and Founding Partner at Smith Morton, LLC, Attorneys At Law, in Riverdale, Maryland. The firm specializes in family law, bankruptcy, probate and estate matters, and civil litigation. Prior to forming Smith Morton, LLC, Ms. Smith was an associate at Liotta, Dranitzke, and Engel, LLP, in Washington, DC, where she practiced family law, real estate law, and probate and estate law. Additionally, Ms. Smith has extensively represented children in abuse and neglect matters. Prior to private practice, Ms. Smith spent over three years working for the Legal Aid Society in New York and Maryland litigating cases on behalf of children in foster care. Ms. Smith is also a Certified Public Accountant licensed in New York, Maryland and the District of Columbia, and previously worked for Deloitte & Touche and Price Waterhouse Coopers. Ms. Smith received her law degree from Brooklyn Law School and her Bachelors of Science degree in Accounting from Villanova University. She is admitted to practice law in the District of Columbia, Maryland, New York, New Jersey, and Connecticut. She is a member of the Maryland State Bar Association, the District of Columbia Bar, the National Bar Association, the Bar Association of Montgomery County, the J. Franklyn Bourne Bar Association, and the Greater Washington Society of CPAs.

**13. Nicole Streeter.** Ms. Streeter joined the Insurance Coverage Litigation section of Gilbert, Heintz & Randolph LLP from the Department of Justice, Civil Division, Torts

Branch, where she was a trial attorney through the Attorney General's Honors Program. While Ms. Streeter continues to practice in litigation, she also dedicates a significant amount of time to pro bono cases in the areas of international human rights, domestic civil rights, and bankruptcy. She is also a member of the Legal Services Operating Committee of the Whitman Walker Clinic and a member of the Pro Bono Committee at Gilbert, Heintz & Randolph LLP. Ms. Streeter received her law degree from the University of California at Berkeley, Boalt Hall School of Law in 1997 and her Bachelors from the Georgetown University School of Foreign Service in 1994.

**14. Barbara McNeill Tucker.** Ms. McNeill Tucker has synthesized her public relations skills, fund-raising experience and desire to create leadership in education into her present position as CEO and co-founder of DSS Educational Network, LLC. DSEN currently counsels the public charter school community on issues of compliance in the area of special needs. With over eighteen years of experience in the field of education, Ms. McNeill Tucker has served as a teacher in the D.C. public schools, as Development Officer at Grace Episcopal Day School, and as School Administrator at World Public Charter School. **Ms. McNeill Tucker is the mother of four children, two of whom have attended charter schools.** She is also an alumna of Howard University's College of Fine Arts.

**15. Terrence White.** Mr. White was most recently the Technology Manager at SouthEast Academy of Scholastic Excellence. He is dedicated to raising the technical skill of the school community through technical instructions to students, teachers and administrators. He also ensures the proper functioning of technical equipment and the network infrastructure. Previously, Mr. White performed user support and network maintenance duties at an Independent School in Maryland.

**b. Planning Process:**

The idea to open a charter school has been the common aspiration of several members of the Founding Board for many years. Based on their individual experiences in teaching and managing charter, private and public schools, and on their common experiences at SouthEast Academy, the core founders, Julie Doar, Nadia Casseus and Mary Robbins saw the need to found their own school. An arts-focused curriculum reflects the experiences of the board members whose individual arts education (performance and curriculum) improved their educational and life experiences. In fact, several members of the board still actively perform in a professional capacity. The entire board believes that the budget-driven removal of arts education programs will diminish the potential of our city's children. The Board expects to create an environment in which a professional grade education in the arts is available to all DCPS students, thereby expanding the opportunities provided by the Duke Ellington School of the Arts audition-only program. We are committed to a broad liberal education, encompassing the core standards as well as master level opportunities for education in the arts.

**c. Corporate Structure and Non-Profit Status of the school:**

The William E. Doar, Jr. Educational Foundation, Inc. was incorporated as a D.C. non-profit corporation. We were notified by phone of the determination on Wednesday,

November 11, 2003. We are presently awaiting the hard copy of the letter. A copy will be submitted to the DC Public Charter School Board upon receipt.

## 2. Governance and Management

**a. Board of Directors: Powers.** The powers to govern and supervise the Foundation shall be vested in a Board of Directors. The Board of Directors shall possess, and may exercise, any and all powers granted to the Foundation under the Articles of Incorporation, the Bylaws and the District of Columbia Nonprofit Corporation Act. Many of the founding members of the Board have and continue to serve on the boards of other non-profit institutions. Based on this experience, the creed of the Board is to serve as an advisory, executive-level body, responsible for maintaining the foundation of the school and guiding its direction towards the achievement of the goals set by the Board.

The Board will have ultimate authority over all decisions concerning the school, but will not involve itself in the day-to-day operation of the school. The Board, or a committee thereof, will serve a due process function, but will not engage in the practice of regularized second-guessing or usurpation of the management team's authority. The teaching and support staff are accountable to the school's management team, who, in turn is accountable to the Board. Everyone running the school will be accountable to the parents and students.

**Number and Terms.** The founding Board of Directors shall consist of the fifteen (15) directors that have been identified in the Articles of Incorporation for the Foundation (the "Initial Board"). The Class I Directors will resign from the Board when the school opens and will work in the school offices. The three classes of directors of the founding Board are as follows:

Class I Director(s): Julie S. Doar  
Nadia Casseus  
Mary C. Robbins  
Terrence White  
Angela Harris

Class II Director(s): Jerry Crute, Jr.  
Richard H. Sinkfield, III  
Steve Percy  
Mark Lerner  
Robin Bramwell

Class III Director(s): Sonya Smith  
Nicole Streeter  
Angela Screen  
Barbara Tucker  
Dianne Myers

The term of the Class I Director(s) shall expire at the first annual meeting of the Board of Directors (one-year term). The term of the Class II Director(s) shall expire at

the second annual meeting of the Board of Directors (two-year term). The term of the Class III Director(s) shall expire at the third annual meeting of the Board of Directors (three-year term). **All Board members are responsible for their own replacements although any board member may nominate people for consideration whenever there are available slots on the board.**

It is the responsibility of the Board of Directors to:

1. Approve all policies and procedures of the school,
2. Exercise legal responsibility for all matters pertaining to the school,
3. Approve and supervise all contracts.
4. Ensure that operations of the school are in compliance with all laws and regulations,
5. Encourage the involvement of teachers and parents in the governance, operations and plans of the charter,
6. Establish fiscal policies and procedures and provide oversight,
7. Develop appropriate communication avenues for administration, staff, parents and students,
8. Conduct public meetings,
9. Establish an accountability system to track the progress of all students, and
10. Publish an annual report on the status of the school.

**b. Rules and Policies:**

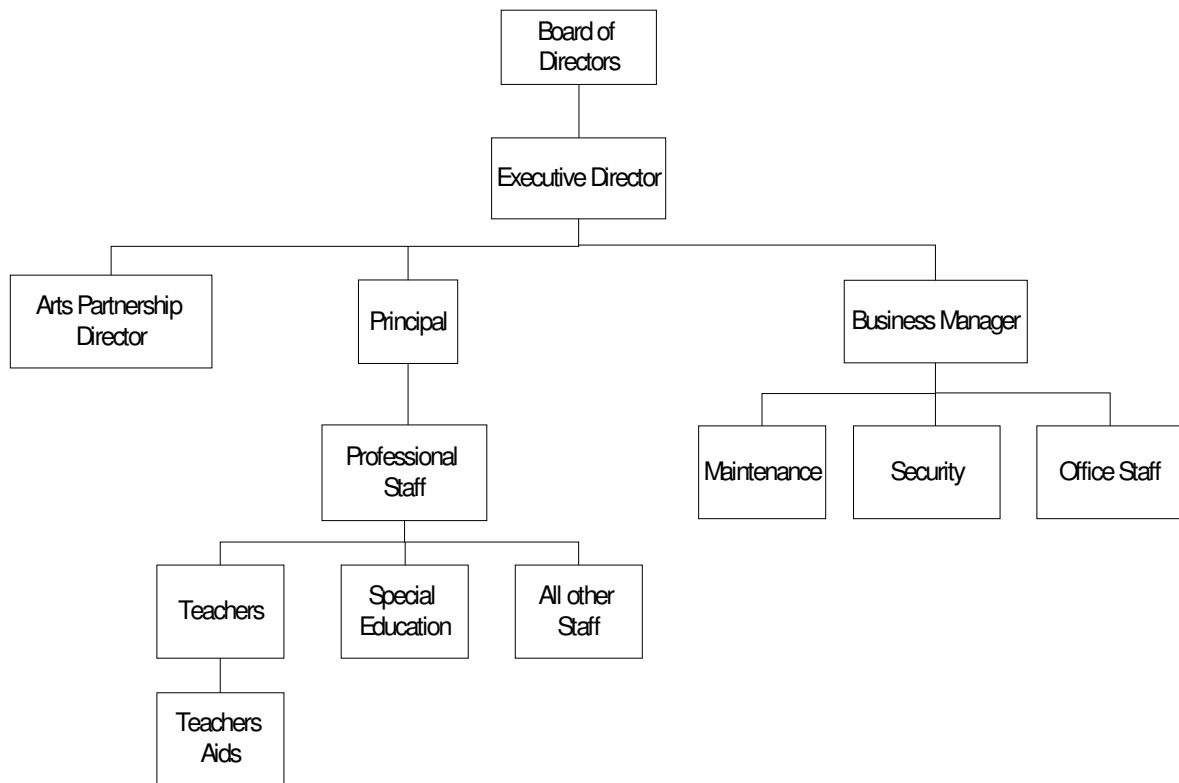
Policies concerning dismissal, suspension and expulsion will be developed by the education professionals of the school Leadership Team, subject to the approval of the Board. Policies concerning employment, financial procedures and other business management functions will be developed by the business professionals of the school Leadership Team, subject to the approval of the Board. The substance of these policies will reflect the views of the Leadership Team, as well as those of the experienced educators, business people and legal professionals who currently serve on the board. All major policies will be in place before the staffing process begins. The school's policies and procedures will comport with § 2207 of the D.C. School Reform Act.

**a. Board Meetings:**

**The Board meets monthly on the Third Thursday of Each month.**



**c. Administrative Structure:**



The Administrative structure is comprised of the Board of Directors and the Leadership Team. This structure shows a clear delineation of roles and responsibilities. The Board is comprised of fifteen members from the community who are responsible for establishing policies, procedures, and structures that will govern the school. The Board will provide long-term program decisions, identify and coordinate outside funding, establish policy as it relates to annual review of the school's achievement, provide for its self-perpetuation through the identification and pursuance of additional board members and interface with outside sources on the School's behalf. The Board directly evaluates the Executive Director and the Business Manager.

The Leadership Team includes the Executive Director, Director, Business Manager, and Arts Partnership Director. Additional members will be identified in the staffing model and will include, but are not limited to: School Social Worker, Community Resource Director, Parent Volunteer, Special Education Coordinator, Mental Health Provider, Lead Math, Science, Social Studies, Arts and Literacy **Coaches (as required in the America's Choice Curriculum Model)**. The Leadership Team will conduct a self-assessment to which parents, teachers and students will be expected to contribute. Each year, the Leadership Team will create the family and employee handbooks and develop the annual calendar.

The Executive Director reports directly to the Board and is responsible for implementing the policies, procedures, and structures that the Board establishes and

ensuring that the school operates to achieve the ends of the Board. The Executive Director shall have the power to sign contracts and to approve all orders at the direction of the Board.

The Business Manager is responsible for the financial management of the School. The Business Manager reports directly to the Executive Director for daily operations and to the Board on a monthly or semi-monthly basis, or as otherwise directed by the Board. The Business Manager is responsible for monitoring and reviewing all contracts for the Board. The Business Manager has the authority to place all orders and to issue checks at the direction of the Board either directly or with the authority of the Executive Director. The Business Manager is responsible for establishing the financial systems of the School, conducting quarterly internal audits, and coordinating the annual audit by an independent, Washington, D.C. based, CPA firm.

The Director is responsible for the implementation of the America's Choice(tm) Design and the daily operations of the School. The Director reports directly to the Executive Director.

The Arts Partnership Director reports to the Executive Director and is responsible for developing the arts program. The Arts Partnership Director is also responsible for developing joint grants and fundraising projects.

All school staff report to the Director and are responsible for implementing the philosophy and programs of the School.

Parents and teachers will form an organization that will have two parent representatives on the Board.

**d. School Management Contract:**

WEDJ PCS is not seeking an agreement with an Education Management Company.

**3. Finance**

**a. Anticipated Sources of Funds:**

Primary funding will come from the Per Pupil Assessments from the D.C. Board of Education. In addition, we will be relying on the per pupil facilities allowance, special educational assessments and allocations for LEP/NEP students. We intend to apply for Federal Entitlement Funds I, II, III, IV (b), V, and V (b) as well as Meal reimbursement for Title I students.

We have approached several individuals for financial contributions as well as Sony electronics for in-kind donations. We have received a \$10,000 gift from an individual and expect that this will be an annual gift. We will apply to the Beaumont Foundation for technology donations and have submitted our technology plan as part of our application for the e-rate discount program for schools and libraries. WEDJ PCS will also seek federal funding for Americorps volunteers to act as teacher's aides in classrooms.

**b. Planned Fundraising Efforts:**

We have already received a gift to the school of over \$17,000 in grants and donations

of cash and stock. The gift of stock is an annual gift that we anticipate receiving in the future.

Each member of the Board, who is not a parent representative, is expected to contribute to the financial security of the school. Additionally, the coordination of annual events such as the school carnival, silent auction and other private events will be coordinated by a committee consisting of parent members, Leadership Team members, teachers and Board members. The school will also appeal to private arts patrons and organizations. Grant writing will be a joint effort by the Leadership Team and the Board. For example, one Board member is a member of the Greater Washington Area Chapter of the Washington Bar Association, an organization whose Foundation supports educational and artistic endeavors through financial donations. She will assist the school in applying for such a grant. The Leadership Team and the Board will also apply for Categorical funds.

#### **1. WEDJ Wine Tasting- *Summer***

This event is designed to provide WEDJ friends and associates an opportunity to gather informally to support the school. The event will be held during the summer to introduce the school to possible constituents or contributors.

#### **2. WEDJ PCS at the Children's Museum- *Summer***

This event will be open to metropolitan area children and parents, giving them an opportunity to learn about the school's programs and to meet the Board and the Leadership Team. This fundraiser will be hosted at the museum and will provide a "sample" of performing arts as well as an explanation of its importance to an academic curriculum and to our community. This will be an open event since the school can charge tuition to out-of-state students. The press will be invited to attend.

#### **3. WEDJ Letter Writing Campaign- *immediately upon approval by the D.C. Public Charter School Board.***

The letter writing campaign will commence in the fall once the school has been approved to open. Members of the Board will correspond with friends, colleagues, and other public figures most likely to support the School.

#### **c. Financial Management and Accounting:**

An on-site administrator (the Business Manager) will handle the daily finances of WEDJ PCS. This person will be responsible for processing all payments and invoices for school related expenses. Any expenses over \$10,000 will also require approval of the Executive Director. All bank accounts for the school will require two signatures, one of which must be the Executive Director.

Two of the Board members are experts in the field of financial management of non-

profit organizations. One member is a CPA and she will chair a subcommittee to develop and implement appropriate financial policies and procedures. This subcommittee will also help implement the financial systems including a software program to operate a sound business services department within the school; the software package will be QuickBooks. An annual audit will be conducted by an independent firm selected by the Board, after the Executive Director and the Board subcommittee have considered several auditing firms. The entire Board will annually vote on and approve the budget prior to the beginning of the school year. The budget will include a projected monthly cash flow for the coming school year.

**c. Civil Liability and Insurance:**

All School personnel, officers, and members of the board will be indemnified against liability not resulting from illegal acts. The following types and minimum levels of coverage will be purchased in time for the planning of the opening and the opening of the school:

**All numbers are expressed in \$1,000's**

General Liability	\$1000 per occurrence, \$2000 aggregate
Directors and Officers Liability	\$1000
Educators Legal Liability	\$1000
Umbrella Coverage	\$3000 (not providing transportation)
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	Actual loss sustained
Auto Liability Insurance	\$1000
Workers Compensation	As required by law
Health Insurance	Major Medical, Hospitalization, Dental, Vision, Prescription

**e. Provision for Audit**

An audit of financial statement will be made annually by a Certified Public Accountant licensed in the District of Columbia.

**4. Facilities**

**a. Identification of a Site:**

**At this time, WEDJ PCS has entered into an exclusive agreement with Julien Studley, Inc. to act as brokers on our behalf in identifying a site and negotiating a lease. We are currently in negotiation over lease terms of the property at 709 12<sup>th</sup> Street, SE. This facility accommodates our current needs and the terms for lease and eventual purchase accommodate our growth plan for at least the next 5 years. The negotiated cost of the site for lease is \$8.50/NNN. Attached is a memorandum of understanding signed by our representative and the representative of the**

**property owner. We have also attached the spec sheet from the property, information about the current property owner, a copy of our most recent LOI in response to their proposal for a lease and a copy of our exclusive agreement with Julien Studley, Inc. See Appendix E.**

**b. Site Renovation:**

As such, we are not in a position to assess the extent of and cost for renovations. We have met with Milton Shinberg of Shinberg/Levinas, Architects. We have also met with the project design and management team of Julien Studley, Inc. Both have renovated several charter schools. We expect to utilize Studley's services to help us design our facility and maintain cost control.

**c. Financing Plans for Facilities:**

The acquisition of a facility to house the School will be financed from all available revenue sources including but not limited to per pupil funding, federal funding (to the extent permitted by law) private grants and donations, and other fundraising activities. In the short-term it is our intention to rent space while continuing the process of identifying a permanent home for this facility. Any needed renovations to the rental space will be funded from the same sources.

The School expects that a permanent facility will be financed on a long-term basis through some form of borrowing. The School may enter into a long-term lease or mortgage, or may seek non-profit bonds to finance acquisition or construction. A determination as to the mechanism for said financing will be made at the time of acquisition/construction and will be based on the method that provides the lowest overall cost to the School.

Because the Board intends to lease facilities, extraordinary initial financing will not be necessary. We are eligible for \$500,000 in Credit Enhancement Funds. This should provide us with the resources to access additional funds if they are needed. In addition to these resources, we have begun a Capital Campaign to raise \$25,000 per year for the next four years. This will also help us to solicit additional funds.

If facility financing is decreased as it was this year, the Board of Directors will attempt to re-negotiate the lease for the facility based on the new resources. If necessary, we will cut operating expenses, cut staff salaries and eliminate positions as other organizations have done. The Board has planned a number of options, anyone of which will work in the event of a reduced per pupil revenue. Under the terms of our proposed lease, we also maintain the right to sublease space to complementary organizations as needed and as space is available.

**d. Building Maintenance:**

WEDJ will employ a full-time on-site maintenance engineer who will be responsible for general cleaning and maintenance of the site. In addition, WEDJ will contract with an industrial cleaning service to provide daily cleaning services. Prior to signing a lease,

WEDJ will have the building inspected by an appropriate engineer. The current property owner agrees to maintain the structural integrity of the site throughout the terms of their ownership.

## **5. Recruiting and Marketing**

### **a. Outreach to the community:**

The WEDJ Leadership Team will attend the Washington, D.C. Student Recruitment Fair in the winter of 2004. In addition, WEDJ will send announcements and informative mailings to all registered child development centers, Boys and Girls Clubs, child care centers, elementary schools and churches/synagogues/mosques in Washington, D.C, **the World Bank and IMF Childcare referral offices, and the Human Resources offices of various large organizations in Washington, DC.** Various members of WEDJ will conduct informational sessions for neighborhood associations and in various houses of worship throughout the city. Finally, members of the WEDJ Leadership Team will attend the Charter School Teacher recruitment fair.

WEDJ will also contact Virginia Walden Ford, Chairperson of BAE0 (D.C. Chapter) and Chairperson of Parents for Choice, D.C. We hope to reach a broad group of parents through these organizations.

### **b. Recruitment of Students:**

WEDJ PCS will recruit students at the citywide charter school fair, through mailings to community centers, schools and child care centers, through door-to-door appeals and by means of mass communication. WEDJ PCS leadership will hold a series of open houses for parents in the **winter and spring of 2004.**

If the school is oversubscribed, a random selection will be held May 23 to determine who is admitted to the school. The Chair of the Board of Directors will conduct the random selection process. Students will be admitted based upon the draw in the random selection process. No preference will be given to students on any basis other than the draw in the random selection process. The admission process will follow the procedures established in the charter school law:

§ 38-1802.06. Student admission, enrollment, and withdrawal.

(a) Open enrollment. -- Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of this section.

(b) Criteria for admission. -- A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. A public charter school may limit enrollment to specific grade levels.

(c) Random selection. -- If there are more applications to enroll in a public charter school from students who are residents of the District of Columbia than there

are spaces available, students shall be admitted using a random selection process, except that a preference in admission may be given to an applicant who is a sibling of a student already attending or selected for admission to the public charter school in which the applicant is seeking enrollment.

If the School is not oversubscribed, students will be admitted on a first-completed application basis. When a grade level is filled, no more students will be admitted. The School will continue to accept applications for a waiting list.

If significantly fewer students apply than anticipated, the effect on the viability of the charter school will be negligible. The School is designed as a small school. The curriculum was chosen because it works well with small class size and small school size. The educational effect may be enhanced and that will serve as a means to attract more students. The Board will adjust its staffing and space requirements to match the enrollment. The Board will continue to recruit throughout the year. A surplus is built into the budget to account for such an occurrence. In addition, there is no school currently in the District of Columbia that offers an academic and professional level arts program.

The Board does not believe that the school will be under-subscribed.

### **c. Future Expansion and Improvements:**

We are applying for a charter to educate grades PK-12. We plan to begin at grades PK-5, grow one year for each year through the eighth grade and stay at the 8th grade for a minimum of two years while seeking accreditation. Upon receipt of our accreditation, approval by the Charter School Board and the location of a suitable facility, we will then open the high school. Remaining at 8<sup>th</sup> grade for several years will allow us to find suitable space for all three divisions of the school.

Grade	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009
PK	36	36	36	36	36
K	20	40	40	40	40
1	22	22	44	44	44
2	22	22	22	44	44
3	44	44	44	44	44
4	44	44	44	44	44
5	44	44	44	44	44
6		44	66	66	66
7			44	66	66
8				44	66
Total Number of Students	232	296	384	472	494

While charter schools are not required to have certified staff, the Board will seek out only “Highly Qualified” teachers and staff for its programs. The Board will continue to

participate in the local recruitment programs in the District and at colleges and universities in the region. The Board will require all non-certified teachers to become Highly Qualified in compliance with the No Child Left Behind Act.

The Board will execute contracts established for food service, special services, field trips, and other school related operations, which will allow the school to grow with the least amount of disruption. The Board is experienced in the growth of organizations serving youth, in private school growth, charter school growth and will plan appropriate procurement practices for the expansion of the school.



## **C. Plan of Operation**

### **1. Student Policies and Procedures**

#### **a. Timetable for Registering and Admitting:**

We will begin distributing literature and holding information sessions as soon as it is practical upon approval of the Application for a charter. We will announce and publicize a 60-day period for accepting registration packets.

We will use the registration period to accomplish a number of specific purposes as outlined below:

1. assess the level of interest in our program,
2. verify that applicants meet residency requirements for enrollment in a D.C. Public School,
3. provide baseline data to school administrator on our incoming first year population,
4. screen, for special education, the appropriateness of the placement in the school,
5. provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants and increase the opportunity for applicants and their families to understand the program and share a commitment to the goals of the school.

The William E. Doar, Jr. Public Charter School for the Performing Arts is a public school and will be open to all applicants within the age ranges we serve. In accordance with charter school legislation, following Year 1, preference in registration will be first given to (1) students already enrolled in the school and (2) siblings of students already enrolled. All other student applicants will be enrolled on a first-come, first-served basis. In the event of over enrollment, all new applicants, including siblings will participate in a random selection process conducted by an independent third party.

After the initial registration period, if a particular grade level or classroom is significantly under-enrolled (resulting in a classroom with fewer than twelve students); WEDJ PCS will consider whether changes to the grade levels offered are necessary or beneficial. Changes may include combining under-enrolled classrooms into multi-age groupings or deciding not to offer a particular grade. Any decision not to offer a particular grade could only be made in the event no returning students were affected. Decisions about changes to class and grade configuration of the school will be made by the Board of Directors in consultation with the Executive Director and Director, before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll within two weeks. If spaces are still available in some grades after the designated registration period ends and any reconfiguration has been decided, the school will conduct additional outreach and recruiting, and continue to accept registrations on a first-come, first-served basis until all remaining classroom spaces are filled and the projected enrollment level has been reached.

### **Sample Timetable for Year One Admissions:**

January – March 2004	Open Houses Orientation Community Outreach Compilation of Mailing List from Events
March 2004	Applications made available Open Houses Community Outreach Review of Applications for completeness
April 21	Random Selection Process for applicants
April 23	Admission Letters sent out
May – August 2004	If not oversubscribed, will continue to enroll students on a first-come-first-enrolled basis.

In subsequent years, we will continue to follow this schedule as closely as our school schedule permits. The admission process will follow the procedures established in the charter school law:

§ 38-1802.06. Student admission, enrollment, and withdrawal.

(a) Open enrollment. -- Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of this section.

(b) Criteria for admission. -- A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual, or athletic ability, measures of achievement or aptitude, or status as a student with special needs. A public charter school may limit enrollment to specific grade levels.

#### **b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students:**

Admission to WEDJ PCS will be open to all students that reside in the District of Columbia. Applications will be evaluated for residency verification. We will not discriminate on any basis and will not impose any eligibility requirements or give preference in admissions to any group, with the exception of already enrolled students and their siblings, as provided for under the law. All Special Education students will be asked to provide a copy of their Individual Education Plan. Students will be evaluated to

determine whether our program can accommodate their needs. All Parents/Guardians will be required to sign an enrollment contract acknowledging and accepting their understanding of school day, time, uniform and discipline policies required for successful attendance and participation in the school program. All parents registering their children will be asked to sign an agreement stating their willingness to dedicate hours of volunteer time to the school over the course of the year. We hope to attract a highly diverse student body as a result of our community outreach, publicity and choice of location. Since we cannot select students with the goal of diversity in mind, we will adjust our recruitment strategy as needed to achieve the diverse student body we seek.

Selection, Admission and enrollment policies are outlined in detail in Section A.

The School Director is a member of the Founding Board so that she may have a hand in developing the full discipline policy of the school. The school Director and her designee will be responsible for day-to-day discipline in the schools up to and including suspensions and expulsions. WEDJ PCS has a zero-tolerance policy for the possession, supply and use of alcohol, tobacco and illicit drugs by students while on campus and on all school trips and functions. Students will be referred to the proper authorities or involuntarily transferred out of the school for those infractions. All other attempts at discipline will involve consultation of teachers, counselor(s), parents and the school Director. Expulsions will occur by committee decision, only after all other methods of discipline including, but not limited to, time-out, detention, in and out of school suspension, visitation/supervision by parent/guardian, are exhausted. Parents/Guardians may appeal expulsions through a formal hearing with the appeals committee of the Board of Directors only. Discipline is considered a function of the school Directorship as a normal part of day-to-day operations. Before school opening, the Board of Directors will develop an official policy governing expulsion and suspension.

Students may withdraw from WEDJ PCS at any time. The school will forward any student records to another school, upon the written request of a parent or guardian. The WEDJ PCS counselor will also follow-up to be sure the student has enrolled in another school. If the student is truant, then that shall be reported to the proper DCPS office.

Students wishing to attend WEDJ PCS who are not residents of the District of Columbia may do so only when space exists in the desired class and the full waiting list has been accommodated for such space. Non-D.C. resident students will be required to pay a fee equal to the per-pupil allocation as it is established in that year of attendance and all other fees, including lease-aid and special education as deemed necessary for their education, in accordance with D.C. Public Schools' current policies.

### **Code of Conduct**

WEDJ PCS has high expectations for student behavior that exemplifies good citizenship in the school community and the home community. The school community will participate in the refinement and implementation of the policies and procedures outlined in this document.

WEDJ PCS expects students to respect the rights of others, to participate actively in the process of learning, and to demonstrate care in the use of the school's educational materials and facilities.

Teachers and administrators will write classroom rules in cooperation with parents and students. Students who exemplify good citizenship will be recognized for their

positive contribution to the school and community.

A Family Handbook will be published and updated as needed. The Family Handbook will be sent to every parent and discussed in the parent and teacher organization meeting so that all parents have access to and understand the information.

### ***Dismissal Policies and Procedures***

The dismissal policies and procedures will conform to applicable laws and regulations of DC Public Schools and ensure that the student right to due process is secured. These policies will be completed after notification of award of charter.

### ***Suspension/Expulsion Policy***

WEDJ PCS recognizes that suspension or expulsion from the school is the most severe disciplinary action that can be imposed on a student. Students must be given due process in all disciplinary situations but in these instances, the due process procedures must be scrupulously adhered.

"Suspension" is the temporary exclusion of a student from WEDJ PCS programs. Students may receive in-school suspensions as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be suspended for up to three days by the Director. Longer periods of suspension need to be reviewed with the Board subcommittee on Student Discipline. No special needs student will be suspended until the Director has consulted with the student's special education teacher or the staff of Educational Support Services.

"Expulsion" shall be the permanent exclusion of a student from WEDJ PCS. No student below the age of sixteen (16) shall be expelled from school without provision for an alternative educational program.

### ***Causes for Suspension or Expulsion of Students***

No WEDJ PCS student shall be suspended or expelled from school unless that student has materially and substantially interfered with the maintenance of good order in WEDJ PCS or unless it is necessary to protect the students' physical or emotional safety and well-being. Causes for short or long-term suspension or expulsion include, but are not limited to, any of the following:

### ***Short Term Suspension***

Conduct that constitutes a continuing danger to the physical well-being of other students,

1. Physical assault on another person;
2. Possession or consumption of alcoholic beverages, tobacco or drugs while on school premises;
3. Attempting to assault any student or staff member;
4. Willful causing or attempting to cause substantial damage to the school property;
5. Endangering the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
6. Engaging in conduct that disrupts school or classroom activity or endangers or threaten to endanger the health, safety, welfare, or morals of others;
7. Engaging in insubordination;
8. Failing to complete assignments, carry out directions, or comply with

- disciplinary sanctions;
9. Using forged notes or excuses;
  10. Stealing, attempting to steal, or possessing property known by the student to be stolen;
  11. Committing extortion;
  12. Engaging in gambling;
  13. Abusing school property or equipment;
  14. Using obscene or abusive language or gestures;
  15. Engaging in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments;
  16. Making a false bomb threat or pull a false emergency alarm;
  17. Possessing radios, "walkmans," pagers, beepers or portable/cellular telephones not being used for instructional purposes;
  18. Wearing inappropriate, insufficient, or disruptive clothing or attire, or violating the student dress code, if one exists;
  19. Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action;
  20. Committing an act that school officials reasonably conclude warrants disciplinary response.

#### **Long Term Suspension or Expulsion**

1. Possessing using attempting to use, or transferring any firearm, knife, razor blade, explosive, mace, tear gas, or dangerous object of no reasonable use to the student at school<sup>1</sup>;
2. Committing or attempting to commit arson on school property;
3. Possessing, selling, distributing or using any alcoholic beverage, controlled substance, imitation controlled substance, on school property or at school sponsored events;
4. Assaulting any other student or staff member;
5. Intentionally causing physical injury to another person, except when the student's actions are reasonably necessary to protect him or herself from injury;
6. Vandalizing school property causing major damage;
7. Committing any act which school officials reasonably conclude warrants a long term suspension;
8. A student who commits any of the acts listed in Short Term Suspension which would ordinarily result in a short-term suspension may, instead, or in addition, be subject to a long-term suspension at the Director's or Board of Directors' discretion.

Any student who commits an assault upon a teacher, administrator, Board member, other employee of WEDJ PCS acting in performance of his/her duties and in a situation where his/her authority to so act is apparent, shall be immediately suspended from WEDJ

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<sup>1</sup> The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School administrators, however, may modify this suspension requirement on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §892 l, and includes firearms and explosives.

PCS consistent with procedural due process pending expulsion proceedings before WEDJ PCS Board of Directors. These proceedings shall take place no more than twenty-one (21) calendar days following the day on which the student is suspended.

#### ***Suspension/Expulsion Procedures***

No student shall be deprived of the right to an education at WEDJ PCS without notice of the charges and an opportunity to be heard in his/her own behalf before the Director or Board of Directors. Each student shall be afforded an informal hearing before the start of a short term suspension or if circumstances prohibit, as soon as possible after the suspension begins. If a suspension is to last ten (10) days or more, then a full due process hearing will be held. Such a full hearing shall take place not later than twenty-one (21) calendar days.

All parents/guardians of suspended students will be notified by telephone and certified mail at the time the suspension is instituted.

A student may be suspended by the Director, who shall report such action to the Board at its next regular meeting. The suspended student may be reinstated by the Director prior to the next regular meeting of WEDJ PCS Board after the start of the suspension or by the board at such meeting. No suspension of a student by the Director shall continue longer than the second regular meeting of WEDJ PCS Board after the beginning of such a suspension is continued by the action of the Board. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate, continue the suspension, or expel the student. The power to reinstate, continue any suspension reported to it or expel a student shall be vested in the Board.

The name of the student who has been disciplined shall not become part of the agenda or minutes of a public meeting. A code will be used instead.

If a student is suspended or expelled, the District of Columbia Public Schools will be notified by the Director of WEDJ PCS.

#### **Disciplinary Procedures for Students with Disabilities**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a classified student will be in accordance with the following:

1. Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others notwithstanding adherence to those guidelines, the matter will be immediately referred to the Special Education Coordinator and the Child/Study Team (CST) for action;

2. Students for whom the IEP does not include specific disciplinary guidelines shall be disciplined in accordance with standard school policy relating to each infraction. The Special Education Coordinator and the CST must be notified immediately of any suspension from classes and will arrange appropriate alternate instruction:

- 1 The CST will explore whether the infraction is a result of the disability. If a connection is found, no penalty may be imposed;

- 2 If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately

referred to the CST for reconsideration of the student's educational placement.

3 In considering the placement of the students referred because of disciplinary problems, the CST will follow its policies with respect to parental notification and involvement.

3. The CST shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

.1 The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;

.2 The commission of any infraction that is a result of the student's disability;

.3 The commission, by a disabled student, of any infraction that would have involved the School Director and resulted in a suspension in excess of five days for a regular education student.

## **2. Human Resource Information:**

### **a. Key Leadership Roles:**

Executive Director	Julie S. Doar, M.A. (100%) (currently serving as Board Chair)
School Director	Nadia Casseus, M.A., and E.D.D. (expected June 2004) (100%) (currently serving as Programs Committee Chair)
Arts Partnership Director	Mary Robbins, M.A. (100%)
Business Officer	Barbara McNeill Tucker (50%) (currently serving as Board Treasurer) Robin Bramwell, J.D. (50%) (currently serving as Finance Committee Chair)
Legal Counsel -	Nicole Streeter, J.D. (50%) (currently serving as Real Estate Committee Chair) Richard Sinkfield, J.D. (50%) Before opening school, we will engage independent legal counsel in order to provide for the school's best interest in all matters.

### **Executive Director**

The Executive Director (ED) is responsible for the overall operation of the school and the supervision of administrative staff. The ED will report directly to the Board of Directors of WEDJ Educational Foundation and act as liaison between the school and the D.C. Public Charter School Board. Other duties include fundraising; grant writing and monitoring the financial health of the school. The ED is hired by WEDJ Board of Directors and is responsible for hiring the Director, Special Programs Director and Business Manager.

The Executive Director will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The ED will be unselfish in regards to time and effort on behalf of the school, accept accountability for student learning and the perpetuity of the school.

### **Director**

The Director is responsible for the day-to-day operations of the school. Duties include, but are not limited to, student achievement, faculty and staff hiring and supervision, professional development and budgeting. The Director's main responsibility is to ensure that all school personal are working toward the academic, artistic, and social achievements of the student body.

The Director will report directly to the Executive Director. The Director will also report to WEDJ Board of Directors and the D.C. Public Charter School Board, in cooperation with the Executive Director. The Director will also work with the Executive Director in hiring the Special Programs Coordinator and Business Manager.

The Director will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The Director is a



former teacher, with extensive experience in school administration and supervision. The Director will be unselfish in regards to time and effort on behalf of the school, accept accountability for student learning and school personnel.

### **Arts Partnership Director**

The Arts Partnerships Director (APD) is primarily responsible for the curriculum of the school, more specifically the integration of arts standards with the traditional academic program. The APD will ensure that teachers, teaching assistants and all academic-related personnel work toward student achievement of the school's educational plan. The APD is responsible for the scope and sequence of the curriculum, professional development of academic personnel, and choice of curriculum materials and standardized testing. The APD reports to the Executive Director and the Board of Directors. The APD works in cooperation with the Director to hire academic personnel, including the future administrative positions of Head of General Studies and Head of Education in the Arts.

The Arts Partnerships Director will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The APD will be a former teacher or artist, preferably with some experience in school administration and supervision. The APD will be unselfish regarding their time and effort on behalf of the school, and will accept accountability for student learning and school personnel.

### **Business Manager**

The Business Manager (BM) is responsible for the day-to-day financial obligations of the school. The Business Manager's duties include, but are not limited to, accounts payable and receivable, payroll, physical plant, security and other non-academic school personnel. The BM is responsible for all reports regarding the previously mentioned duties. The BM works in cooperation with the Director and Special Programs Coordinator in reporting to the Executive Director and Board of Directors regarding the school's financial situation.

The Business Manager will have a strong background in management and a commitment to the school's philosophy and mission. The BM will be unselfish regarding their time and effort on behalf of the school and be accountable for the school's financial health.

### **Community Resources Coordinator (CRC)**

The Community Resources Coordinator is the liaison between the school and its community including the immediate neighborhood and the Greater Washington, D.C. area. The CRC is responsible program planning involved with and of these communities including, but not limited to, volunteer activities, parent and community programs, and community partnerships. The CRC may also work with teachers and other staff to facilitate the coordination of students' field trips and outings. The CRC reports directly to the Director and works in cooperation with the Special Programs Coordinator to ensure that community programs reinforce WEDJ PCS philosophy and mission. The CRC also works in cooperation with the Business Manager in budgeting for such programs. Until such time that the school is able to hire a Students Activities Coordinator, these

responsibilities will fall to the CRC as well.

The Community Resources Coordinator will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Education in the Arts. The CRC will have some experience in program planning and volunteerism, preferably involving school settings. The CRC will be unselfish regarding their time and effort on behalf of the school.

The Leadership Team will include but not be limited to:

Special Education Coordinator  
Dean of Students  
Special Education Consultants/Providers  
Technology Director  
Media Specialist  
Literacy Coach

### **Teachers**

The teacher's prime responsibility is their students' academic, artistic and social achievement. Teachers will be unselfish regarding their time and effort spent on student achievement. Teachers will possess a strong academic background and be committed to an arts integration program and the demands of being an arts educator. Teachers are expected to attend regular after-school or weekend activities as it relates to their students. They are also expected to utilize a teaching assistant to the best of the assistant's abilities.

Teachers at WEDJ will possess a minimum of a Bachelor's Degree from an accredited college or university; an advanced degree is preferred. As WEDJ PCS strives for diversity among its population, traditional teacher certification is not a necessity. **At all times, WEDJ PCS will hire highly qualified teachers as designated by the No Child Left Behind Act.** Teachers are expected to enhance their own education through professional development. In addition to regular classroom duties, teachers should be willing to initiate and moderate students' activities. Teachers must also be computer literate.

### **Teaching Assistants (TA)**

The teaching assistant's prime responsibility is assisting the teacher with the accountability for students' academic, artistic and social achievement. Teachers' assistants will be unselfish in regards to time and effort in regards to student achievement. TAs will be committed to an arts integration program and the demands of being an arts educator. TAs are expected to regularly attend after-school or weekend activities as it relates to their students.

**TA's at WEDJ will possess a minimum of an Associate's Degree or its equivalent, as required to be considered Highly Qualified under the No Child Left Behind Act; a Bachelor's degree is preferred.** TAs are expected to enhance their own education through professional development. In addition to regular classroom duties, TA's should be willing to initiate and moderate students' activities. TA's must also be computer literate or participate in appropriate training to become so.

## **b. Qualifications of School Staff:**

Recruitment of staff will begin in January 2004. Staff candidates will be identified through classified ads, search firms, website advertisements and personal referrals. All academic staff will be required to have a B.A. Artistic and technical staff may substitute experience for a college degree. All adult members of WEDJ PCS community must be fingerprinted and undergo local and federal background checks before beginning employment. All non-parent/guardian volunteers will also be required to undergo the same checks. All members of the WEDJ PCS community must be dedicated to high standards for children in conduct and content areas. All members of the WEDJ PCS community must demonstrate through professional development, the writing of lesson plans and participation in the life of the community, a dedication to and respect for Education in the Arts. For the first year of the program all staff members will be required to undergo 3 weeks of professional development in systems and processes as well as in content training. Regular professional development days will be scheduled throughout the school year to ensure that the school's mission and vision are consistently followed and furthered. Regular staff, grade level and leadership team meetings will be used to keep staff on top of the pace of the curriculum, changes in policy or procedure, to facilitate communication and to advance the mission of the school. **All Instructional Staff will meet the criteria to be highly qualified as outlined under the No Child Left Behind Act.**

## **c. Staffing Plan:**

**Executive Director (1):** The Executive Director is responsible for the operation of the WEDJ school. This position is responsible for ensuring that all planning and operations are conducted appropriately and in a timely fashion. The Executive Director will ensure the smooth opening and full enrollment of the school.

**Business Manager (1):** The Business Manager develops and oversees the financial and internal controls for all aspects of school operations. This position is responsible for initiating orders for school operations in a timely schedule. The Business Manager will monitor all contracts and ensure that goods and services are received prior to payment. The Business Manager reports directly to the Executive Director.

**School Director(1):** The School Director is responsible for the day-to-day operations of the school, supervision of school staff, planning and implementation of America's Choice(tm) in the school; development of a cooperative, collaborative school climate. The School Director reports to the Executive Director.

**Community Resources Coordinator (1):** The Community Resources Coordinator is responsible for outreach to the arts community of Washington and the greater Washington area; works directly with the School Director and staff to identify the needs the school has, identifies existing groups to support the students' performing arts needs and is responsible for coordinating school trips, arranging meetings with members of boards, and arranging other art events for the school. The Community Resource Coordinator reports to the School Director.

**Arts Partnership Director (APP) (1):** The Arts Partnership Director is primarily responsible for the curriculum of the school, more specifically the integration of arts standards with the traditional academic program. The APD will ensure that teachers, teaching assistants and all academic-related personnel work toward student achievement of the school's educational plan. The APD is responsible for the scope and sequence of the curriculum, professional development of academic personnel, and choice of curriculum materials and standardized testing. The APD reports to the Executive Director.

**Secretary/Receptionist (2):** The Secretary/Receptionist is responsible for all clerical/secretarial duties; serves as secretarial support for the School Director and the Executive Director and reports to the Director.

**Technology Coordinator (1):** The Technology Coordinator is responsible for the implementation of the technology to support the America's Choice(tm) instructional program, instruction of staff in the use of technology, maintaining the technology system including hardware and software, and performance of other duties as assigned by the School Director. The Technology Coordinator reports to the School Director;

**Literacy Coach (1):** As required by the America's Choice Instructional Program, will spend 60% of their time working with teachers and students in classrooms. He/she will offer support to non-English/Language Arts teachers, choose books for schoolwide themes and guides teachers in the use of resources and teacher guides. The Literacy Coach implements and provides on-going professional development for teachers on best classroom instructional practices and other duties as assigned by the School Director. The Literacy Coach reports to the School Director

**Classroom Teachers(13):** Classroom Teachers are responsible for the implementation of the America's Choice(tm) instructional program, coordination of activities with the school Director, instruction of a class size of no more than 22 students, and performance of other duties as assigned by the school Director;

**Teacher Aides (7):** Teacher Aids will assist the teachers as directed by the school Director or the Special Education Coordinator.

**Drama, Music and Movement teachers (1 each):** These teachers are responsible for the implementation of the America's Choice(tm) instructional program within their specialization, coordination of activities with the school Director and the classroom teachers and other specialty teachers, and performance of other duties as assigned by the School Director; reports to the School Director;

**Special Education Coordinator (1), Special Education Teachers(1):** They are responsible for the implementation of the America's Choice(tm) instructional program within their Resource Room programs, team teaching with the School Director and the classroom teacher, coordination of the Special Education Program, identification and assessment of students for classification, instruction of no more than 10 students at a time in the Resource Room, team planning for instruction with the classroom teacher, and performance of other duties as assigned by the School Director. They report to the school Director;

**ESL Teachers (1p/t):** This teacher is responsible for the implementation of the America's Choice(tm) instructional program in ESL classrooms, the creation of a half day ESL English Immersion program for ESL students, identifying and testing potential ESL students. He/she reports to the School Director

**Staff: Custodian (1.5):** Responsible for cleaning and maintaining the school; repairing minor problems; reporting and supervising significant problems; monitors trash removal; selects all supplies and equipment for cleaning and maintaining school and creates purchase order; reports to the School Director;

**Food Service Coordinator (1.5) :** Responsible for organizing and implementing the food service program; must ensure that all equipment is operational, food service deliveries are correct and arrive on time; maintains all financial records relative to orders and deliveries with the approval of the school Director; assist in planning school program; supervises the food preparation staff; reports to the school Director.

**Counselor (1):** Responsible for developing a counseling program for students and families; must coordinate all programs with the school Director and support the America's Choice(tm) Design; maintain case files on active students; assist in the identification and evaluation of students with possible disabilities; visit homes of students as necessary; observe in classrooms, provide intervention to support teachers; and reports to the school Director.

**Nurse p/t:** Responsible for developing and maintaining an area appropriate for students with health problems in school; meets with parents to discuss health issues; develops health education program for use with families; works cooperatively with the counselor or social worker; makes home visits if necessary; supports the America's Choice(tm) program in family counseling; reports to the School Director;

There are a total of 34 full time staff and two part-time staff for 232 students. There is a staff: student ratio of approximately 7:1. Class sizes will not be any larger than 25 students to 1 teacher. The goal is to have a class size of 22:1.

There will be time for staff teams to meet at least twice per week. The School Director will be responsible for arranging schedules and the school day to ensure that the teams have an opportunity to meet. Once every month, the School Director will conduct a staff meeting for all employees. The concerns of the staff and the ways of structuring the instructional program will be the primary focus of the meetings. Bi-weekly accountability assessments will be discussed.

The parent and teacher organization will plan meetings once per month for the school community. By improving communication and involving the group in school issues, new and innovative means for addressing pressing school issues may be brought forward.

All teaching staff will be hired to fulfill specific content areas. Grades PK-2 will be divided into two-teacher teams: Academic and Artistic. Grades 3-8 will be divided into three teacher teams per class to teach Math/Science, English/Language Arts/Social Studies and Performing Arts. Arts teachers will maintain a full class load each day. Students will rotate through all Arts Disciplines over the course of the year. All members of a grade level team (academic and artistic) will participate in the annual and semi-annual productions.

#### **d. Employment Policies:**

All WEDJ PCS employees will be employed through the use of annual employment contracts. The Board of Directors will prepare the annual contracts of the Executive Director and School Director. All other contracts will be initiated by the school Director and approved by the Chairman of the Board. The employment contracts will contain provisions on termination and non-renewal and retention of employees. Salaries will be based on the DCPS scale with steps designed to accommodate training and experience. Staff policies will include a grievance procedure, rules and regulations about workplace expectations, a sexual harassment policy, and a zero-tolerance drug free workplace policy. All staff members will be presented with a staff/faculty handbook prior to the signing of an employment contract. WEDJ PCS is committed to equal opportunity employment policies and procedures. WEDJ PCS will provide a comprehensive benefits program for employees, including, but not limited to, health plans, 403(b) savings plans, and EAP assistance.

For those members of the DCPS pension plan, teachers/staff may continue to participate in the city program. Provisions will be made to ensure that those contributions are appropriately allocated.

The timetable for establishing these policies is as follows:

1. January 2004 - approval of the charter application;
2. August 2003 – initiate the development of policies that effect human resources and the basic operation of the school;
3. January 2004 – first draft of policies presented to the Board;
4. February 2004 – modifications and improvements on existing policies;
5. March 2004 - the Board will review policies with DCPCSB;
6. April 2004 – Board will approve key policies;
7. May 2004 – the Board will adopt the last of the policies.

#### **e. Use of Volunteers:**

In order to ensure full community participation, volunteers will be actively sought and engaged. Parents/guardians will, at the most elementary level, be used as additional chaperones for trips and events on the school campus. Other opportunities for volunteers will include answering phones in the main office, photocopying for teachers, working in the library and technical labs, costume, set and auxiliary help for productions, fundraising, PTA, etc. We are discussing a partnership with ExperienceCorps to provide the school with stipended retirees as volunteer classroom aides, tutors and mentors for students in grades K-6. We are also seeking funding from the US Corporation for National and Community Service to host Americorps volunteers as teaching assistants.

### **3. Arrangements for Meeting District and Federal Requirements**

#### **a. Health and Safety** *See §2202(11) and §2204(c) (4), D.C. School Reform Act.*

The William E. Doar, Jr. PCS for the Performing Arts will comply with all District of Columbia and federal codes, regulations and laws governing the health and safety of

buildings and its occupants including the Americans With Disabilities Act. If a parent, child, school staff member, or other member of the public charter school community has or is suspected of having a reportable communicable disease (as identified by the District of Columbia's Commission of Public Health), the school's Director will be responsible for ensuring that the District of Columbia's Preventive Health Services Administration is notified and that the school staff cooperates fully with said entity. Since over 70% of the William E. Doar, Jr. PCS's students will be eligible for a free or reduced price breakfast/lunch under the United States Department of Agriculture's Free Lunch Program (in compliance with the District of Columbia's Public Schools regulations), the charter school will comply with all local and federal regulations for preparing and serving meals.

WEDJ PCS will admit students with medical needs. None of those needs will trigger any current special law or regulation other than regular school law compliance. These are medical needs that are normally serviced by a parent or a babysitter at home. WEDJ PCS will employ a part time nurse with whom the staff may consult regarding any questions. There will be a designated area in which the school nurse will function which will contain a refrigerator designated for medications. The school will be kept neat and clean. Any special materials that the student needs will be kept away from the rest of the class in a secure, clean cabinet or refrigerated compartment. Medication will only be administered under the direction of the school nurse (or the physician if one is present). The Board of Directors will establish and approve the policies and procedures to govern the administration of medication in accordance with the applicable laws.

**b. Safety and Fire Codes for Buildings** (e.g., Compliance of facilities with Americans with Disabilities Act) See *D.C. Code sec. 5-501 et seq.*

The William E. Doar, Jr. PCS for the Performing Arts will comply with all District of Columbia and Federal codes, regulations and laws governing the health and safety of buildings and its occupants including the Americans With Disabilities Act. The Board will ensure that all facilities are inspected and given a Certificate of Occupancy before anyone enters the building. The Board will have the buildings inspected regularly by a certified contractor to ensure that the facilities remain in compliance.

**c. Transportation** See §2208, *D.C. School Reform Act*.

The William E. Doar, Jr. PCS for the Performing Arts will offer transportation services as required in the IEPs of classified students. The Board will not offer transportation services to other students. Students and their families will be notified of the students' eligibility for reduced fares on Metro systems.

**d. Enrollment Data** See §2204(c) (12), *D.C. School Reform Act*.

In accordance with the District of Columbia School Reform Act §2204(c)(12) William E. Doar, Jr. PCS for the Performing Arts will provide enrollment data to the District of Columbia's Schools in compliance with Section 3, Article 2 of the 1925 Act.

**e. Maintenance and Dissemination of Student Records:**

In accordance with the District of Columbia School Reform Act Parts B and D, and other applicable Laws, including D.C. Code sec. 31401 et seq. (Compulsory School Attendance); D.C. Code sec. 31-501 et seq. (Immunization of School Students); D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents); D.C. Code sec. 29-501 et seq. (Non-profit Corporations), William E. Doar, Jr. PCS for the Performing Arts will seek the

transfer of all student records including IEP's, Title I, and other entitlement programs from each enrolled student's previous school when appropriate. William E. Doar, Jr. PCS for the Performing Arts will establish and maintain a central database of all school student records and personnel records, ensure the confidentiality of those records, and make those records available to the District of Columbia Public School officials as required by local and federal laws and regulations cited above. The Director's Office will collect, maintain, and monitor these records.

**f. Compulsory Attendance Laws**

William E. Doar, Jr. PCS for the Performing Arts will monitor the daily attendance rate of each student. Any student whose absence is extended will be contacted at home and the parent(s) invited to a meeting at the school. Any student whose absence is excessive and the parent(s) refuse to cooperate will be pursued as truant and reported to the appropriate agencies including DCPS. WEDJ PCS will comply with all local and federal compulsory attendance regulations.

**g. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).**

WEDJ PCS will provide special education services as required under Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). WEDJ PCS Board of Directors believes that 20% of its students will be classified with learning disabilities. The school has provided for a thorough and efficient educational response to the special needs of these students. Every classified student will have an IEP as well. Parents and teachers are required to meet four times per year to discuss the child's educational development and home-support activities.

**h. Title I of the Improving America's Schools Act**

WEDJ PCS projects that at least 70% of its students will be Title I eligible. WEDJ PCS will be classified as a whole school program under Title I. Title I funds may be expended on whole school programs that will improve the performance of Title I students. The Board's Business Manager will ensure that the Title I expenditures comply with all fiscal requirements.

**i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia See §2202(11) and 2204(c) (5), D.C. School Reform Act.**

William E. Doar, Jr. PCS for the Performing Arts will comply with the Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia, section §202(11) and section §2204(c)(5), D.C. School Reform Act. Public notices will be prominently displayed.

**j. Other:**

The William E. Doar Jr. Public Charter School for the Performing Arts will comply with all District and Federal requirements. the Board of Directors will examine all requirements and determine whether there is a need to implement additional policies and procedures in order to comply with the law. If so, measures will be taken to put such policies and procedures into place prior to the opening of school.



#### **4. Implementation of the Charter**

##### **a. Timetable and Tasks for Implementation of the Charter**

The following timetable and task chart has been adopted from an example provided by Friends of Choice in Urban Schools. We are in the process of refining the chart for our particular use, using this as a baseline for operations:

###### *Site*

Identification of a site	November 2003
Financing Secured	January 2004
Signed lease/purchase and sale agreement	January 2004
Issuance/award of bids for renovation	March 2004
Final inspection and occupancy certificate	August 1, 2004
Completion of build-out	July 2004
Acquisition of furniture and materials	August 15, 2004

###### *Admissions*

Open Houses	January-March 2004
Orientation	
Community Outreach	
Compilation of Mailing List from Events	
Applications made available	March 2004
Open Houses	
Community Outreach	
Evaluation of Applications	
Establish a lottery procedure with an impartial judge	
Acceptance Letters sent out	April 2004
Request student records	
Send CFO an enrollment report	
Lottery for Waiting list applicants	April - August 2004

###### *Staffing*

Advertise and disseminate job descriptions	Jan - March 2004
Develop hiring policies and procedures	January 2004
Develop contract or at-will arrangements	January 2004
Design benefit packages, including retirement	January 2004
Determine need for staff who are multilingual or representative of the student population	Ongoing
Hire administrator	January 2004
Hire other staff	March 2004 - until staff is full
Make arrangements for SPED services	May 2004
Develop staff handbook	May 2004
Design professional development plans	June 2004

Hold staff orientation	August 2004
Design and implement staff evaluation plan	August 2004

*Board Organization and Procedures*

Develop and adopt by-laws	Complete
Develop governance strategy	Complete
Determine how to keep continuity between founders and board	Complete
Arrange board liability insurance	January 2004

*Financial Management*

Identify check signers	January 2004
Identify check writer for board	January 2004
Identify check writer for school	January 2004
Signature policies (i.e. 2 signatures required for amounts >\$10,000)	Complete
Appoint Treasurer	Complete
Reports (Budget v. Actual)	Done and ongoing
Forms (Po's, Expense reports)	January 2004
Segregation of Funds (Pub. v. Private)	November 2003
Auditor/preparer identified	July 2004
Schedule of Board Financial Reviews	January 2004
Establish Payroll	January 2004
Arrange insurance	January 2004

*Special Education Services*

Identifying students with IEP's	April - August 2004
Acquire records	April - August 2004
Form teams	June - August 2004
Develop alternative IEP's	June - August 2004
Get parent approvals	June - August 2004
Contact with SPED administrator from previous school	June - July 2004
Define Services required (For all SPED students)	July - August 2004
Hire/contract with providers	May - June 2004
Identify internal and external resources (as needed)	April - August 2004

*Food Service*

Decision to offer Breakfast and Lunch	Complete
Identify free/reduced lunch students	June - August 2004
Identify legal requirements	March 2004
Define requirements	April - May 2004
Issue RFP	June 2004
Select Vendor	July 2004
Draft Contract	July 2004
Sign Contract	July 2004

## **b. Major Contracts Planned**

We have major contracts planned with America's Choice and for food service, special education services, and auditing services. All major contracts will be subject to review by the District of Columbia Public Charter School Board and will be advertised in the D.C. Register as required.

Major contracts will be handled in the following manner:

1. Scope of work will be determined by the Director, Business Manager, or a subcommittee of the Board of Directors;
2. Contracts will be reviewed by a person with expertise in the field so that the scope of work is correct;
3. All contracts shall be approved by the Board of Directors (see Bylaws);
4. Technically difficult contracts or with sums of \$25,000 or more shall be reviewed by the Board's attorney before being approved by the Board of Directors;
5. Contracts of \$25,000 or more shall be placed for bid with a notice in the D.C. Register;
6. The contracts will be awarded based upon the bidders ability to deliver goods and services in the time prescribed and at a level of appropriate quality and reasonable cost.

Major contracts will be monitored in the following manner:

1. The Executive Director will monitor the work of the contractor on an operational basis; and the Business Manager will monitor contracts on a financial compliance basis;
2. All invoices shall be matched against materials received and all materials checked to see that the proper amount is present and that the material is in new condition;
3. All invoices shall be matched against services received and all checked to ensure that the services were provided as specified;
4. No contract shall be paid without the approval of the Board of Directors;

## **c. Orientation of Parents, Teachers and Other Community Members**

We have budgeted for, and will expect, all teachers to participate in up to 15 days of training provided by in-house and contract providers during the summer. In addition, we have budgeted for ongoing staff development throughout the school year. Staff will have at least a week of common planning time before the school year starts to work together and plan for the school year.

Before formal orientation begins, prospective teachers will receive a copy of the school's information packet that offers background information, a description of our program, literature about our curriculum, general information about charter schools along with contact information for School Directorship.

At the time a parent applies to WEDJ PCS, he or she will receive one of our information packets. These packets will offer a description of our program, background

information, FAQs, general information about charter schools and sources of additional information about our school. An orientation for new parents will occur before the official start of school, where the Director and executive director will provide an overview of the school's mission and goals as well as more specific information about the school day and year schedule. Parents will have the opportunity to meet school personnel and gain an understanding about the school's expectations of its students and families and how parents can support their children's educational experience and become involved in the school. Early in the school year interested parents will be provided with training on volunteering in the classroom or tutoring.

Our school will have an open door policy. All members of the community will be welcome to arrange a visit by contacting the school office in advance. Community members can also learn about our school from our website.

**d. Services Sought from the District of Columbia Public Schools**

We will make the free/reduced rate student lunch program available to our students. Additionally, we do not intend to function as an LEA for Special Education students. We will seek services for assessment from DCPS.

## Budget Description:

**Assumptions:** Underlying assumptions for each separate page of our budget are included in summary form on this page. Staffing assumptions are shown both as a staff-to-student ratio and number of full-time employees (FTE's).

**Enrollment:** We adjusted our budget based on comments received on our original submission, and are now showing enrollment for grades PK-5 in year one with enrollment growing by one grade per year through year 4. PK would open with 2 classes of 18 students each. Grades K-2 would have one class each in the opening years and Grades 3-5 would have 2 classes each for a total opening enrollment of 232. We assumed SPED student representation of 6% at each level. No assumption was made for LEP/NEP students as the current demographics in D.C. are changing too rapidly for us to make a reasonable estimation.

**Revenues:** Revenues are driven by receipt of funds from a number of sources. Currently the WEDJ School expects to receive revenue from the following sources:

- ♦ Per Pupil Funding
- ♦ Facilities Allotments
- ♦ Special Education Allocation (SPED)
- ♦ Americorps Funding
- ♦ Lunch Reimbursement
- ♦ Title V(2)(b) monies
- ♦ Other Federal Entitlement Funds

Reimbursement amounts were derived from last year's funding levels or announced funding levels for the 2004 school year, where available. In year one of operation we expect to receive \$2.8 million in revenues from these sources. As stated above additional revenues will be available to the school for LEP/NEP students, however at this time it is impossible to quantify that number and so we have chosen not to include it in our budget. In order to create a realistic budget, we assumed no growth in any funding from Year 1 to Year 2 except for lunch reimbursement (1% growth in per child reimbursement). Based upon these limited growth factors and the additional students mentioned above, we expect to receive \$3.55 million in revenues in Year 2.

**Expenses:** The majority of the expenses borne by WEDJ School will be personnel related expenses. In Year 1 we expect to spend \$1.3 million on salaries and benefits and development for 36 staff members. Salaries will range from \$20,000 to \$70,000 per year, depending on title. Teachers salaries were set using an average salary range from the D.C. teachers salary schedules. Administrators salaries were based upon salaries for similar positions in the D.C. area. We expect that benefits will cost approximately 17% of salaries. In Year 2, we expect to increase the total staff size to 45 at a total cost of \$1.7 million. Our projections would keep teachers salaries and benefits flat in Year 2.

We are projecting \$253,000 in direct student costs for Year 1 of operations. The largest expenditures under this category will be for classroom furnishing and supplies (\$85k) and

computers and materials (\$47k). Instructional equipment for the arts, music and dance programs are budgeted at \$25,000 in year 1. In Year 2 we anticipate increasing the total amount for expenses relating to direct student cost to \$257,000 with the largest expenditure being other instructional equipment (\$98k) and computers and materials (\$50k). It is our belief that these Year 2 expenses will represent additional equipment that is purchased to implement our growing arts programs such as technical stage and sound equipment for student usage, as well as arts specific software and computer equipment.

Rental expenses for the school are estimated to be \$375,000 for year one as our lease only requires that ten months of payments be made that first school year. Year 2 lease expenses will increase to \$472,500 and will increase in each subsequent year. The balance will be used for maintenance, equipment, utilities, and supplies for the school.

Finally, we project general expenses in Year 1 of \$350,040 and \$487,620 in Year 2. The largest single expenditure in this category is for food service. The increase in Year 2 is a reflection of the growth in the school with the addition of three classes. All other general expenses will be held level from Year 1 to Year 2.

Total expenses in Year 1 will equal \$2.88 million, resulting in an excess of \$123,469 at the end of the year. It is the intent of the WEDJ School to set aside some portion of these funds to supplement the capital campaign of the school, with the intent of purchasing and renovating a permanent home for WEDJ within the first five years of operation. Total expenses in Year 2 will equal \$3.38 million resulting in an excess of \$280,007. In order to make our projections as realistic as possible, none of the Year 2 revenues are dependant upon having the projected balance at the end of Year 1.

**William E. Doar, Jr. Public Charter School for the Performing Arts**

Public Charter School Accountability Plan  
School Years 2004 – 2005 to 2009 – 2010

The mission of William E. Doar, Jr. Public Charter School is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit.

**I. Academic Performance Objectives**

Performance Objectives and Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
<b>GOAL1: Each student will demonstrate increased academic achievement annually in each content area:</b> <b>1.1 Students will be competent in basic readiness skills when entering kindergarten from pre-kindergarten.</b> <b>1.2 Students will achieve proficiency or better in reading and mathematics based on standardized tests.</b> <b>Students will demonstrate “Adequate Yearly Progress” as defined in “No</b>	The percentage of students in WEDJ PCS for at least three years who:  1.Score at or above the proficient level on the Brigance Preschool Screening, the Sunshine Literacy Assessment, and the Developmental Reading Assessment 2.Score at or above the proficient level in reading on the District standardized assessment. 3.Score at or above the proficient level in mathematics on the District standardized assessment. 4.Make “Adequate Yearly Progress” in reading and mathematics. Mastery of content and performance standards.	<ul style="list-style-type: none"><li>▪ BRIGANCE Pre-School Screens Pre-K</li><li>▪ Sunshine Literacy Assessment grades K-3</li><li>▪ Developmental Reading Assessment grades 4-6</li><li>▪ DCPS selected districtwide achievement test</li><li>▪ WEDJ selected pre-test/post-test</li><li>▪ Performance Task Rubrics</li><li>▪ Student Portfolios</li><li>▪ School Progress Reports</li><li>▪ Teacher-made Tests</li><li>▪ Logs</li></ul>	September 2004	May 2005	Spring 2010	<ol style="list-style-type: none"><li>1. Implement effective instructional program, install a standards-driven, performance-based developmental curriculum, and operate a consistent evaluation system as described in the Charter contract</li><li>2. Implement an effective planning process based on the principles of the America’s Choice whole school design with community, teachers, staff, students, and parents.</li><li>3. Implement a system of assessment tin which staff will analyze student -generated data on a regular basis and modify instructional practices to assist class-as-a-whole and individual student development.</li><li>4. Implement a professional development program the supports the regular use of Best Practices in the instructional program.</li><li>5. Implement a student monitoring program that provides an early warning to instructional staff and parents that a student is not performing at an appropriate level.</li><li>6. Implement programs during school and after school that allows a student to have extended learning opportunities with instructional staff.</li></ol>

<b>Child Left Behind”.</b>						
<b>Goal 2: Each student shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.)</b>	Participation in a public performance demonstrating their skill in the art form the student has selected.	<ol style="list-style-type: none"><li>1. Teacher portfolio of student achievement</li><li>2. Videotape of performance art and the work itself for visual arts.</li><li>3. Assessment of performance by rubric</li></ol>	October 2004	May 2005	May 2010	<ol style="list-style-type: none"><li>1. Implement a program in which students experience the different art media and express a preference for participating in at least one in each year in school.</li><li>2. Implement a rubric for each art form by which to assess student performance.</li><li>3. Implement an assessment program that enables each student to develop the capacity to self-asses performance based on rubric and age-appropriate concepts and performance skills.</li></ol>
<b>Goal 3: Each student identified as Limited English Proficient shall attain proficiency in Standard English.</b>	The number and percentage of students identified as LEP who then become proficient in English and lose their LEP designation.	<ol style="list-style-type: none"><li>1. Oral and written English Language Proficiency test.</li><li>1. Portfolio Assessment</li><li>3. Public art performance that uses the English language</li></ol>	September 2004	June 2005	June 2010	<ol style="list-style-type: none"><li>1. Implement ESL program for identified students</li><li>2. Implement pre, on-going, and post testing programs</li></ol>
<b>Goal 4: Each</b>	Students ability to	<ol style="list-style-type: none"><li>1. Portfolio Assessments</li></ol>	September 2004	June 2005	June 2010	<ol style="list-style-type: none"><li>1. Implement an assessment program that</li></ol>



<b>student shall develop the capacity for Reflection and Critique.</b>	reflect upon and critique both academic and artistic performance orally and/or in writing	2. Teacher logs				enables each student to self assess performance based on age-appropriate concepts and performance skills
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II. Student Non-Academic Performance Objectives						
Performance Objectives and Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
<b>GOAL 1: Each student shall develop technological competence to:</b> <b>1.1 Enable students to attain standards.</b> <b>1.2 Increase students' capacity to communicate effectively in writing or visually</b> <b>1.3 Enable students to develop multiple problem solving strategies that may be applied to any academic, artistic, or real-life endeavor.</b>	1.Students demonstrate to the ability to perform the basic functional tasks of computer operations. 2.Students demonstrate the ability to format and appropriately manipulate text and/or other data in word processing and data base applications. 3. Students demonstrate the ability to present information and/or artistic works using a variety of applications and programs for computers and related technology. Students demonstrate the skills to collect, organize, and display information using a variety of electronic resources including	1. Student portfolios, electronic and hardcopy. 2. An annual survey conducted to assess student use of the computer and related technology: teachers, parents, and students. 3. School-made diagnostic test to determine student proficiency in use of computer and related technologies 4. Log of teacher lesson plans that demonstrate the integration of technology into lessons. 5. minutes of staff meetings, grade level meetings, and staff develop programs to demonstrate the integration of technology into instructional program. 6. Log of technology coordinators tutorials and training sessions.	October 2004	June 2005	June 2010	1. WEDJ PCS will employ a full-time technology coordinator to work with teachers on lessons plans, training, and integrating technology into instructional programming to improve student learning. 2. A computer laboratory with 30 computers plus an instructional computer with an instructional screen will be installed for use by al teachers and for professional development programs. 3. Each classroom will have four computers with three for student use and one for instructional use. 4. All computers will be linked to the internet with proper safeguards and firewalls installed on the server. 5. Each computer will have installed age-appropriate and skill-appropriate instructional, educational, and application software. 6. The school will purchase for a central distribution media room technology related equipment for instructional and student use; e.g., cameras (video and digital), synthesizers (graphic and music), scanners. 7. WEDJ PCS will implement a staff development program for technology that is part of the regular staff development program plus a weekly tutorial for teachers by request and by assignment. 8. Teachers will discuss the use of technology

	the Web, all disk media, CD media, and other media that can be connected to a computer.					in their regular grade level meetings and staff meetings.
<b>GOAL 2: Students will learn in a school environment</b>	1. Teachers and students are able to	1. Record of the number of students who are sent to the principal's office or for	Fall 2004	June 2004	June 2010	1. Implement community development program for school in which all members learn to be part of the school learning community.

<b>that supports cooperative interaction among students, is drug free, and in which students feel safe.</b>	<p>learn together without disruptions caused by serious student discipline problems.</p> <ol style="list-style-type: none"><li>1. There will be few student suspensions and no student expulsions.</li><li>2. There will be no student fights or other violent behavior.</li><li>3. The number of students or staff who use or dispense drugs or other illegal substances on the school campus will be zero.</li><li>5. No student nor staff member will have weapons on campus.</li></ol>	<p>whom parent conferences are held to resolve behavioral problems.</p> <ol style="list-style-type: none"><li>1.School Incident Data reports that are maintained in the school.</li><li>2.Observations that are maintained by the Executive Director and Principal in observations of classrooms and the school</li><li>3.Discipline records</li><li>4.Suspension and expulsions records</li><li>6. Records of drug or illegal substance problems on-campus.</li></ol>				<ol style="list-style-type: none"><li>2. Provide student handbooks to students and parents regarding the expectations for members of the school community.</li><li>3. Develop a strong parent organization for the growth and development of the school community.</li><li>4. Enforce all policies regarding student conduct quickly, efficiently, consistently, and fairly. Engage parents early before conduct becomes a school problem.</li><li>5. Provide security in school, hallways, and classrooms through diligent staff.</li><li>6. Implement an efficient and effective data collection and analysis system.</li><li>7. Use the professional development program to support staff in development of a supportive, cooperative learning community.</li><li>8. Implement a strong anti-drug program.</li></ol>
<b>Goal 3: Attendance for all students will be at least 90%.</b>	<ol style="list-style-type: none"><li>1. Attendance Reports that show students at 90% or better</li><li>2. Truancy rates</li></ol>	<ol style="list-style-type: none"><li>1. Record collection system for attendance</li><li>2. Truancy reports, suspension reports, and extended absence reports</li></ol>	June 2004	June 2004	June 2010	<ol style="list-style-type: none"><li>1. Implement an attendance system that all staff understand and can utilize easily. The system will have staff enter attendance information via computers so that the system can be monitored easily on a class by class basis.</li><li>2. Implement system for contacting parents when a student is unexpectedly absent.</li><li>3. Recognize students with perfect attendance and near perfect attendance each month</li></ol>



	<p>instructors.</p> <p>2. School engages in at least one contract with professional arts organization to help coach students and to work with staff.</p>	<p>1. Artist/teacher lesson plans for the arts classes.</p> <p>2. List of guests to teach arts classes.</p> <p>3. Contract with a professional art company in District.</p>	<p>July 2004</p>	<p>July 2005</p>	<p>June 2010</p>	<p>professional level.</p> <p>2. School develops strong relationships with artist organizations and associations that provide guest artists or artists-in-residence participation.</p> <p>3. School formalizes relationship with at least one professional artist organization to work with school in the arts education of its students.</p> <p>1. The Board meets on a regularly scheduled basis.</p> <p>2. The Board develops a committee system to address the issues facing the school in terms of policy and procedures.</p> <p>3. The Board meets with the administration outside of regularly scheduled meetings to resolve issues and support in solving problems; e.g., pursuit of grants, renovations, lease, equipment issues.</p> <p>4. Board implements a system for drafting and approving a Policies and Procedures manual, a Staff handbook, and a Student Handbook.</p> <p>5. Board approves and funds a professional development program.</p> <p>6. Board requires administrative and instructional staff to seek out individuals and organizations that could meet the artistic learning needs of students.</p> <p>7. Board hires and administration monitors a staff member to write grant applications.</p>
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						<div>8. The Board and Administration implement a rigorous self-study program as directed by the authorizing agency.</div> <div>9. The timely submission of all reports.</div> <div>10. The Board and Administration vigorously pursue meeting and exceeding occupancy requirements and engaging in contracts that support the safety and orderliness of the school facility.</div> <div>11. The Board finds facilities that support the artistic program.</div>
<div><u>Governance</u></div> <div>GOAL 4: The Board of Trustees and school administrators shall work cooperatively to:</div> <div>4.1 Develop a learning community that integrates the academic and the arts for the development of the whole child;</div> <div>4.2 Provide educational leadership for the community and develop a shared vision for the school with the staff, parents, students, artistic</div>	<div>1. Charter contract.</div> <div>2. Policies and procedures that support staff and the vision of the school.</div> <div>3. Regular attendance at Board meetings by trustees and executive director.</div> <div>4. Support of the administrative staff in the school’s operation as requested by the administrative staff.</div> <div>5. Policies and Procedures manual, Employee Handbook, Student Handbook,, By-Laws, Human Resource Policies and Procedures, Student Disciplinary Policies and Procedures, dismissals, and other changes in</div>	<div>1. Minutes of Board meeting</div> <div>2. WEDJ PCS’s Mission Statement</div> <div>3. Prompt signing of documents for school operation</div> <div>4. Support for meeting the school vision by helping to locate grants and support of staff in pursuing grants.</div> <div>5. Policies and Procedures manual, Staff Handbook, and Student Handbook.</div> <div>6. Professional Development Program and support for continuing education</div> <div>7. Reports of administrator and trustee meetings with artistic organizations and other organizations in the</div>				

<p><b>community ,and broader community.</b></p> <p><b>4.3 establish annual goals and policies that support the school’s vision.</b></p> <p><b>4.4 Ensure the safety and adequacy of all school facilities.</b></p> <p><b>4.5 Annually audit and evaluate their own school leadership, governance, and teamwork.</b></p>	<p>participation of governing structure.</p> <p>School’s mission and school’s goals are aligned and promulgated effectively to all vested communities.</p> <p>School leaders communicate a commitment to quality instruction by supporting professional development within the school and encourage staff to pursue additional formal studies so that the entire school staff is motivated to achieve excellence.</p> <p>The school has a formalized plan of near-term and long-term goals and objectives that is promulgated to the staff and by which the staff can assess their own performance and the performance of their students.</p>	<p>broader business community.</p> <p>8. Submission of grant applications.</p> <p>9. Brochures, newsletters, and press releases.</p> <p>10. Self-Study documents</p> <p>11. Bylaws</p> <p>12. Inspection reports for facility, Certificate of Occupancy, and employment of appropriate personnel and/or contracts with organizations to maintain the safety and adequacy of school facility.</p>				
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	Governance structure officials receive training to support their responsibilities.					
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# Appendix B

CHARTER SCHOOL AGREEMENT

DATED AS OF August 25, 2004

BETWEEN

DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD

AND

THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL  
FOR THE PERFORMING ARTS

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## CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is dated as of \_\_\_\_\_, 2004 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS, a District of Columbia nonprofit corporation (the “**School Corporation**”).

### RECITALS

**WHEREAS**, pursuant to Section 2203 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

**WHEREAS**, the School Corporation submitted a petition in accordance with Section 2202 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”; a copy is attached hereto as Exhibit A);

**WHEREAS**, the Board has (i) determined that the Application satisfies the requirements set forth in Subtitle B of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

**WHEREAS**, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

**NOW, THEREFORE**, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

### SECTION 1. ESTABLISHMENT OF SCHOOL

**1.1 Charter.** The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 2203(h)(2) of the Act.

**1.2 Term; Renewal.** **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

**B.** The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the



School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

**1.3 Location; Permits.** The School shall temporarily be located at 2917 8<sup>th</sup> Street, NE, Washington, D.C. 20017 and permanently located at 705 Edgewood Street, NE, Washington, DC 20017 on date to be agreed upon between the Board and the School Corporation (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

**A.** At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

**B.** The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

**C.** The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

**D.** The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

**E.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 2204(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

**F.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief

administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

**G.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

**H.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

**I.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-J of this Section 1.3 shall be kept on file at the School.

## **SECTION 2. EDUCATIONAL PROGRAM**

**2.1** Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

**2.2** Age; Grade. In its first academic year, the School shall instruct students in grades prekindergarten through fifth. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades prekindergarten through eighth. The School shall not instruct students of any other grade without the prior written consent of the Board.

**2.3** Enrollment. **A.** Enrollment in the School shall be open to any pupil in the grade range set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than two hundred thirty-two (232) pupils in its first academic year and no more than four hundred ninety-four (494) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

**B.** No later than April 1, 2008 and April 1, 2013, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of

any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

**2.4 Curriculum.** A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the “**Implementation Date**”). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets

set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

**2.5 Standards.** As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

**2.6 Students with Disabilities.** The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

**2.7 Student Policies; Expulsion and Suspension.** A. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

### **SECTION 3. EVALUATION**

**3.1 Accountability Plan.** A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance

falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

**B.** Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

**C.** The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

**3.2 Corrective Action.** In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

**3.3 Standardized Testing.** At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

## **SECTION 4. CONTRACTS**

**4.1 Contracts.** **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or

purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

**B.** Each contract described in clause A above shall be referred to herein as a **“Material Contract.”** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

**4.2 Contracts for School Management.** **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **“School Management Contract”**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

**B.** If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

**4.3 Insurance Coverage.** **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers’ compensation insurance as required by applicable Law. **“Law”** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such

insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an “all risk” basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the “full insurable value” of the School Property, and (b) attorneys’ fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), “full insurable value” shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (x) not include any coinsurance provision, (y) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the “full insurable value” of the School Property, and (z) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

**B.** If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

**C.** The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

**D.** All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days’ prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

**4.4** Insurance Certificates. No later than August 31, 2004 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

**4.5** Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the “**Board of**



**Trustees**”) or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. “**Affiliate**” shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of “Affiliate,” “control” (including, with correlative meanings, the terms “controlling,” “controlled by” and “under common control with”), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. “**Person**” shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

**4.6** Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

**4.7** No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

**4.8** Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board’s request.

## **SECTION 5. REPORTS**

**5.1** Reporting Requirements. The School Corporation shall deliver to the Board:

**A. Annual Reports:** no later than November 1 of each year, beginning November 1, 2004, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 2204(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School’s performance set forth in the Accountability Plan and such other items as the Board may

reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

**B. Audited Financial Statements:** as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; “**Fiscal Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

**C. Interim Financial Reports:** as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning September 1, 2004, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; “**Interim Period**” shall mean (x) initially, month and (y) from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for September 2004 on October 15, 2004;

**D. Budget; Fiscal Year:** no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a “**Budget**”) for the next succeeding Fiscal Year; the School Corporation’s operating budget for the period from July 1, 2004 to June 30, 2006 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2004 a revised operating budget for the period from July 1, 2004 to June 30, 2006; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

**E. Enrollment Census:** on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving

special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

**F. Attendance:** no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

**G. Key Personnel Changes:** promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

**H. Events of Default, Etc.:** promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

**I. Litigation:** (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such

report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

**J. Authorizations:** (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2005, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

**K. Board of Trustees Meeting Minutes:** Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

**L. Other Information:** such other reports, financial statements and information as the Board shall reasonably request.

**5.2 Reports Required by the Act.** The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

## **SECTION 6. ORGANIZATION**

**6.1 Organization. A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

**B.** Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

**6.2** Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

**6.3** Powers. The School Corporation shall have the powers set forth in the Act.

**6.4** Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

**6.5** Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

**6.6** Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

**6.7** Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

**B.** Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

**6.8** Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

**6.9** Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

**6.10** Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

## **SECTION 7. TERMINATION**

**7.1 Termination.** A. This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 2213 of the Act; or
- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or
- (iv) by the Board, if the School Corporation fails to secure use of the School Property by August 31, 2004; or
- (v) by the Board, if the School fails to begin instructing students by December 31, 2004.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

**B.** This Agreement shall be terminated:

- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

**7.2 Actions Upon Expiration or Termination.** Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

**A.** if the School ceases operations on the Termination Date,

- (i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;
- (ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

**B.** if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

**C.** if the Board of Education places the School in a probationary status pursuant to Section 2212(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

**D.** if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

## **SECTION 8. COMPLIANCE**

**8.1** Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

**8.2** Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

**8.3** Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School

Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

**8.4 School Emergency.** If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

## **SECTION 9. MISCELLANEOUS**

**9.1 Administrative Fee.** The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

**9.2 Assignment.** This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

**9.3 Definitional Provisions.** Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this



Agreement shall have the respective meanings given to them under generally accepted accounting principles.

**9.4** Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

**9.5** Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

**9.6** Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board  
1436 U Street, NW  
Suite 401  
Washington, D.C. 20009  
Attention: Executive Director  
Telephone: (202) 328-2660  
Facsimile: (202) 328-2661

If to the School Corporation:

The William E. Doar, Jr. Public Charter School for the Performing Arts  
4322 14<sup>th</sup> Street, N.W.

Washington, D.C. 20011  
Attention: Julie S. Doar-Sinkfield, Executive Director  
Telephone: (202) 269-4646  
Facsimile: (202) 882-9652

**9.7** Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

**9.8** Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

**9.9** Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

**9.10** No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.


**9.11** Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]


CC CC

**IN WITNESS WHEREOF**, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

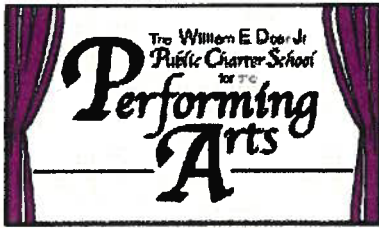
**THE WILLIAM E. DOAR, JR. PUBLIC  
CHARTER SCHOOL FOR THE  
PERFORMING ARTS**

  
By: *Julie S. Doar-Sinkfield*  
Title: *EXECUTIVE DIRECTOR*

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**

  
By: *THOMAS P. LOUGHLIN*  
Title: *CHAIR*

# Appendix C



The William E. Doar, Jr. Public Charter School for the Performing Arts (WEDJ PCS)

705 Edgewood Street, NE  
Washington, DC 20017

3700 North Capitol St., NW  
Washington, DC 20011

(202) 269-4646  
(202) 269-4155 fax  
[wedjpcs@wedjschool.us](mailto:wedjpcs@wedjschool.us)  
[www.wedjschool.us](http://www.wedjschool.us)

November 28, 2011

Dear Mrs. Cureton,

This letter is to inform you that William E. Doar Jr., PCS for the Performing Arts has merged the NW and NE Campuses together. We are all located at 705 Edgewood Street, NE Washington, DC 20017. Also, Mr. Craig Barnes is no longer employed at William E. Doar Jr., PCS for the Performing Arts, all inquiries should be directed to our school Principal Mr. Ricardo Henry, his email address is [www.rhenry@wedjschool.us](mailto:www.rhenry@wedjschool.us) and contact telephone number is (202) 269-4646.

Please make any changes on William E. Doar Jr., PCS for the Performing Arts documents to reflect the changes.

If you have any questions, please feel free to contact me at (202) 269-4646.

Thank you for your cooperation in this matter.

Sincerely,

  
John Goldman  
Executive Director

**THE WILLIAM E. DOAR, JR. PUBLIC CHARTER SCHOOL IS A NON-PROFIT 501(C)3 CORPORATION. ALL DONATIONS ARE TAX DEDUCTIBLE ACCORDING TO IRS REGULATIONS.**

# Appendix D

# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

## Board Action Proposal

<input type="checkbox"/> Staff Proposal	<input type="checkbox"/> School Request
<input type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Conditional Charter Continuance	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input checked="" type="checkbox"/> Proposed Charter Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Charter Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> PCSB Policy	<input type="checkbox"/> Approve E-Rate Plan

**PREPARED BY:** (Staff) Sean T. Coleman, Ph.D.

**SUBJECT:** William E. Doar, Jr. (WEDJ) Charter Review Findings –  
Candidate for Charter Revocation

**DATE:** April 19, 2010

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### **BACKGROUND**

As part of the PCSB monitoring process, schools in their sixth year of operation receive feedback on their academic, non-academic, and organizational performance related to compliance, governance, and fiscal management against the goals set out in the school's accountability plans and the PCSB's Fifth Year Review Framework. Any school that has not met all of the performance standards outlined in the Fifth Year Review Criteria is in jeopardy of charter revocation. As such, the PCSB has established a process to review the status of a school's charter and to notify schools of such status and next steps pending the board's decision to revoke or continue a charter.

The purpose of the Charter Review is to assess a school's performance over a five year period. Schools that are under charter review had an opportunity to take corrective action to improve their outcomes and thus avoid possible charter revocation by being responsive to the results of the preliminary charter review conducted in year five. Schools that were placed on the Charter Warning List in year five executed a Memorandum of Understanding with the PCSB Board detailing the specific steps that will be taken to improve performance. The Program Development Review in SY'08-'09 included specific reference to factors critical to revocation. Consequently, findings from the 2009 Program Development Review in addition to results of schools' academic, non-academic and organizational performance should be considered by the Board when determining charter revocation or continuance.

William E. Doar, Jr. (WEDJ) Public Charter School is in its 6<sup>th</sup> year of operation. The school met 1 of 3 academic standards and 3 of 4 non-academic performance standards. WEDJ demonstrated functioning or exemplary performance in 6 of 7 governance

categories, there are no areas of concerns regarding compliance, and there is an “adequate” fiscal management process in place.

### **PROPOSAL**

Based on the Charter Review Framework analyses of WEDJ’s accountability plan and organizational performance, the school did not meet the PCSB’s academic (1 of 3) performance standards, the school met PCSB’s non-academic (3 of 4), organizational performance standards for governance (6 of 7), organizational performance standards for compliance (7 of 7), and organizational performance standards for finance (4 of 5). The school is a candidate for charter revocation based on not meeting 2 of 3 of the academic performance standards.

Date: \_\_\_\_\_

PCSB Action: \_\_\_\_\_ Approved \_\_\_\_\_ Approved with Changes \_\_\_\_\_ Rejected

Changes to the Original Proposal/Request: \_\_\_\_\_

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# Appendix E

**DC Public Charter School Board  
Public Board Meeting  
April 19, 2010 – 6:00 PM**

Attendance

Board members in attendance: Mr. Brian Jones, Chair; Mr. John “Skip” McKoy, Vice-Chair; Mr. Will Marshall; Mr. Don Soifer; Dr. Darren Woodruff; Ms. Sara Mead, Ms. Emily Bloomfield and Mrs. Josephine Baker, Ex-Officio and Secretary

The board meeting was called to order at 6:18 pm by Mr. Brian Jones.

Opening Statement

Mr. Jones introduced the Board members and thanked everyone for their support of the Board and the charter school sector. On behalf of the D.C. Public Charter School Board and staff, Mr. Jones extended his utmost appreciation to the Carlos Rosario International Public Charter School for providing meeting space and logistics for the meeting and throughout the previous years.

Approval of Agenda

Mr. Jones presented the agenda for approval. Mr. Will Marshall moved that the agenda be accepted and approved as presented and the motion was seconded by Mr. John “Skip” McKoy.

Approval of Meeting Minutes

The February meeting minutes were approved by all Board members present.

Acknowledgement of Elected Officials

Mr. Jones invited elected officials to stand and be acknowledged; there were none present.

Contracts Reviewed

Mr. Jones read into the record the nine charter contracts equal to or exceeding \$25K which were reviewed by the Finance Committee. Mr. Don Soifer made the motion to accept the report as presented. Dr. Darren Woodruff seconded the motion and the motion carried unanimously by all Board members.

Response to Parents Concerns

**Cesar Chavez Public Charter School**

Mr. Jones stated that this agenda item has been tabled until the May 17, 2010 Board meeting.

**SCHOOLS OVERSIGHT COMMITTEE**

Request to Approve E-rate Plans

**Friendship Public Charter School and Paul Public Charter School**

Mr. Don Soifer reported that the E-rate plans for Friendship Public Charter School and Paul Public Charter School were reviewed by Mr. Soifer and Mr. Lamont Brittain, the IT Manager. Mr. Soifer made the motion to approve the Technology Plans for both Friendship Public Charter School and Paul Public Charter School. The motion was seconded by Mr. McKoy and carried unanimously.

## SCHOOL OVERSIGHT COMMITTEE

### Request to Operate in an Additional Site

#### **YouthBuild Public Charter School (PCS)**

*School Representation Present: Ms. Christie Cunningham, Chair; Mr. Arthur Dade, Executive Director; Ms. Andrea Hinson, Principal; and Mr. Mark Jordan, Treasurer of the Board*

PCSB staff member Ms. Charlotte Cureton reported that the YouthBuild Public Charter School submitted a proposal and through a competitive Request for Offers process was awarded a former DCPS facility located at 30 P. Street, N.W. beginning the 2011-2012 school year. Ms. Cureton noted that the site would provide space to accommodate an additional 150 students. She added that the site would have a residential component overseen by the Latin American Youth Center which is a separate entity from the YouthBuild PCS.

The School Oversight Committee is requesting that YouthBuild PCS be granted approval to open the additional campus. There was discussion about both the parent company LAYC and the YouthBuild occupying the space. Mrs. Josephine Baker explained that as part of the application process to the Deputy Mayor of Education's office, a joint proposal was submitted to the District of Columbia for the site although the lease will go to YouthBuild, which will sublet. This arrangement was approved by the Deputy Mayor.

Mr. J-M Mayas, a private citizen, who lives on P Street, N.W., stated that he is in support of the YouthBuild PCS adding a campus at the P Street location. Mr. Mayas voiced his concern about the residential component and thinks that his concern can be alleviated and addressed through engagement of the community and the Advisory Neighborhood Commissioners.

Mr. Jones indicated that there was opposition of the proposed occupancy of the building site and that the Board members will continue discussion and deliberations about the request.

### Truancy

#### **National Collegiate Preparatory PCS**

*School Representation Present: Ms. Regina Rodriguez-Mitchell, Co-Founder; and Ms. Jennifer Ross, Co-Founder*

PCSB staff member Dr. Robert Mayo stated that the notice was issued based on attendance and that National Collegiate Preparatory PCS will deliver its data analysis and intervention strategies to address the truancy rates. Ms. Regina Rodriguez noted that the alert system time of a fifteen day threshold does not allow time for intervention with parents, the interview process, and collaborative before truancy referral. She stated that as part of the analysis, the school found that they need to take a more aggressive approach in alerting the parents of the seriousness of the truancy issue and work more closely with family and children services and local authorities. Ms. Emily Bloomfield advised that the school look at other indicators beforehand that may cause the students to fail or dropout of school.

### Truancy

#### **IDEA PCS**

*School Representation Present: Ms. Charlotte Blount-Lewis, Principal, Lt. William Dexter, Deputy Director; and Col. Norman Johnson, Director*

PCSB staff member Dr. Mayo stated that the notice was issued based on attendance and that IDEA PCS will describe what has been done to address the truancy problem. Col. Norman Johnson provided a handout that showed how the school will capture information on attendance. He noted that there is a discrepancy between data input with the use of PowerSchool and OLAMS and that the school has retained personnel to revise the monitoring and data input process. Col. Johnson indicated that an early intervention team and an attendance monitor have been formed to assure that appropriate action is taken related to parent calls, correspondence, meetings, communications with city agencies and authorities. He added that training is being provided around truancy and the use of the ALERT NOW system. The school will also make a change in its rewards program and attendance policy.

Compliance Review – Lift Notice of Deficiency

**National Collegiate Preparatory PCS**

*School Representation Present: Ms. Regina Rodriguez-Mitchell, Co-Founder; and Ms. Jennifer Ross, Co-Founder*

PCSB staff member Ms. Monique Miller reported that National Collegiate Preparatory PCS was issued a Notice of Deficiency for failure to meet the requirements of the Deep Dive stage of the Compliance Review. Ms. Miller noted that the school has addressed all conditions and that the Schools Oversight Committee is requesting that the Board lift the Notice of Deficiency. Mr. McKoy moved that the Notice of Concern be lifted and Mr. Will Marshall seconded the motion. The motion was carried unanimously.

Charter Review Findings

**William E. Doar Jr., (WEDJ) PCS**

*School Representation Present: Ms. Julie Doar-Sinkfield, CEO, and Co-Founder; Mr. John Goldman, Chief Financial Officer; Ms. Nadia Casseus, CAO; Ms. Mary Robbins, Co-Founder and Director of Arts and Technology*

PCSB staff member Dr. Sean Coleman reported that WEDJ PCS is in its sixth year of operation and based on the charter framework analysis, the school met one of three academic standards and three of four non-academic performance standards. Dr. Coleman noted that according to the fiscal management aspect of the review of the FY09 audit, the school's financial solvency is a concern due to a large budget deficit. Ms. Julie Doar-Sinkfield stated that the budget deficit is attributed to the depreciation due to improvements. Mr. John Goldman commented that when taking in account the complete audit and depreciation, a positive operating cash flow impact is shown on the balance sheet.

Ms. Nadia Casseus mentioned that the school has fully implemented America's Choice curriculum, governance structure, professional development, and data management for all the campuses. She added that the school has identified students that require tutoring and put in place safety nets to address performance issues. Mr. Soifer voiced his concern for the need staff development. There was discussion about the student IEP's and the ELL population and what is being done to build academic standards. Ms. Casseus indicated that the school has hired a fulltime ELL professional to provide instruction and create individualized lessons plans for students with special needs.

Dr. Woodruff asked about the low DC CAS proficiency scores across the two campuses and what is being done to meet the internal performance targets. Ms. Cassues stated that the new teachers will work closely with leadership to transition to America's Choice

model and cycle in staff training through a phased-in approach. Mr. Marshall expressed the urgency for the school to academically increase its level of proficiency in math and reading scores. He voiced his concern about the large debt owed to the OSSE and the need for the school to generate a positive cash flow.

Ms. Bloomfield mentioned the concern of timely submission of documents and reporting of data. She asked if systems were in place for collecting and disseminating information to meet compliance issues. Ms. Mary Robbins stated that the school is using PowerSchool with MODMS, and using DCBAS as data analysis tools. She added that the next step is to add INFORM within the next year and show teachers how to manipulate the technology. Mr. McKoy suggested that the school gather the data earlier in the school year to inform instruction. Ms. Sara Mead expressed her concern about the school putting processes given that it is in its sixth year of operation.

Mr. Soifer moved that William E. Doar, Jr. PCS be granted conditional continuance for one year based on the school significantly showing quantitative improvement of the academic and non-academic standards in such areas as 1) curriculum and instruction, 2) assessment, 3) proficiency in reading and math and, 4) internal processes and fiscal management. Mr. McKoy seconded the motion and the motion was carried unanimously. Ms. Baker noted the importance of the school to review scores in the fall due to the stage of maturity and develop a method to evaluate scores on an ongoing basis. She advised the school to decide what instrument to use that will give concrete student information and data to look at student progress and reverse the downward trends. Mr. Jones stressed the seriousness of school turning around the performance levels with the next school year to avoid possible revocation of its charter.

### **Decisions on 2010 Charter School Applications**

Mr. Jones expressed his thanks for the spirited response from members of the public, community, and individuals during the application process. Mr. Jones stated for clarification that the meeting was not a public hearing and explained the protocol for the announcement of the application decisions. He stated that the decision of each application was based upon processes involving review of the criteria by experts, public presentation, views of public officials, written correspondence, and a rigorous assessment by the PCSB Board and staff.

Mr. Jones gave a breakdown of the application outcomes as follows: 1) full approval, 2) approval with conditions, and 3) denial. He explained that the decision on the applications will be presented one at a time, with a recommendation proposed by the technical review team and staff. Afterwards, the Board may engage in a brief discussion, and a vote will be made on each application, followed by a formal vote. Mr. Jones added that staff will provide written communication to the applicants and set up a feedback session to provide a debriefing on the Board's decision. He advised applicants to take advantage of the sessions to get a full understanding of the decision.

### **Bertha B. Williams – Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Bertha B. Williams petition is a candidate for denial. Ms. Mead made the motion for denial and Dr. Woodruff seconded the motion. Being a newly elected Board member with no involvement in the application review process, Ms. Emily Bloomfield recused herself from the vote. There being no discussion, the motion for denial passed with six votes in favor, and one recusal (Ms. Emily Bloomfield).

### **Academy for Young Minds – Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Academy for Young Minds petition is a candidate for denial. Mr. Marshall made the motion for denial and Mr. Soifer seconded the motion. There being no discussion, the motion for denial passed with six votes in favor, and one recusal (Ms. Emily Bloomfield).

### **Inspired Teaching Demonstration – Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Center for Inspired Teaching petition is a candidate for approval with conditions. Dr. Woodruff made the motion for conditional approval and Mr. McKoy seconded the motion.

Dr. Woodruff questioned the management agreement and having three of the management company's members being on the proposed having a seat on the schools proposed Board of Trustees which presents a clear conflict of interest and does not adhere to the charter agreement. He suggested that the school show a direct relation of the lines of responsibility of the Board and its management company. There was discussion about the proposed school's governance structure and leadership position being problematic. Mr. Brian Jones noted that the school would need to put in place a mechanism by which Board members are appointed to assure composition of a strong governing body that will provide oversight for all areas of operation.

Dr. Woodruff commented that the school should consider establishing a strategic growth process to add grades each year and review the enrollment process. Mr. McKoy asked about the preference of location for the school in Wards One, Four, or Six. Ms. Kate Keplinger responded that the school would be centrally located to families across the city and closer to the Northwest and Northeast sector. The motion for conditional approval passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

### **Gilchrist Academy – Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Gilchrist Academy petition is a candidate for denial. Mr. Soifer made the motion for denial and Ms. Mead seconded the motion. There being no discussion, the motion for denial passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

### **D. C. Technology Academy – Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the D. C. Technology Academy petition is a candidate for denial. Mr. Marshall made the motion for denial and Mr. McKoy seconded the motion. Ms. Sara Mead abstained from the vote to avoid any conflict of interest. There being no discussion, the motion for denial passed with five votes in favor, one recusal (Ms. Emily Bloomfield), and one abstention (Ms. Sara Mead).

### **Tribeca - Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Tribeca petition is a candidate for denial. Mrs. Baker emphasized that this application was given the utmost consideration and that there were a number of concerns. One primary concern was there was no timeline for curriculum development. The application lacked focus, clarity, and congruence in its education, business, and mission accomplishment plans. Mr. Marshall made the motion for denial and Dr. Woodruff

seconded the motion. The motion for denial passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

#### **Naylor Road - Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Naylor Road petition is a candidate for denial. Mr. Soifer made the motion for denial and Dr. Woodruff seconded the motion. There being no discussion, the motion for denial passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

#### **Mundo Verde Bilingual - Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Mundo Verde Bilingual petition is a candidate for approval with conditions. Mr. Marshall stated that the application was strong although he was concerned about the aggressive approach of trying to implement many components. He added that the school should build a cohesive curriculum and not set the bar too high and be realistic the first couple of years. Mrs. Baker asked that the school assure that appropriate assessments are generated in correlation with the number of programs phasing in a program at a time. Mr. McKoy asked the school to elaborate on the expeditionary learning and diverse student population. The school responded that the school will incorporate a marketing partnership and Board involvement as a city-wide strategy to attract families.

Mr. Marshall made the motion for conditional approval and Ms. Mead seconded the motion. There being no discussion, the motion for conditional approval passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

#### **Shining Start Montessori - Application Review**

Mr. Brian Jones stated that based on the findings of the technical review team and PCSB staff, the Shining Star Montessori is a candidate for denial. Mr. Don Soifer voiced his concern about the governance structure. There was discussion about the Board identifying clear delineation of terms of governance having no overlap of Board involvement with the school roles and oversight. Mrs. Baker noted that the school would need to address how instruction will be delivered specifically for highly qualified staff and the execution of the NCLB Act.

Mr. McKoy stated that the program was satisfactory and included a rich reading environment although not the best curriculum. Further discussion was held about the need for adequately addressing the education for ELL students and students with special needs. Assessment was also mentioned as being problematic and ineffective, whereby testing is planned during the mandatory Saturday academy. Mr. Jones expressed his concern about the budgetary issue of salaries and non-financial resources being available to fully develop a Montessori program.

The school responded to the concerns noting the following, 1) there will be a change in terms of governance whereas no Board members will be on the staff of the school, 2) teachers are presently certified and highly qualified in accordance to the NCLB law with a focus on mentoring of the staff, professional development and acquisition of a therapist, special education coordinator and school support team, 3) the school will provide staff development and increase teacher salaries, 4) the schools' pre-planning budget includes funding from the Walton Foundation, and 5) the school will provide outreach to families and put services in place to cultivate parent support.

Dr. Woodruff made the motion for conditional approval and Mr. McKoy seconded the motion. Ms. Emily Bloomfield recused herself from the vote. Ms. Sara Mead abstained from the vote. The motion for denial passed with four votes in favor, two opposed and one recusal (Ms. Emily Bloomfield).

### **Kuumba Learning Center - Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the Kuumba Learning Center petition is a candidate for denial. Ms. Mead made the motion for denial and Dr. Woodruff seconded the motion. The motion for denial passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

### **University High - Application Review**

Mr. Jones stated that based on the findings of the technical review team and PCSB staff, the University High petition is a candidate for denial. Mr. Soifer stated that the staff spent an incredible amount of time on this review. He noted that the Board heard from members of the community through public comment, mail, and email correspondence about concerns regarding the application and its educational mission. He commented that after reviewing and taking into consideration all the factors, the Board took serious the characteristics described and feedback. Mr. Jones noted that the findings of the review served as the basis for the decision.

Mrs. Baker indicated that the application delivered a number of weaknesses and lacked the curriculum component that would provide cohesive content. Mr. McKoy made the motion for denial and Mr. Marshall seconded the motion. The motion for denial passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

### **The House Academy - Application Review**

Mr. Jones stated that based on the findings of the technical review team and the PCSB staff, the petition for The House Academy is a candidate for denial. Dr. Woodruff made the motion for denial and Ms. Mead seconded the motion. There being no discussion, the motion for denial passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

### **Richard Wright – Application Review**

Mr. Jones stated that based on the findings of the technical review team and the PCSB staff, the Richard Wright petition is a candidate for approval with conditions. Mr. Marshall stated that the school presented a strong application and thanked the school for all the hard work. Mr. Marshall voiced his concern about the conflict of interest posed by the present CEO of the Broken Promises Foundation, and the present members of the Foundation Board being identified in the application as administrators of the Richard Wright school. The school responded that the Foundation will be independent with no active or overlapping roles on the school's Board. Mr. Soifer made the motion for conditional approval and Mr. McKoy seconded the motion. The motion for conditional approval passed with six votes in favor and one recusal (Ms. Emily Bloomfield).

Mr. Jones thanked all applicant groups, PCSB staff, and Board members for their involvement. He recognized all applicants for their hard work and congratulated the applicants that accomplished the initial application process to start a public charter school.



### Public Comment

Ms. Sylvia Pinkney, ANC Ward 5, spoke on behalf of the SMD 5C02 in opposition of YouthBuild Public Charter School's request to locate at the J. F. Cooke facility at 30<sup>th</sup> and P Street. She voiced the concerns of an at-risk population and that the community does not have the additional needed social services in place.

Ms. Victoria Leonard, representing Councilmember Harry Thomas, stated that the residents of the Bates community are in opposition with the proposed use of the school having a residential component and noted the inappropriateness for a school to be located in the neighborhood that will serve at-risk young adults.

Ms. Charlene McCallus, Ward 5, SMD 5AOC stated that the community is not in support of the school, adding that the school would be a deterrent to the community. She stated that the area is under commercial development.

There was strong opposition to YouthBuild's proposed move from several associations such as the Dunbar Association, Capital City Civic Association, Hanover Association, and Thurston Circle. The primary concerns were 1) the cross population and co-mingling of grades K-8 and high school in the neighborhood; 2) the influx of at-risk young adults and adjudicated students; 3) the area does not have a recreation center and; 4) safety issues due to the high crime rate in the neighborhood.

Mr. Terry Shelton, University High, thanked the Board for consideration of the application. Mr. Shelton stated that hearing the community opposition to his application and the findings from the Board, he realized that the statistics need to be addressed about graduation rates and postsecondary education. He expressed his support of YouthBuild operating a school serving an at-risk young adult population regardless, of where the school is located.

Ms. Baker explained that the shared facility was part of the application process to the Deputy Mayor. Ms. Baker pointed out that the criteria for approving the location of a school is mandated by the rules and regulations of the Deputy Mayor's office and the PCSB has no influence or right to deny a use of a school. Mr. Jones thanked everyone for their participation and involvement.

There being no further business, the meeting was adjourned at 9:10 pm.

# Appendix F

# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

## Board Action Proposal

<input checked="" type="checkbox"/> Staff Proposal	<input type="checkbox"/> School Request
<input checked="" type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Conditional Charter Continuance	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input checked="" type="checkbox"/> Proposed Charter Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Charter Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> PCSB Policy	<input type="checkbox"/> Approve E-Rate Plan

**PREPARED BY: (Staff) Charlotte J. Cureton**

**SUBJECT: William E. Doar, Jr. Public Charter School for the Performing Arts:  
Request for Charter Revocation**

**DATE: May 24, 2011**

---

### **BACKGROUND**

William E. Doar, Jr. Public Charter School for the Performing Arts (WEDJ) is in its seventh (7<sup>th</sup>) year of operation. The mission of the school is to “foster a safe, creative, enjoyable, and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both the academics and the performing arts to produce the next generation of leaders for America and the global society.” WEDJ currently enrolls six hundred sixty-four (664) students on two campuses from Pre-K through 12<sup>th</sup> grade.

Based on the Charter Review Framework, 2009 analyses of WEDJ’s accountability plan and organizational performance, the school did not meet the PCSB’s academic (1 of 3) performance standards, the school met PCSB’s non-academic (3 of 4), organizational performance standards for governance (6 of 7), organizational performance standards for compliance (7 of 7), and organizational performance standards for finance (4 of 5).

On April 19, 2010 WEDJ received a Notice of Conditional Continuance, which was based on the charter review performance for 2004/2005 through 2008/2009.

The eight (8) conditions cited in order for the Notice of Conditional Continuance to be lifted in a year’s time are:

1. Achieve a 10% point increase in DCCAS performance on each campus and in both elementary and secondary programs.
2. Achieve 92% or above attendance each month from September through December, 2010.
3. Develop a plan to provide timely and adequate supplies and curricula material to each campus and in both the elementary and secondary programs.

4. Develop a plan of procedures, which include best practices, to ensure all graduating seniors meet OSSE standards for all mandated Carnegie Units.
5. Achieve 80% 'adequate' (or PCSB equivalent) or above ratings on the fall 2010 Program Development Review (PDR) for each campus. The fall PDR will separate the secondary and elementary programs ratings.
6. Submit a plan to address the seven (7) material weaknesses in internal control over financial reporting and compliance as disclosed in the FY 09 Audit.
7. Submit a plan to address the seven (7) material weaknesses in internal control over major reporting federal programs as disclosed in the FY 09 Audit.
8. The PCSB Business Department will arrange a review of the school's financial reporting, internal controls and fiscal prudence by December, 2010.

### **PROPOSAL**

PCSB reviewed the materials related to the identified issues and have found the documentation provided revealed that five (5) of the eight (8) conditions have not been met. The three (3) conditions concerned with fiscal management have been met. Therefore, William E. Doar, Jr. Public Charter School for the Performing Arts is a candidate for charter revocation. Overall, while the school did not meet the conditions for charter continuance, there is evidence that the lower school is performing well and has shown significant improvement on the DCCAS, in attendance and in instructional delivery. The high school, however, remains in crisis.

The Board may propose revocation based on the aforementioned findings or the Board may consider the school surrendering the high school at the end of the school year, August 30, 2011 as a condition to lift the Notice of Conditional Continuance for the lower school. William E. Doar, Jr. Public Charter School for the Performing Arts is a candidate for charter revocation. Overall, while the school did not meet the conditions for charter continuance,

Date: \_\_\_\_ May 24, 2011 \_\_\_\_

PCSB Action: \_\_\_\_ Approved \_\_\_\_ ☒ X \_\_\_\_ Approved with Changes \_\_\_\_ Rejected

Changes to the Original Proposal/Request: \_\_\_\_\_

Notice of Conditional Continuance was extended for a year. The school and PCSB staff are to set conditions to monitor that are mutually agreeable in the areas of finance and academics.

# Appendix G



D.C. Public Charter School Board  
Board Emergency Meeting Minutes  
PCSB Conference Room

May 24, 2011  
6:00pm

Board Members in attendance: Mr. Brian Jones (chair); Ms. Emily Bloomfield; Ms. Sara Mead; Dr. Darren Woodruff

Mr. Brian Jones called the meeting to order at 6:08pm.

Acknowledgement of Public Officials

No elected officials were present.

School Oversight Committee - Candidacy for Proposal of Charter Revocation- William E. Doar Jr. Public Charter School for the Performing Arts

Representatives: Dr. Maia McKinney, Executive Director; John Goldman, CFO

Ms. Charlotte Cureton from PCSB staff introduced the proposal and summarized the progress made by William E. Doar Jr. Public Charter School for the Performing Arts (Doar) in meeting the benchmarks set out by the Board to be granted a continuance of the school's charter.

Mr. Jeremy Williams from staff stated that Doar has shown progress by meeting certain fiscal benchmarks set forth by the Board. He stated that Doar's work to improve their fiscal situation has put them in a place where the school can remain afloat. He also suggested that staff be permitted to work with Doar to continue to monitor the school's finances.

Mr. Brian Jones asked Mr. Jeremy Williams if he is comfortable with Doar's strategic plan for marketing the school. Mr. Jeremy Williams answered that he is comfortable with the plan.

Ms. Sara Mead asked the school to provide the Board a report on enrollment figures before the start of the school year.

Dr. Darren Woodruff stated that while the school has shown growth, it is still not where it needs to be.

Mr. John Goldman stated to the Board that the school's growth projections for enrollment are conservative estimates, and that already the school is seeing higher rates of enrollment than in the past. He also requested that the Board lift Doar's conditional continuance.

Mr. Brian Jones asked for more information about the school's marketing strategy.

Dr. Maia McKinney answered that Doar is using a multi-platform approach to marketing themselves to potential new students and that they are already 32% ahead of schedule in terms of where they need to be in enrollment.

Dr. Darren Woodruff moved to propose conditional continuance for Doar based on a set of mutually agreed upon performance indicators to be worked out between the school and PCSB staff. Ms. Sara Mead seconded. The motion passed unanimously.

#### School Oversight Committee - Extend Date of Upper School Closure - Ideal Academy Public Charter School

Representative: Patricia Cooks, Board Chair

Ms. Charlotte Cureton from staff introduced the proposal to extend the date of closure for Ideal Academy Public Charter School's (Ideal) Upper School campus so that it may house Ideal's summer school program.

Mr. Brian Jones asked how many students will be attending the summer school program.

Ms. Patricia Cooks answered that 20 students would be attending.

Dr. Darren Woodruff moved to accept extending the closure date of the Upper School. Ms. Emily Bloomfield seconded. The motion passed unanimously.

#### Public Comment

None.

Mr. Brian Jones adjourned the meeting at 6:27pm.

# Appendix H





January 28, 2011

Mr. Marco W. McMillian  
Board Chair  
William E. Doar, Jr. Public Charter School for the Performing Arts  
1119 Washington Blvd  
Baltimore, MD 21230

Dear Mr. McMillian:

This letter serves to inform you that in its public meeting held on January 24, 2011, the District of Columbia Public Charter School Board (PCSB) extended the Notice of Conditional Continuance issued to William E. Doar, Jr. Public Charter School for the Performing Arts (WEDJ) for a period of four (4) months, ending May 16, 2011, with the following stipulations:

1. The High School will cease to exist as of August, 2011.
2. WEDJ will submit a monthly report to PCSB indicating the status of the negotiations occurring to sustain the school's financial stability.
3. At the end of four (4) months the school will have successfully restructured its finances.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees this process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

A black rectangular box redacting the signature of Brian Jones.

Brian Jones  
Chair

cc: Maia McKinney, PhD, Executive Director  
Mary Robbins, Head of School

# Appendix I



May 25, 2011

Mr. Marco W. McMillian  
Board Chair  
William E. Doar, Jr. Public Charter School for the Performing Arts  
1119 Washington Blvd  
Baltimore, Maryland 21230

Dear Mr. McMillian

This letter serves to inform you that in a special call meeting May 23, 2011, the District of Columbia Public Charter School Board (PCSB), voted unanimously to extend the Notice of Conditional Continuance for a period of one (1) year, ending May 30, 2012 to the William E. Doar Jr. School of the Performing Arts Public Charter School (WEDJ). During this period, WEDJ will be monitored by PCSB staff for the financial viability and academic growth of the school. Staff will contact you to discuss academic and financial expectations for the school in the very near future.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees this process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

A black rectangular box redacting the signature of Brian Jones.

Brian Jones  
Chair

cc: Dr. Maia McKinney, Interim Executive Director

# Appendix J



August 11, 2011

Mr. Marco W. McMillian  
Board Chair

William E. Doar, Jr. Public Charter School for the Performing Arts  
1119 Washington Blvd  
Baltimore, Maryland 21230

Dear Mr. McMillian:

This letter is to establish conditions in the Notice of Conditional Continuance for William E. Doar, Jr. School of the Performing Arts Public Charter School (WEDJ) as directed by the DC Public Charter School Board (PCSB) at a special public meeting held on May 24, 2011.

After much conversation, I am submitting the following targets to be attached to the Notice of Conditional Continuance for William E. Doar, Jr. School of the Performing Arts Public Charter School (WEDJ).

- WEDJ is to have a governing body in compliance with the School Reform Act to manage the academic, organizational and financial aspects of the school by July 20, 2011.
- A forensic audit from July 1, 2009 through June 30, 2011 will be performed for WEDJ before December, 30, 2011. The school is required to have the audit at the school's expense.
- Through required financial reports, WEDJ will establish its ability to be a financially viable institution.

I believe that these concerns capture the concerns of PCSB staff and the Board.

Sincerely,

Charlotte Jarvis-Cureton  
Performance Officer

cc: Mr. Jeremy Williams, Interim Executive Director  
Mr. John Goldman, Interim Executive Director

# Appendix K

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Board Action Proposal

<input type="checkbox"/> Staff Proposal	<input type="checkbox"/> School Request
<input checked="" type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Conditional Charter Continuance	<input checked="" type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Charter Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Charter Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> PCSB Policy	<input type="checkbox"/> Approve E-Rate Plan

**PREPARED BY: (Staff) Charlotte J. Cureton**

**SUBJECT: William E. Doar, Jr. Public Charter School for the Performing Arts:  
Request to lift the Notice of Conditional Continuance**

**DATE: May 21, 2012**

---

#### **Proposal/Request**

William E. Doar, Jr. Public Charter School for the Performing Arts (WEDJ) a school serving approximately 400 students in grades preschool through eight, in its eight (8<sup>th</sup>) year of operation, is requesting to have its Notice of Conditional Continuance removed.

#### **BACKGROUND**

On April 19, 2010, WEDJ received a Notice of Conditional Continuance, which was based on the charter review performance for the 2004/2005 through 2008/2009 school years. At the Board meeting held on January 24, 2011, it was noted that while the school did not meet all of the conditions for charter continuance, there was evidence that the lower school was performing well and had shown significant improvement on the DC CAS, in attendance, and in instructional delivery. The high school, however, remained in crisis. As a result, the Board accepted the school's proposal to close its high school and extended the Notice of Continuance for four months to ensure the school's viability without the high school component.

At a special public meeting held on May 24, 2011, the Board extended the Notice of Conditional Continuance for WEDJ and the above conditions were subsequently established due to actions that occurred at the school. Targets were based on the school having at the time a dysfunctional Board of Trustees, accusations of mishandling of funds, doubts about the school's ability to be financially viable, and a concern about student enrollment. The targets set were as follows:

1. WEDJ will have a governing body in compliance with the School Reform Act to manage the academic, organizational and financial aspects of the school by July 20, 2011.

2. A forensic audit from July 1, 2009 through June 30, 2011 will be performed for WEDJ before December, 30, 2011. The school is required to have the audit at the school's expense.
3. Through required financial reports, WEDJ will establish its ability to be a financially viable institution.

The school has effectively satisfied each of the targets. Regarding governance, the WEDJ board of trustees is now governed under the leadership of a new chairperson and has been completely restructured with committees to enable the board to immediately address the concerns of the school. As a result of recent interaction with the board, staff feels that the board is aware of its need to continue to augment its expertise, influence, and productivity so that it may properly govern the school.

Regarding the forensic audit, the Reznick Group was engaged by WEDJ to conduct forensic reviews of FY2011 financial reporting and accounting transactions. The reviews included assessments regarding current WEDJ policies and procedures, including internal control structures. No exceptions or issues were noted during the forensic reviews. WEDJ's internal controls were found to be properly designed. Most importantly, no instances of fraud were detected during the review.

Regarding the issue of financial viability, staff's primary concern was related to the school's ability to function as a going concern beyond this fiscal year (FY2012) as a result of looming debt payments to OSSE – (\$1.5 M due July 2012) and United Bank – (\$1.2 M due Sept 2012). The school was required to renegotiate its debt arrangements with OSSE and United Bank as well as its landlord to ensure its continued existence.

As of May 1, 2012 the school has successfully renegotiated the terms of its debt arrangements with OSSE and United Bank. Additionally, its lease payments have been reduced by 25% from approximately \$1.2 M per year to approximately \$900K for the next two fiscal years contingent upon the school's enrollment level remaining below 558 total students enrolled (a number considerably higher than the school's current enrollment).

**Recommendation:**

Staff recommends that the board lift the conditional continuance on the school based on its meeting the targets set.

Date: \_\_\_\_\_

PCSB Action: \_\_\_\_\_ Approved \_\_\_\_\_ Approved with Changes \_\_\_\_\_ Rejected

Changes to the Original Proposal/

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Appendix L

**DC Public Charter School Board**  
**Board Meeting of June 18, 2012**



D.C. Public Charter School Board  
Board Meeting Minutes

3333 14<sup>th</sup> St, NW  
Suite 210  
Washington, DC 20010

May 21, 2012  
7:30pm

**Public Hearing**

Board Members in attendance: Mr. Brian Jones (Chair); Mr. John “Skip” McKoy; Mr. Don Soifer; Ms. Emily Bloomfield; Dr. Darren Woodruff; Ms. Sara Mead; Mr. Scott Pearson (ex-officio)

Mr. Brian Jones called the public hearing to order at 7:40pm

Hearing on Proposed Board Policies- Charter Amendment to Allow Single Campus Closures, School Oversight Fee Modifications

Mr. Brian Jones welcomed the audience for coming and introduced the agenda for the public hearing. He then asked anyone who would like to speak on the charter amendment to allow single campus closures to come to the microphone to speak. Hearing none he asked for anyone wishing to speak on the Public Charter School Board’s (PCSB) school oversight fee modifications. Hearing none again he stated that the Board in a future meeting will move to approve or deny these proposals.

Mr. Don Soifer asked when the deadline for comments is.

Ms. Audrey Williams from Staff said that it is in two days.

Public Hearing adjourned at 7:44pm

**DC Public Charter School Board**  
**Board Meeting of June 18, 2012**

**Public Meeting**

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

Acknowledgement of Public Officials

No elected officials were present.

Approval of the Agenda

Mr. Brian Jones asked for a motion to approve the agenda. Mr. Skip McKoy moved to approve the agenda and Ms. Sara Mead seconded. The motion passed unanimously

Approval of the Minutes from April 23, 2012

Mr. Brian Jones asked for a motion to approve the minutes from the last Board meeting. Mr. Don Soifer moved to approve the minutes and Mr. Skip McKoy seconded the motion. The motion passed unanimously.

Administrative Committee

Mr. Brian Jones read the contracts for May 2012 for more than \$25,000 that were received by the PCSB and were read and accepted into the record.

Public Comment

None.

Schools Oversight Committee- Approval of the Revised and New Accountability Plans

Ms. Rashida Kennedy from Staff introduced the revised and new accountability plans before the Board. She stated that sixteen early childhood programs are seeking to revise their plans, two new schools hoping to have their plan approved for the first time, and two adult education plan revisions. These plans are all in place until the Performance Management Framework (PMF) is under way.

**DC Public Charter School Board**  
**Board Meeting of June 18, 2012**

Mr. Brian Jones asked for questions or comments for Ms. Rashida Kennedy. Hearing none he asked that the Board vote on the accountability plans as a slate and asked to enter the chart given to Board Members on the plans entered into the record and posted on the PCSB website.

Mr. Don Soifer moved to approve accepting the accountability plans as a slate, and Mr. Skip McKoy seconded.

Mr. Brian Jones recited the 20 charter schools up for consideration:

- 1). Center City
- 2). E.W. Stokes
- 3). Ideal
- 4). Latin American Montessori Bilingual
- 5). Perry Street Preparatory
- 6). Roots
- 7). William E. Doar, Jr.
- 8). Friendship
- 9). Hope Community
- 10). Imagine Southeast
- 11). Howard Road Academy
- 12). Bridges
- 13). DC Bilingual
- 14). Washington Yu Ying
- 15). KIPP DC
- 16). E.L. Haynes
- 17). Booker T. Washington
- 18). LAYC Youthbuild
- 19). Shining Stars
- 20). Mundo Verde

Mr. Skip McKoy asked that staff say a little bit more about the accountability plans.

Ms. Rashida Kennedy stated that each of the plans were developed between the PCSB staff and the school's leadership. The decisions were based on the schools performance based on previous data and on assessments that are most appropriate for that school. All decisions that were made were made on an individual basis pertaining to the school and often after months of negotiation between the staff and the school.

In terms of the two new schools there was not baseline data for them, so the schools are choosing assessments based on their hypothesis that best serves their student.

**DC Public Charter School Board**  
**Board Meeting of June 18, 2012**

The motion passed unanimously.

Request to lift the Notice of Conditional Continuance- William E. Doar, Jr. Public Charter School for the Performing Arts (WEDJ)

Representatives- John Goldman, Executive Director; Andrew Rivers, Board Vice Chair

Ms. Charlotte Cureton and Mr. Jeremy Williams from Staff introduced WEDJ's request to have their notice of conditional continuance lifted before the Board.

Mr. Brian Jones commended Mr. John Goldman for being present throughout this difficult time for the school and for showing persistence and commitment to WEDJ. He then congratulated him on getting the loans restructured and asked if he can speak to the governance changes.

Mr. Andrew Rivers said that one of the things the new board focused on was transparency, working cohesively, and what is best for WEDJ. He has been pleased that with the challenges they have had and that they still met the mission of the school.

Mr. Andrew Rivers continued by saying that in terms of their board, they are committed to WEDJ and that they have a wonderful individual in Mr. John Goldman who can move the school towards their goals and implement the board's policies across the school.

He went on to say that WEDJ's board is diverse and possesses a select group of talents with the right philosophies to move the school forward.

Mr. Brian Jones asked in light of all the challenges they have faced, what is your sense of the future for staffing and enrollment.

Mr. John Goldman said that one of the key ways to determine the perception of the school is through reenrollment. It is currently at 70% and they continue to have people sign up every day. They are more than 100 enrollees over where they were at this point last year.

In terms of staffing they are taking a look at the performance of the teachers through the new rubric that they put into place this year and they are looking for new staff and have an open competition for leadership positions.

Ms. Sara Mead said that they are pleased to see progress on governance and financial indicators. But, the schools academic performance is not as strong as they would like to see. She asked if they could speak a little bit about how recent actions have affected the school.

Mr. John Goldman said that being classified in Tier 2 under PMF is not acceptable to him, the board, school or staff. This year is the first year that they implemented benchmark testing and

## **DC Public Charter School Board**

**Board Meeting of June 18, 2012**

they will not know the results until July. They've signed up with achievement network and are looking for a new data manager and data coach. With the reenrollment rate being higher and not having to work with so many new students, they expect progress.

Dr. Darren Woodruff asked for the approximate number of students reenrolling they are expecting.

Mr. John Goldman said they are currently exceeding their expectations. Somewhere between 460 and 500 is a reasonable expectation.

Mr. Brian Jones asked for a motion.

Dr. Darren Woodruff moved to remove the school's conditions and Mr. Skip McKoy seconded. The motion passed unanimously.

### Schools Oversight Committee- Enrollment Ceiling Increase-Education Strengthens Families Public Charter School (ESF)

Representatives- Christie McKay, School Leader

Mr. Richard Fowler from Staff introduced the ESF's request to raise their enrollment ceiling before the Board.

Ms. Christie McKay said that they would be happy for the increase as they have a long waiting list and that they will fill their increase with no problem.

Ms. Sara Mead said that they are a unique school serving early childhood and adults. Can they speak to how many of those slots are for kids versus adults?

Ms. Christie McKay said that all but one slot is for adults.

Mr. Scott Pearson asked if she meant 99 slots for adults and one for children.

Ms. Christie McKay said yes.

Mr. Don Soifer moved to approve the enrollment ceiling increase and Ms. Emily Bloomfield seconded. The motion passed unanimously.

### Schools Oversight Committee- Enrollment Ceiling Increase- Hospitality High Public Charter School

## **DC Public Charter School Board**

**Board Meeting of June 18, 2012**

Representatives- Rodney McBride, Principal; Tiffany Godbout, Executive Director; Mike Cucciardo, Hospitality Coordinator

Mr. Richard Fowler from Staff introduced Hospitality's request to raise their enrollment ceiling before the Board.

Ms. Tiffany Godbout said that they put in for an increase of 225 students over a two year period but are hoping to have that increase to 300. They are looking to move and grow year over year.

Mr. Brian Jones said that the school initially asked for an increase to 225, and that the Board is not prepared to vote on the 300 at this point, but will vote on the 225 instead.

Dr. Darren Woodruff said that he and his colleagues are concerned about quality control and maintaining the quality of the program as the school grows. What are your thoughts on what needs to be done to strengthen the program to maintain performance?

Ms. Tiffany Godbout said that they are happy to have the PMF as it allows them to see why they were in Tier 2, and that the leading indicators are their biggest challenge. Their number one cause was truancy. They have started home visits this year and are planning on expanding them. They are adding a dean of student position and an attendance person. They will start their home visits much sooner.

She went on to say that they are going to continue to strengthen their academic program and that they want to strengthen their use of data and have a fulltime data person.

Dr. Darren Woodruff asked if there would be strong reasons for not wanting to see the progress made with these changes before approving the enrollment increase.

Ms. Tiffany Godbout thinks that the PMF paints a good picture but not a full picture. They are preparing students for college and careers. Their data says that of their students who go to college, 60% are graduating in 6 years. They have 66% of their alumni in hospitality.

Mr. Rodney McBride said that as the instructional leader it becomes much easier to implement and push a stronger level of achievement if it is not done incrementally.

Mr. Mike Cucciardo said that they have made strides and have completed their National Academy Foundation certification in 6 months.

Mr. Don Soifer said that he wanted to clarify between the facilities question and enrollment level.

## **DC Public Charter School Board**

### **Board Meeting of June 18, 2012**

Ms. Tiffany Godbout said that they want to know that they have a growth plan that can sustain the program. They are looking at 225 for this year and 250 for the following year. They are still in the progress of negotiating the building.

Mr. Don Soifer said that they are bringing in a new data person and a dean of students. What have you done and what are your plans?

Mr. Rodney McBride said that they have utilized scantron to see where their students are academically to develop individual academic programs. They have also taken a deeper look to make sure that their teachers can present the students with assessment and then tie it into the standards. They look at the assessment as a tool and to see if teachers presented the material in such a way that students can learn. Their focus is on mastery of the material. They want to take a deeper look and see why the students missed the question that they missed.

Mr. Don Soifer asked if a student does not meet the benchmark what happens next.

Mr. Rodney McBride that teachers would work with students after school to tutor the students who have not mastered the material. They are also looking to have students partner with other adults on campus.

Mr. Don Soifer asked if they have full confidence that they will not be stretched too thin.

Mr. Rodney McBride said yes.

Mr. Skip McKoy asked about the SPED rate. Given the number it seems like a lot and wanted to know what they are already doing.

Mr. Rodney McBride said that what he has outlined are actually SPED strategies, and that they can be applied to both SPED and non-SPED students.

Ms. Tiffany Godbout said that they have built into their budget that they will need extra staff including another full time special education person.

Ms. Emily Bloomfield said that she agrees wants to understand what certification mean for different types of certificates. What does it offer students in terms of career ladders and career opportunities?

Mr. Mike Cucciardo said that there are a number of certifications are available to their students. The various certifications mean different things to employers because they show them that they have certain experience and knowledge and can waive hospitality 101 in college and to start at higher salaries in hospitality careers. All of their certifications require an internship as well.



**DC Public Charter School Board**  
**Board Meeting of June 18, 2012**

Ms. Emily Bloomfield moved to approve the increase in enrollment to 225 and Ms. Sara Mead seconded. The motion passed unanimously

School Oversight Committee- Request for Enrollment Ceiling Increase- Washington Yu Ying Public Charter School

Mr. Richard Fowler introduced Washington Yu Ying's request to raise their enrollment ceiling before the Board.

Dr. Darren Woodruff said that just out of curiosity, Yu Ying has a specific focus with Chinese and wanted to know if their students are drawing from all wards or is it more of a neighborhood school.

Ms. Sara Mead asked if this is a "grow up" to add more grades or to "grow out" to add more kids into the grades?

Mr. Richard Fowler said it was the latter.

Mr. Scott Pearson said they have a long-term plan to add a middle and high school as well.

Mr. Don Soifer moved to raise the enrollment ceiling and Ms. Emily Bloomfield seconded. The motion passed unanimously.

Approval to Open Public Comment on Proposed Board Policies- Family Education Rights and Privacy Act (FERPA) Policy

Mr. Scott Pearson said that the federal government has a law, FERPA, which governs the use of education data of students that is personal to them. PCSB has never had a formal board approved policy on FERPA, but it is best practices for educational bodies to have a FERPA policy. Mr. Scott Pearson asked that the Board open public comment on the FERPA policy before them.

- 1) Lay out a model FERPA policy for charter schools to adopt or to adopt one that meets the same benchmarks by December 31, 2012.
- 2) Board would designate a FERPA contact at PCSB for charter schools
- 3) Board adopt their own FERPA policy

Mr. Brian Jones said that this is long overdue and that it is surprising to him that we have not focused on this before now. It is a practical policy and an important move to take.

## **DC Public Charter School Board**

### **Board Meeting of June 18, 2012**

Ms. Emily Bloomfield requested that we make explicit somewhere that having been in contact with Child and Family Services (CFSA), that CFSA serve as the legal guardian of children in foster care and that they have access to this data and records.

Mr. Brian Jones made clear for the record that they are approving these policies being moved to being open for public comment.

Mr. Don Soifer moved to submit the policies for open comment and Mr. Skip McKoy seconded. The motion passed unanimously.

#### Proposed Board Policy- Modification to Enrollment Increase Policy

Mr. Scott Pearson said that the Board has an already existing enrollment increase policy. One of its most important criteria is that it focuses on school performance based on PDRs. Now that PCSB has a PMF, it warrants modifying the enrollment increase policy to take into account PMF.

Mr. Skip McKoy said that he is curious for the criteria for Tier 1 schools around the waitlist, but that we can wait until the public comment to speak about that.

Mr. Skip McKoy moved that we submit for public comment and Ms. Sara Mead seconded. The motion passed unanimously.

#### Public Comment

Paula Travers of Bradley Consulting approached the board. She is a consultant for principals in urban settings and around special education and compliance. She discussed her extensive background in education as both a teacher and administrator. She discussed her current research on ELL learners before the Board, and then went on to speak about the products and services that she offers schools.

Max Levasseur, Vice President of Board of Governors of Washington Latin Public Charter School, said that he has a question about DCPS becoming another authorizer in the city and if PCSB has a stance.

Mr. Scott Pearson answered saying that PCSB does not object to the idea of having another authorizer in the city. Many national organizations consider it best practice to have more than one authorizer in a jurisdiction and that the PCSB does not shy to competition.

PCSB does ask if DCPS be given this authority that it meet the following:

**DC Public Charter School Board**  
**Board Meeting of June 18, 2012**

- 1) Schools be truly autonomous
- 2) Be a high quality authorizer
- 3) That facilities be fairly and equitably allocated.

Ms. Sara Mead said that lacking Council action on that, PCSB is extremely eager to work with Chancellor Henderson to put students in this city in the best schools possible.

Meeting adjourned at 9:06pm

# Appendix M

## MEMORANDUM

TO: Scott Pearson, Executive Director, DC Public Charter School Board

CC: Naomi Rubin DeVeaux, Deputy Director; Sarah Medway, Charter Agreement Specialist

FROM: Board of Trustees, William E. Doar Jr. Public Charter School

DATE: March 24, 2014

RE: Update on School Improvement Effort for Consideration at 10-Year Review

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We respectfully submit this memo in advance of The William E. Doar Jr. Public Charter School's (WEDJ) 10-year review to provide the PCSB with a summary of our intensive school improvement initiative underway.

WEDJ saw gains on the 2012-13 Performance Management Framework (PMF) in four of eight Student Achievement categories (elementary math, middle school advanced ELA, middle school math, middle school advanced math); both Gateway Indicators; and one Leading Indicator (attendance).

Even though our overall PMF score dropped, WEDJ student proficiency increased in several categories on the 2013 DC CAS. Student performance gains in math from 2012 to 2013 included:

- Elementary math scores increased by 6.5%, and in particular,
  - third grade math scores increased by 20.6%
- Middle school math scores increased by more than 11%, and in particular,
  - fifth grade math scores increased by 27.6%
  - eighth grade math, a Gateway Indicator, also increased by more than 10%
- The percentage of middle school students scoring advanced grew by 5.8%

And, student performance gains in reading from 2012 to 2013 included:

- Third grade reading, a Gateway Indicator, increased by 8.4%
- Fifth grade ELA scores increased by 16.4%
- For the past two years, our 6<sup>th</sup> grade proficiency has surpassed 65%

We are proud of these gains, which can easily go unnoticed due to our overall drop in PMF score; however, we recognize that we have much more to do to ensure that we create a solid path towards sustained student achievement.

To enhance our school improvement effort, in the fall of 2013, we hired TenSquare to conduct a comprehensive school audit during which they reviewed the five key elements that comprise our academic program: program design, curriculum, classroom instruction, professional development, and assessment/use of data. The TenSquare audit team observed instruction in 17 classrooms; observed student and staff interactions in common spaces, such as hallways and the cafeteria; individually interviewed a random sample of teachers and the entire leadership team; and reviewed key school planning and policy documents such as the master schedule, teacher schedules, and handbooks.

Auditors identified several key areas in need of immediate attention. Among an extensive list of recommendations, TenSquare suggested that we realign Leadership Team responsibilities, increase instructional time in reading and math, strengthen our faculty and staff evaluation process, provide more intensive curriculum support, and enhance our professional development to focus on core subject instruction.

Recognizing the need for systemic changes, we used the audit findings as a basis for an intensive school improvement effort launched in mid-December 2013 in partnership with TenSquare. Our school improvement work is PMF-aligned and comprehensive, ranging from leadership coaching, to math and ELA interventions, to enhancing the academic school culture, to improving our teacher coaching and all staff evaluation practices.

TenSquare instructional specialists provide weekly, targeted leadership and instructional support, and collaborate with school leadership to make +substantial improvements discussed in more detail below:

### **School Leadership**

Our school leadership support began by adopting the practice of distributed leadership aimed at increasing individual ownership. We conducted an assessment of each leadership team member's role and subsequent responsibilities as well as their strengths. We then realigned job responsibilities, matching individuals with specific grade levels and subject areas based on their skill set.

Best practices are endless and we realized that in SY 12-13 we tried to do a lot all at once. Though priority-setting exercises, we refined our focus for SY 13-14 on strategies linked to SMART, PMF-aligned school goals. We have ensured that our team understands the accountability framework so that adequate attention is given to the accountability measures of attendance, reenrollment, mastery of curriculum standards and performance on tests, and success on early childhood indicators. Student proficiency and overall achievement is the single driving element in all that we are doing this year.

Weekly Leadership Team meetings now are a laser-focused time to workshop challenges and ensure all interventions remain in line with priorities.

### **Schedule & Staffing Plan**

We replicated this same analysis on our faculty; as a result, we adjusted the master schedule assigning teachers to grade levels based on expertise. In mid-December, we introduced a new school schedule that increased instructional time in reading and math to 90 minutes per day for students in third through eighth grades. Our new schedule also allows fewer “preps” per teacher and increases time for professional development, especially on high impact teaching techniques. Teachers in grades 3-5 and 6-8 respectively, also now have 90 minutes for common planning, which was not our practice prior to our schedule revision.

### **Curriculum and Instruction**

We created intervention groups, called “Shooting Stars,” based on student performance on ANet. These groups offer students the opportunity to learn in a more intimate setting; intervention groups in grades 3-5 meet daily, and groups in grades 6-8 meet for at least two hours per week.

TenSquare provides ongoing reading and math support structured around a comprehensive framework aimed at improving our instruction, assessments, and teacher observation practices. Two TenSquare consultants and our leadership team perform regular classroom observations and provide continuous and frequent feedback to teachers focused on Common Core alignment. Through these regular observations, we are able to target coaching around individual classroom teachers’ strengths and areas in need of improvement.

TenSquare is also helping us to identify resources to use in class and in intervention groups to integrate our newly refined curricula with the high-quality research-based classroom materials as well as identify supplemental materials for purchase. For example, we recently acquired Triumph Learning test preparation materials for our intervention classes; teachers are also using newly designed lessons from LearnZillion, BetterLesson, and The Achievement Network.

As an arts-focused school, providing professional-caliber arts education to our students is of utmost importance. In order to ensure that our arts-focused classes also prioritize core academics, we selected key LEA Common Core standards to integrate into the arts classes each month. For example, in January, we focused on understanding information texts, and arts teachers infused reading passages into their classes throughout the month.

### **Professional Development**

At the start of second semester, we began a 10-week professional development institute for teachers focused on Common Core alignment and high impact strategies for DC CAS skill instruction. The institute helps teachers become more familiar with pacing, timing, scope and sequence, as well as learn how to use text analysis strategies, gradual release models, think alouds, and evidence-based text discussion. Sessions also help faculty better teach high impact critical thinking strategies and how to draw conclusions. Through professional development, teachers learn to infuse fluency skill building into in

math instruction and different genre studies into the English Language Arts (“ELA”) curriculum.

### **School Culture**

We increased our focus on school culture by rolling out targeted culture interventions for faculty, staff, and students. All faculty and staff participated in a full-staff “Launch” event to build urgency in student achievement. This event, which was built around the theme of “Catching Fire,” was held the Tuesday staff returned from winter break. Teachers identified four “keys to achievement” in small groups. Each week, leadership team members recognize staff members who are demonstrating these keys to achievement in their classrooms. To ensure that these goals are embraced school-wide, we formally shared them with students in launch assemblies.

We also developed student-centered campaigns to increase in-seat attendance and incentivize families to reenroll through My School DC.

### **Teacher Recruitment and Retention**

As we enter into “recruitment season,” we are committed to employing a stronger more experienced teaching staff by approaching contract renewal and hiring more strategically. We are revising our recruitment timeline, salary scale, and screening process in order to complement our returning teachers with highest-quality teachers on the market. We also just published a Request for Proposal for recruitment services to augment our in-house capacity.

### **Assessments**

For the second year, we are partnering with The Achievement Network (ANet) to create an internal benchmark assessment cycle using DC CAS aligned assessments in ELA and math. These assessments, administered three times before the DC CAS, help WEDJ gauge student performance on various standards and provide data to inform lesson planning and re-teaching. We administered the first assessment in October, the second in December, and the third in February. ANet assessment data helps us determine students’ intervention needs and then group them according to ability level for small group instruction.

The interventions described above are making a measurable impact on student achievement as evidenced by 2013-2014 ANet scores (Tables 1-4). In math and ELA, student scores increased at *every grade level* between interim 1 and interim 3 (Tables 1-2).

Major jumps in proficiency include:

- 14 point jump in 4<sup>th</sup> and 5<sup>th</sup> grade ELA
- 19 point jump in 6<sup>th</sup> grade ELA
- 13 point jump in 3<sup>rd</sup> grade math
- 18 point jump in 6<sup>th</sup> grade math



<b>Table 1: WEDJ ANet ELA Performance, 2013-2014</b>			
<b>ANet: ELA</b>	<b>Interim 1</b>	<b>Interim3</b>	<b>Difference</b>
Grade 3	38%	47%	+9%
Grade 4	28%	42%	+14%
Grade 5	43%	57%	+14%
Grade 6	34%	53%	+19%
Grade 7	52%	53%	+1%
Grade 8	37%	49%	+12%

<b>Table 2: WEDJ ANet Math Performance, 2013-2014</b>			
<b>ANet: Math</b>	<b>Interim 1</b>	<b>Interim 3</b>	<b>Difference</b>
Grade 3	46%	59%	+13%
Grade 4	55%	59%	+4%
Grade 5	41%	47%	+6%
Grade 6	40%	58%	+18%
Grade 7	33%	35%	+2%
Grade 8	30%	38%	+8%

Comparing our students' achievements on interim assessments to the scores of their peers further illustrates the progress we are making. The "network" is a set of other DC schools that administer the interims at each cycle, ranging from about 40 to 70 schools for each test. Our students began the year *performing below the network* in every single grade level and subject except 7<sup>th</sup> grade ELA. The results of our interim 3 scores show that we are closing the gap between our students' performance and the network (Tables 3-4). The gap between our students' scores and those of the network *decreased at every grade level* except for 8<sup>th</sup> grade ELA, which stayed the same. In math, half of our tested grades moved to actually exceed network performance by Interim 3.

<b>Table 3: WEDJ ELA Performance Compared to Network Schools, 2013-2014</b>			
<b>ANet: ELA</b>	<b>Difference between WEDJ Scores and Network at Interim 1</b>	<b>Difference between WEDJ Scores and Network at Interim 3</b>	<b>Change</b>
Grade 3	-3%	-2%	+1%
Grade 4	-5%	-3%	+2%
Grade 5	-4%	-2%	+2%
Grade 6	-6%	-1%	+5%
Grade 7	1%	5%	+4%
Grade 8	-5%	-5%	---

<b>Table 4: WEDJ Math Performance Compared to Network Schools, 2013-2014</b>			
<b>ANet: Math</b>	<b>Difference between WEDJ Scores and Network at Interim 1</b>	<b>Difference between WEDJ Scores and Network at Interim 3</b>	<b>Change</b>
Grade 3	-5%	2%	+7%
Grade 4	-4%	4%	+8%
Grade 5	-15%	-2%	+13%
Grade 6	-9%	9%	+18%
Grade 7	-12%	-2%	+10%
Grade 8	-17%	-8%	+11%

We recognize that we have more hard work to do to turn The William E. Doar Jr. Public Charter School into a top performing school. We have invested the resources and talent necessary to thoroughly analyze our program, and we have taken immediate steps to implement the supports needed to address identified issues. We are confident that the comprehensive school improvement plan we began this fall will continue to increase student achievement and overall school performance.

We thank you for allowing us to share this brief update with you, and we look forward to meeting with you on April 7 at 6:00pm for a Board-to-Board conversation.

# Appendix N

**William E. Doar, Jr. Public Charter School for the Performing Arts**

Public Charter School Accountability Plan

School Years 2004 – 2005 to 2009 – 2010

The mission of William E. Doar, Jr. Public Charter School is to foster a safe, creative, enjoyable and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the Global Society. Adopted-January 19, 2006.

**I. Academic Performance Objectives**

Performance Objectives and Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
<b>GOAL 1: Students will demonstrate increased academic achievement annually in each tested areas by:</b> <b>A. Showing competence in basic reading skills</b> <b>B. Students will achieve positive NCE gains in reading and mathematics as indicated on standardized assessments.</b>	1. 75 % of Pre-K students score at or above the proficient level on the ELLCO	▪ ELLCO PK only	71 %	2% increase of students (grades PK only) performing proficient on the ELLCO	80 % of students (grades PK only) will perform at the proficient level on the ELLCO	1. Implement effective instructional program, install a standards-driven, performance-based developmental curriculum, and operate a consistent evaluation system as described in the Charter contract
	2. 75 % of students attending WEDJ for 3 years or more will perform at or above the proficient level on the Developmental Reading Assessment	▪ Developmental Reading Assessment grades K-12	73 %	2% increase of students (grades K-12) performing proficient on the DRA	80 % of students (grades K-12) will perform at the proficient level on the DRA	2. Implement an effective planning process based on the principles of the America's Choice whole school design with community, teachers, staff, students, and parents.
	3. 70 % demonstrating NCE gains of 0 or more in reading on the District standardized assessment.	▪ DCPS selected district-wide reading achievement test	Spring 2005	2 % increase of students with positive NCE gains of 0 or more in reading	80 % of students will have positive NCE gains of 0 or more in reading	3. Implement a system of assessment tin which staff will analyze student -generated data on a regular basis and modify instructional practices to assist class-as-a-whole and individual student development.
	4. % demonstrating NCE gains of 0 or more in mathematics on the District standardized assessment.	▪ DCPS selected district-wide math achievement test	Spring 2005	2 % increase of students with positive NCE gains of 0 or more in mathematics	80% of students will have positive NCE gains of 0 or more in mathematics	4. Implement a professional development program the supports the regular use of Best Practices in the instructional program. 5. Implement a student monitoring program that provides an early warning to instructional staff and parents that a student is not performing at an appropriate level. 6. Implement programs during school and after school that allows a student to have extended learning opportunities with instructional staff.

<b>Goal 2: Students shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.)</b>	% of the students achieving a proficient score of 3 or better on performance rubric.	Performance Rubric	93 %	3 % increase of students scoring a 3 or better on the performance rubric in grades 3- 12	90 % of students will score a 3 or better on the performance rubric	<ol style="list-style-type: none"> <li>1. Implement a program in which students experience the different art media and express a preference for participating in at least one in each year in school.</li> <li>2. Implement a rubric for each art form by which to assess student performance.</li> <li>3. Implement an assessment program that enables each student to develop the capacity to self-asses performance based on rubric and age-appropriate concepts and performance skills.</li> </ol>
<b>Goal 3: Students identified as special education students with IEPs shall demonstrate improvement on written IEP goals.</b>	% of identified special education students mastering 80% of written IEP goals.	SPED report card	53 %	1 % increase of identified special education students mastering 80% of written IEP goals	70% of identified special education students will master 80% of the written IEP goals	<ol style="list-style-type: none"> <li>1. Implement appropriate placement and programs for identified students</li> <li>2. Implement appropriate training for classroom teachers</li> <li>3. Provide ongoing monitoring of SPED Programming</li> <li>4. Provide instruction in a full inclusion setting.</li> </ol>
<b>GOAL 5: Students shall develop technological competence to:</b> 1. Enable students to effectively demonstrate traditional content knowledge and artistic proficiency	The Percentage of Students who demonstrate the ability to present information and/or artistic works using a variety of applications and programs for computers and related technology (i.e. the Web, all disk media, CD media, etc.).	<ol style="list-style-type: none"> <li>1. Use of performance rubric to determine student proficiency in use of computer and related technologies</li> <li>2. Log of technology coordinators tutorials and training sessions.</li> </ol>	Spring 2005	2 % increase of 3 <sup>rd</sup> to 12 <sup>th</sup> grade students incorporating technology when presenting artistic work for public display	of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will incorporate technology when presenting artistic work for public display	<ol style="list-style-type: none"> <li>1. WEDJ PCS will employ a full-time technology coordinator to work with teachers on lessons plans, training, and integrating technology into instructional programming to improve student learning.</li> <li>2. A computer laboratory with 30 computers plus an instructional computer with an instructional screen will be installed for use by al teachers and for professional development programs.</li> <li>3. The school will purchase for a central distribution media room technology related equipment for instructional and student use;</li> </ol>

						<p>e.g., cameras (video and digital), synthesizers (graphic and music), scanners.</p> <p>4. WEDJ PCS will implement a staff development program for technology that is part of the regular staff development program plus a weekly tutorial for teachers by request and by assignment.</p> <p>5. Teachers will discuss the use of technology in their regular grade level meetings and staff meetings.</p>
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II. Student Non-Academic Performance Objectives						
Performance Objectives and Goals	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
<b>Goal 1. Teacher shall indicate work satisfaction</b>	% of teacher indicating overall satisfaction of 80% or higher on Annual Teacher Satisfaction Survey	Annual Teacher Satisfaction Survey	82 %	80% of teachers will indicate overall satisfaction of 80% or higher	85 % of teachers will indicate overall satisfaction of 80% or higher	1. Provide teachers adequate ongoing professional development 2. Provide teachers with appropriate materials and supplies for instruction 3. Provide teacher with leadership support and
<b>Goal 2. Parent shall support the school's program, staff and facility</b>	% of parent indicating overall satisfaction of 80 % or higher on Annual Parent Satisfaction Survey	Annual Parent Satisfaction Survey	88 %	80 % of parents will indicate overall satisfaction of 80% or higher	85% of parents will indicate overall satisfaction of 80% or higher	1. Implement parent volunteer program 2. Host 3 Parent/Artist Focus Groups to engage parents in planning performances 3. Host 2 Parent Curriculum Nights to engage parents to understand curriculum and standards.
<b>Goal 3: Student s shall attend school regularly</b>	% of WEDJ students will attend school daily.	OIAM monthly attendance report	81 %	92 % daily attendance average	92% daily attendance average	1. Implement an attendance system that all staff understand and can utilize easily. The system will have staff enter attendance information via computers so that the system can be monitored easily on a class by class basis. 2. Implement system for contacting parents when a student is unexpectedly absent. 3. Recognize students with perfect attendance and near perfect attendance each month
<b>Goal 4. To expose students to profession level instruction in the arts.</b>	# of professional guest instructors conducting arts related workshops	1. Attendance/sign in sheets for workshop 2. Agenda/Flyer announcing workshop 3. Finished Product	3	2-4 professional guest instructors will conduct art related workshops annually	At least 4 professional instructors will conduct art related workshops	1. Engage professional level Performing arts organizations regularly. 2. Invite visiting artist to school regularly. 3. Participate regularly in performing art related activities in and around the city 4. Develop a press kit that attracts visiting artists.

<b>Goals 5. Students shall demonstrate appropriate citizenship skills among peers and adults.</b>	% of students earning a TCP (Total Class Participation) score of 3 or better on quarterly report card	TCP grades from student report cards	72 % (K-8)	70 X% (K-8), 60 % (9-12) of students will earn a 3 or better for the TPC score	75% (K-8), 80% (9-12) of students will earn a 3 or better for the TPC score	<ol style="list-style-type: none"> <li>1. Use citizenship characteristic in planners daily in classes</li> <li>2. Make school vision and mission visible in school</li> <li>3. Recognized students for TCP achievements</li> </ol>

<b>III. Organizational and Management Performance Objectives</b>						
<b>Performance Objectives or Goals</b>	<b>Performance Indicators</b>	<b>Assessment Tools</b>	<b>Baseline Data</b>	<b>Annual Target</b>	<b>Five-Year Target</b>	<b>Strategies for Attainment</b>
<b>Goal 1: The staff will implement America's Choice whole school reform design in the reading and math by the end of year two.</b>	<ol style="list-style-type: none"> <li>1. Structure of school conforms to America's Choice model.</li> <li>2. Materials, text, and assessment strategies model America's Choice.</li> <li>3. Professional development program is conducted in cooperation with America's Choice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organization chart for school staff.</li> <li>2. Teacher lesson plans, book orders, material orders, signed contract with America's Choice.</li> <li>3. Record of professional development program, sign-in sheets relative to attendance, program identifying topics and presenters and dates for staff development.</li> </ol>	Spring 2005	10% increased implementation of America's Choice whole school reform design in the reading and math.	100% implementation of America's Choice whole school reform design in the reading and math.	<ol style="list-style-type: none"> <li>1. Sign contract with America's Choice to provide professional development for staff and curricular materials for instructional use.</li> <li>2. Implement organizational structure appropriate for America's Choice.</li> <li>3. Plan professional development calendar.</li> <li>4. Implement coaching program to support instructional staff in implementing America's Choice.</li> <li>5. Monitor staff and student performance through regular assessments and portfolio assessments.</li> <li>6. Survey staff mid-year.</li> </ol>



<p><b>Goal 2: Staff will integrate the arts with traditional content.</b></p>	<p>1. % of teacher's lesson plans demonstrating integration across content areas.</p>	<p>1. Minutes of staff meetings to plan to content integration.</p> <p>2. Professional development program record.</p> <p>3. Artist/teacher lesson plans for the arts classes.</p>	<p>Spring 2005</p>	<p>10 % integration</p>	<p>95% integration</p>	<ol style="list-style-type: none"> <li>1. Discuss the requirement for content integration in teacher orientation meetings, employment/contract meeting, and staff handbook.</li> <li>2. Observe and evaluate teachers for their ability to teach across discipline lines.</li> <li>3. Reward teachers who integrate the content areas and the arts on a consistent basis.</li> </ol> <p>Monitor assessment devices to ensure that students are rewarded for integrating academic and arts disciplines into answers.</p>
<p><u><b>Governance</b></u>  <b>GOAL 3: The Board of Trustees and school administrators shall work cooperatively to:</b>  <b>3.1 Develop a learning community that integrates the academic and the arts for the development of the whole child;</b>  <b>3.2 establish annual goals and policies that support the school's vision.</b></p>	<p>1. Charter contract.  2. Policies and procedures that support staff and the vision of the school.  3. Regular attendance at Board meetings by trustees and executive director.  4. Support of the administrative staff in the school's operation as requested by the administrative staff.</p>	<p>1. Minutes of Board meeting  2. Policies and Procedures manual, Staff Handbook, and Student Handbook.  3. Reports of administrator and trustee meetings with artistic organizations and other organizations in the broader business community.  4. Submission of grant applications.  5. Brochures, newsletters, and press releases.  6. Self-Study documents  7. Bylaws  8. Inspection reports for</p>	<p>Spring 2005</p>			<ol style="list-style-type: none"> <li>1. The Board meets on a regularly scheduled basis.</li> <li>2. The Board develops a committee system to address the issues facing the school in terms of policy and procedures.</li> <li>3. The Board meets with the administration outside of regularly scheduled meetings to resolve issues and support in solving problems; e.g., pursuit of grants, renovations, lease, of students.</li> <li>4. Board implements a system for drafting and approving a Policies and Procedures manual, a Staff handbook, and a Student Handbook.</li> <li>5. The Board and Administration implement a rigorous self-study program as directed by the authorizing agency.</li> <li>6. The timely submission of all reports.</li> </ol>

3.3 Annually audit and evaluate their own school leadership, governance, and teamwork.		facility, Certificate of Occupancy, and employment of appropriate personnel and/or contracts with organizations to maintain the safety and adequacy of school facility.				7. The Board and Administration vigorously pursue meeting and exceeding occupancy requirements and engaging in contracts that support the safety and orderliness of the school facility. 8. The Board finds facilities that support the artistic program.
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WILLIAM E DOAR JR PUBLIC CHARTER SCHOOL FOR THE PERFORMING ARTS BOARD CHAIR SIGNATURE

DATE

PCSB BOARD CHAIR SIGNATURE

DATE

# Appendix O

# **Annual Report**

**The William E. Doar, Jr. Public Charter School  
for the Performing Arts**

**705 Edgewood St. NE  
Washington, Dc 20017**

**John Goldman, Chairman,  
Board of Directors**

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# The William E. Doar, Jr. Public Charter School for the Performing Arts Annual Report 2012-2013

The annual report narrative should include the following information.

## I. School Description

### A. Mission Statement

Include the mission statement from the school's charter agreement. If the mission has changed, the school must submit a charter amendment to update its charter.

### B. School Program

Include the following:

1. Summary of curriculum design and instructional approach; and
2. Parent involvement efforts,<sup>6</sup> describing the methods and frequency of parent involvement

The WEDJ mission statement has not been changed; it has, however, had an addition that augments it. The "Commitment" serves as a pledge to specifically guide decisions and rationale for curricular and non-instructional school choices.

**A. Mission Statement:** *The William E. Doar Jr. Public Charter School for the Performing Arts will foster a safe, creative, enjoyable, and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the global society.*

## **The WEDJ Commitment**

1. We are committed to the **SAFETY** of all members of the William E. Doar, Jr. Public Charter School for the Performing Arts community.
2. We are committed to **CREATIVITY**.
3. We are committed to preparing all members of the community to be successful in their **ACADEMIC PURSUITS, COLLEGE and LIFE**.
4. We are committed to **COMMUNICATING RESPECTFULLY**.
5. We are committed to **HONESTY**.
6. We are committed to creating a next generation of **GLOBAL LEADERS** through the **ARTS**.

## **B. School Programs**

1. In 2012-2013, WEDJ served PreK through 8<sup>th</sup> grade.

2. Curriculum design and instructional approach:

WEDJ PCS is unique among DC's charter and public schools because of its focus on the performing arts. WEDJ develops scholars, artists, and leaders by combining rigorous academics with high-quality music, dance, visual arts and theatre instruction aimed at developing global arts leaders. In 2011-2012, WEDJ used the America's Choice curriculum. After weak test scores indicated a change in approach would be beneficial, the school continued its mission during the course of the 2012-2013 school year, but shifted to a new customized curriculum called 'Arts to the Core', which is characterized as standards-based curriculum aligned with the Common Core State Standards (CCSS).

WEDJ PCS is committed to providing a rigorous curriculum and instructional program that is embedded in exceptional practices of teaching and learning. Students master Essential Skills and knowledge in English Language Arts and Mathematics understandings necessary for high school and college preparation.

Students applied these essential skills and understandings through project-based work that was completely aligned with CCSS. This research-based approach to teaching and learning engaged student interest and led to increased standardized test scores in mathematics over the course of the 2012-2013 school year.

The new customized Arts to the Core Curriculum draws on a range of resources. The distinctive WEDJ academic program is primarily informed by the CCSS and the DC curriculum as outlined by OSSE. The WEDJ curriculum is also grounded in educational research published by the American Educational Research Association (AERA), the Association for Curriculum, Supervision and Development (ASCD), the National Council for Teachers of English (NCTM), The National Council for the Teachers of Mathematics (NCTM), Harvard Project Zero, as well commercial materials published by McGraw-Hill and other commercial publications. Direction was also provided by the non-profit organization, Achievement Network (ANET).

### **The strength of the academic program was enhanced by:**

1. Curriculum aligned vertically with CCSS Expectations
2. Increasing Instructional Time and Lowered T:S Ratio
3. Academic Supports
4. 'Artists in Residence' and other Innovative Programs
5. Targeted Staff Development
6. Establishment of a Culture of Respect
7. The passion and commitment of the Support Staff

## **1. Curriculum Aligned Vertically with CCSS Expectations**

(see ELA and Math Expectations – Appendix A)

The DC state standards, in addition to the publication of the Common Core State Standards (CCSS), provided guidelines for the school, but with the large volume of expectations and repeated items between each grade, it was easy for teachers to select randomly from the lists and therefore, not equip students with what would be considered “essential” for each grade. For instance, a 3<sup>rd</sup> grade math class might be taught more difficult concepts than a 5<sup>th</sup> grade class simply because it was up to the teacher to self-select what s/he thought might be most valuable. As a result the school lacked a curriculum compass. The reliance on *America’s Choice* or textbook/program series as the exclusive source for improving academic achievement has not proven to enhance test scores over the past three years.

At WEDJ we identified 12 *Essential Skills and Understandings* for each grade level that function as key benchmarks for instruction and assessment. All teachers submitted WEDJ Pacing Guides aligned with these rigorous goals. Curriculum materials and/or textbooks were used as resources, putting the responsibility for learning back in the teacher and students’ hands. No longer can one program be relied on or assumed to be all that students need to succeed. (See Appendix for detailed examples).

The focus of the Essential Skills is to shift what happens in school from what is taught to what is learned. Students learn in different ways and at different paces. What is critically important is that they learn. Rather than teach 150 lessons of which a small portion of students would master, it is best to teach fewer, more difficult units of study, to ensure that concepts stick. In this way there is time for re-teaching and more importantly teaching to the learning style of each student, so they all can master the concept and feel confident about moving forward. The volume of material from grade to grade, that is presented in textbooks, is impossible for all students to reach mastery. It is also highly repetitious from grade to grade as well. No longer should curriculum be a random, leaving students behind because so much has to be “covered”. We now use a very deliberate program for intense instruction so that difficult concepts have time to be mastered and stick long after a standardized test.

## **2. Increasing Instructional Time and Lowered T: S Ratio**

To change the state of the poor 2011-2012 math results, the amount of time for math was increased in the Grades 2 to 8 schedule from 60 minutes daily to the following:

Grade	Average daily time for Math Instruction per day	
	2011-2012	2012-2013
Grade 2	60 minutes/day	85 minutes
Grade 3		120 minutes
Grade 4		100 minutes
Grade 5		125 minutes
Grade 6		80 minutes
Grade 7		75 minutes
Grade 8		90 minutes



The times were also adjusted for most grades and increased for ELA:

Grade	Average daily time for ELA Instruction per day	
	2011-2012	2012-2013
Grade 2	90 minutes/day for Grades 2 and 60 minutes per day for grades 3 to 8	90 minutes
Grade 3		102 minutes
Grade 4		96 minutes
Grade 5		78 minutes
Grade 6		95 minutes
Grade 7		80 minutes
Grade 8		80 minutes

During the two months prior to the DC-CAS testing, student time for Math and ELA increased to 120 minutes per day. The first hour the students were taught by their regular math or ELA teacher, but the second hour they took part in small group instruction offered by SPED teachers, Teaching Assistants and Administration, in what was called “profile” groupings. Students were able to access immediate support feedback and share instruction with 7-8 other students.

### 3. Academic Supports

WEDJ was fortunate to gain from the internal and external supports throughout the course of the school year. The Dean of Special Education set expectations for SPED staff to communicate appropriate information from student IEPs to teacher to increase effectiveness for meeting the needs of all students in his or her class. Individual Education Plans (IEPs) are primarily maintained and documented by the Dean of Special Education. 18 students (including 504 Plan students) received accommodations during the 2012-2013 school year. Not all of our special education students get accommodations for DCCAS. It all depends on what is listed in their IEP and what grade they are in. All members of the Administration teach a minimum of ten hours/week to support student learning. We also had two volunteers from the community, one notably Alan Ginsburg, a key writer of the Common Core State Standards for Mathematics.

### 4. Artists in Residence’ and other innovative programs

Students who learn to talk with and like experts learn much more than people who listen to or are distant from experts. Artists in residence allow for powerful relationships to be nurtured and sustained. It is fortunate for our students to be amongst such giants and benefit from the expertise of the National Philharmonic and the Shakespearean Theater Company.

- Arts experts for students in PK to grade 8
- ‘Everyday Strings’ for K-2 (featuring National Philharmonic guest teachers)
- Integrated (ELA & Drama) Theatre in PK through grade 5 (with WEDJ staff and Shakespeare Theatre Company guest teachers)
- Arts Specialization in grades 6-8 (daily programming in dance, music, theatre or visual arts)
- Students had a chance to view international performers from Afghanistan as well as many local arts professionals

The establishment of additional ‘best practices’ were introduced to improve scores indirectly:

- Promoting Arts & Leadership (PAL) Program (school wide course – 30 min. in PK-2 and 60 minutes 3-8 that teaches about studying, test taking and forming strong learning and character habits)
- Research & Technology course introduced at grades 6-8 to deliberately teach inquiry skills and demonstrate quality STEM programming.
- Students taught by specialists in science and social studies from grades 3 to 8
- Grade 6,7 and 8 students writing novels
- Library Instruction
- Technology instruction (Grade 6 – PowerPoint; Grade 7 – video production; Grade 8 – web design)
- Addition of weekly chess instruction by Chess Masters for students in 3rd to 8<sup>th</sup> grade.
- Weekly peer teaching course taught by the principal to Grade 7 students (research is clear - students who learn to think and talk like teachers increase their learning capacity)

#### **5. Targeted Staff Development (2012-2013)**

In addition to investing in the ANET standardized testing and support program that has a strong reputation for wide-scale success in improved standardized testing scores, the school is preparing

- Specific PD and performance review for TA’s and substitute teachers
- “Team teaching” programs where master teachers in math and ELA support programming (with weekly planning time for weekly teaching time together)
- Dr. Michael Thompson (boys and learning expert from Boston) and David Booth (Literacy excerpt from Toronto) presented thought-provoking PD at WEDJ
- 11 teachers will be headed to Harvard’s Project Zero PD summer 2013.

#### **6. Establishment a Culture of Respect**

- Initiation of the WEDJ Commitment - an agreement for how we (students, staff and parents) operate in a positive and supportive manner. Minimizing discipline problems will increase time on task.
- A culture of professionalism (encouraging teachers to do graduate programming, apply for National Board certification, present/organize conference) – basically model leadership in the profession, so students and families can see that we do more than what’s expected so our students will raise the bar also
- Regular Teacher Observation, Feedback and Support
- Rigorous Teacher Recruitment Practices - Potential staff members are interviewed throughout the school year to ensure that we have a solid active file. Current staff members that demonstrated strength and potential were informed in May 2013 of the school’s intention to offer them positions for the next school year.
- The passion and commitment of the Support Staff - The office, security, maintenance staff and the administration play a part in supporting academics at the school; their roles should never be under-stated.

## **Parent Involvement Efforts**

Recognizing parents are key to student success, we reached out to parents in a variety of ways.

1. **Staff participation in PTA** (mandatory to come to at least 3 meetings/year)
2. **Co-hosted events with PTA** (Valentines Party, Car Wash, Family Week, focus group meetings as well as bringing in guest speakers).
3. Highly promoted **Parent-Teacher Conferences** (53%, 71%, 73%) turnout to the November, January and March interview dates (arts performances and the school science fair was included in the program, so parents could see evidence of student learning.
4. **Parent Education Workshops** in consultation with the PTA - We had good intentions to have many parent workshops. We hosted Michael Thompson (boys and learning) and David Booth (Literacy), but only a few parents turned out. Finding ways to reach the parent population is an important goal
5. Our VP, School Culture, took part in **home visits** when students had attendance issues.

We applied for a Flamboyant Foundation Grant because we wanted to expand the reach for more teachers to take part in home visits. We did not receive the grant, but will go ahead with plans to promote and engage teachers in home visits.

## **II. School Performance**

The school standardized test performance trends for the past two years are as follows:

DC-CAS TRENDS	2011-2012	2012-2013
<b>% of Students Proficient + Advanced overall</b>	<b>46.1%</b>	<b>51.1%</b>
<b>% of Students proficient and Above in Math</b>	<b>36.8%</b>	<b>44.1%</b>
% of Students proficient and Above in Reading	<b>50%</b>	<b>47.2%</b>

## A. Evidence of Performance and Progress

#	2004 Charter Goals	Notes/Indicators to be measured	Evidence of Success/Progress
1	Students will achieve the New Standards™ Performance Standards in English/Language Arts, Math, and Science by graduation.	Doar PCS no longer utilizes New Standards curriculum; rather the school teaches according to the Common Core State Standards (CCSS) and assesses Mathematics, ELA/Reading and Science according to DCCAS (Grades 2 to 8), MCircle (PK) and MClass (Grades K to Grade 2) standards.	DCCAS - % of students proficient and above (51.1%) – up 5% from previous year; (increase in math by 8.3%, but decrease in ELA by 2.8%)
2	Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.	<ul style="list-style-type: none"> <li>• Qualitative evidence from QSR visit</li> <li>• Oral assessment/presentation grades</li> <li>• Middle States preliminary candidacy review</li> </ul>	The ELA Essential Skills has very specific speaking strands that cross all grades progressively and vertically. For instance, all grade 6 students were graded based on their PowerPoint presentations in Research & Technology; all grade 7 students wrote speeches to run for student council president and all grade 8 students learned the art and craft of formal debate.
3	Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.	Doar PCS teaches according to the Common Core State Standards (CCSS) and assesses Mathematics, ELA/Reading and Science according to DCCAS (Grades 2 to 8), MCircle (PK) and MClass (Grades K to Grade 2) standards.	Improvement was noted in the overall DCCAS mathematics scores, but the school declined in reading achievement.
4	All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.	The standardized measure for reading proficiency is the DC-CAS test. Students in grades 2 through 8 took the test in the 2012-2013 school year.	Not all students were proficient at reading.

5	All students will pass all courses every year.	Student grades that were comprised of classroom assignments, tests, presentations and projects were assessed throughout each quarter in 2012-2013 school year.	Not all students passed all courses during the course of 2012-2013 school year. Most students who did not achieve were affected by poor attendance.
11	Students shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.)	Qualitative evidence; student performance in arts classes	Student performances in preparation and in summative projects (dance, visual arts, drama and music) were assessed within and outside the classroom during public performances throughout the year. The parent community recognized that the process of becoming an artist was valuable, but they also wanted to see more performances throughout the year. The performances that did happen revealed that students were able to apply what they learned in class. All performances were standing room only events.
14	Students will demonstrate appropriate large muscle development and small muscle development.	Qualitative evidence; physical education participation	Students learned how to play the piano in grades 3 through 8 and violin in PK to grades 2. All students received weekly dance instruction. When facilities can accommodate for a daily PE program, there will be increased opportunity for large muscle development.

The 2012-2013 school year targeted many ambitious goals on several fronts:

1. The **hiring of highly qualified, committed and capable staff.**

During the 2012-2013 school year, 100% of the staff were highly qualified. This is also the case at the start of the 2013-2014 school year. TenSquare recruited many staff members, including two who took part in the National Board Certified Teacher program. At the end of the school year, twelve teachers took part in Harvard Project Zero and two teachers applied for a Spencer Foundation Grant. One teacher was trained at the National Robotics Centre at Carnegie Mellon University. For the 2013-2014 school year the following talent was recruited to continue to increase the DCAS Math scores and improve the ELA scores:

- Dr. Alan Ginsburg, key writer of the Common Core for Mathematics and the Singapore Math Program
- Ms. Lindsey Joseph, a Master's Degree in Writing
- Ms. Iheanyi-Igwe, National Board Certified Teacher
- Dr. Wendie Willis, ELL Specialist, PhD

We expect such credentials and track records will improve our test scores

<b>Role</b>	<b>STAFF</b>	<b>Degree/Qualification</b>
PK3a	Ms. Ashley Almonte	<b>M.S.</b> , Literacy Education (Birth-6), <b>B.A.</b> , Childhood Education (1-6)
PK3b	Ms. Sarah Hamilton	BA in Theatre
PK3c	Ms. Charlene Polk	BA in Early Childhood Education
PK4a	Ms. Natasha Mason	MA in Teaching; Praxis; BS in Internaiton
PK4b	Ms. Lakesha Bradshaw	BA in Communications; Praxis and Housse; MEd in Curriculum and Instruction
PK4c	Ms. Ivy Hilay	BA in Elementary Education
K1	Ms. Kamilah Wheeler	BA in Education
K2	Ms. Deana Kensler	BA in Physical Education
K3	Ms. Rosalee Robinson	BA in Primary Education
Grade 1a	Ms. Azure Drew	BA in Elementary Education
Grade 1b	Mr. John Howard	BA in French; Inspired Teaching Certification Program
Grade 1c	Mr. Jermal Powell	MA in Public Administration; BS in Biolo French
Grade 2a	Ms. Kenya Brown	MA in Early Childhood Education; BA in Fashion Merchandise B
Grade 2b	Ms. Shirley Vernaiz	MA in Early Childhood Education; BA in Elementary Education
Grade 3a	PAL – Ms. Audrey LeVault	BS in Education

Grade 3b	PAL – Mr. Isaac Bell	BA in Music; passed 2 PRAXIS tests including elementary
Social Worker	PAL – Ms. Jennifer Forester	MA in Social Work
Grade 4a	PAL – Ms. Jessica Rave	MA in International Studies; BA in Political Science and History
Grade 4b	PAL – Mr. Clinton Dickens	BA Communications; Praxis
Grade 5a	PAL – Ms. Evelyn Exum	BA in Broadcast Journalism
Grade 5b	PAL – Ms. Lakeisha Moore	BS in Psychology
Grade 7	PAL – Ms. Ibari Iheanyi-Igwe	MS in Middle School Science; BA in Bio
Grade 8	PAL – Ms. Charlene Cummings	MA in Curriculum & Instruction; BS in Biological Sciences
Grade 6 ELA, ELL	Dr. Wendie Willis	PhD, Higher Education; MA in Educational Theory and Practice Elementary Education Praxis
Grade 1,2 SPED	Ms. Shalimar Bose	BA in Secondary Education; HOUSSE
Grade 5-8 Social Studies, SPED	Ms. Erica Hamer	MA in Education Technology; BA in Inter-Disciplinary Studies
Dean of Special Education	Ms. Stevonna Miles	MA in Education Administration and MA in Education and Development; BA in Sociology/Anthropology and Black World Studies
Grade 6 Math	Ms. Tanisha Nugent	MA in Education; Teacher Leadership
Grade 8 Math	Mr. Alan Ginsburg	PhD in Economics, Praxis
Senior Science	Mr. Anthony Sessoms	BA in Geology
Principal, Grade 7, 8 Peer Teaching	Dr. Barbara Smith	PhD, MED Curriculum, Bed
Grade 7, 8 ELA	Ms. Lindsey Joseph	MA in Writing; BA in English and Educa
Library, Technology	Ms. Grace Cadag	MA in Education, Library Science
Grade 8 Leadership	Mr. Terence Carter	BA in Social Work

Grade 3-8 Dance	Mr. Brian Harris	BA in Print Journalism
Grade 6-8 Dance	Ms. Stephanie Burrill	BA in Dance
Senior Theatre	Ms. Talithia Palmer	BS in Theatre Arts
Visual Arts	Ms. Joy Elcock	BS in Electronic Studio Art
Visual Arts	Mr. Eric Ginsburg	MA in Art and Art Education; BA in History, Education and Fine Arts

**2. The generation of a world-class arts program** was stimulated by the hiring of a quality arts team members who collectively amassed the following experiences:

- Suzuki institutes across the United States
- Interlochen Arts Academy
- Instructors received music scholarships
- concertmaster of the orchestras at DePauw University, Indiana University and the University of Maryland.
- solo with the Mendelssohn Violin Concerto
- soloed with both the Tchaikovsky and Sibelius violin concert
- Spoleto Music Festival, National Orchestral Institute, Aspen Music Festival, and Interlochen Arts Camp.
- played with the Smithsonian Chamber Players
- certified members of the Suzuki Association of the Americas
- Chamber Music Tokyo Quartet, Manhattan Quartets
- 36th International Viola Congress, 2008
- Quad City Symphony Orchestra, Davenport, IA University of Colorado Philharmonic Orchestra, Boulder, CO
- Herberger String Quartet member and Chamber Music
- Arizona State University Orchestra, Tempe, AZ
- Max Aronoff Viola Institute
- California Chamber Music Festival,
- Special Talent Scholarship at Arizona State
- Herberger String Quartet
- Howard University Jazz Ensemble and the Howard University Showtime Marching Band
- performed at John F. Kennedy Center for the Performing Arts, Cramton Auditorium, the Ira Aldridge Theater, and DAR Constitution Hall
- accomplished songwriter, recording artist, and bandleader, having funded, recorded, and published two albums with his band GWN. film scorer
- SaySo Films Entertainment documentary
- member of the National Band Association
- The Samuel Dewitt Proctor School of Theology at Virginia Union University
- worked with Deeply Rooted Dance Theater Summer Intensive in Chicago, Wolf Trap Music and Movement Residency Program, and the Georgetown Law Center Early Learning Center. He is a member of Divine Dance Institute
- attended the Art Institute of Pittsburgh, majoring in film and video production



These arts experts coordinated numerous experiences for the WEDJ students last year.

- Exposure to Afghan Youth Ensemble Workshop and Performance at WEDJ
- National Philharmonic artists in residence concerts at WEDJ (three throughout the school year)
- Grade 3 to 8 students) Field Trip to the Shakespeare Theatre Company production of Twelfth Night
- Student art work featured in art shows in New York
- Student work featured in the Fridge Art Fair (Frieze art week in NYC)
- Students took part in the Education Programs at The Phillips Collection!
- Student Work featured at Washington, DC Goodbuddy Art Show
- *On This Island* Performance – composed music, dance and visual arts salute to Black History Month (February 2013)
- *The Wiz* (Grades 1 and 2) dance, theatre and musical production (May 2013)
- *Sons of Freedom* dance performances at Howard University and as featured performers at the Charter School Association Stars Tribute Awards Ceremony

### **3.Increasing significantly standardized test scores on DC-CAS**

- Overall mixed response to goal of increasing DC-CAS standardized test scores (8.2% in Math increase, but 2.8% decrease in reading scores)
- Gains in math (especially when many school scores went down in math)
- Not so obvious gains:
  - ✓ WEDJ was higher in math than one Tier one school
  - ✓ WEDJ was higher in math than ten other Tier 2 charter schools
  - ✓ WEDJ was higher in Reading than 16 other Tier 2 charter schools

Based on these results, the plan for the 2013-2014 school year includes:

- targeted planning and monitoring of specific grades and programs
- students in grades 3 through 8 to be provided with additional attention to master skills in order to catch up to grade level.
- ongoing support for increasing time for math
- deliberate attention to increasing vocabulary (students embracing more dense texts so that challenging words do not get in the way of reading)
- weekly profile classes to reduce teacher:student ratios and pilot single gender learning settings
- a rigorous SST program will be implemented and all teachers will be required to follow the process for recommending students in a timely manner.
- planning programs with details of benchmark testing (in June) as well as recent (2013) and former (2013) DC-CAS results to identify student trends, and who needs more help right away as the school year begins.
- Mentor teachers will use ANET results to inform and influence planning

#### **4. Working at becoming a DCPCS Tier 1 School based on the Performance Management Framework (PMF)**

The 2013 PMF reveals the decrease in the reading scores as well as the increase in the Math scores. In addition to the above-mentioned plan for increasing test scores throughout the 2013-2014 school year, each teacher in each grade has set targets based on

improving the results by a minimum of 10% in each subject area. Analyzing the ANET scores and the results of re-teaching throughout the year will assist teacher mentors and the VP, Academics to monitor growth and provide ongoing support for teachers and students. Deliberate enrichment opportunities within profile groups allow for lower-teacher student ratios that can serve as a good context for increasing Advanced Reading and Mathematics scores.

The current re-enrollment rate in September 2013 is 90%, up from 57%. The school plans to track exit interviews and document details of why families leave the school so that this data can inform future decisions about the academic program and school operations.

TenSquare has been hired by the Board to complete a School Audit to provide specific additional direction for school improvement.

## **B. Lessons Learned**

### **1. The Importance of Tracking Meaningful Benchmark Data**

The use of Scantron testing in the past (prior to 2012-2013 school year) did not yield reliable data throughout the year. No reports analyzing the data were recorded, nor were the minutes of data discussions taken or shared for future use. During the 2012-2103 school year, WEDJ invested in ANET, a resource with support people who come with a strong track record of success in DC and other national schools. Their turn around time for providing testing results is ideal (48 hours). They support teachers to learn how to examine data and act on it. In this way re-teaching was targeted to meet students' individual needs. The ANET testing process also involved pencil and paper work, so student work was examined to determine the case of misconceptions or whether or not they were guessing. Students engaged in ANET testing four times in a year targeting different groups of expectations each time, giving teachers some pacing directions and support, so that what is tested is aligned with what is taught.

The four ANET tests helped teachers organize their plans for re-teaching. In addition WEDJ developed our own benchmark tests to gather more precise information about what students partially learned. We also piloted smaller 'profile' classes where teachers and students indicated that these provided much better learning opportunities.

The DCCAS test results, a valued quantitative metric, are used as benchmarks to measure academic achievement at the school and comparatively, across the district. The trend for students demonstrating proficiency has been declining for several years. The results of for the 2011-2012 school year indicate that only approximately 42% of the school population was proficient in reading and math. The math results were specifically, deficient.

- 50% of the school was proficient at reading.
- 36.1% was proficient at math.

The delta in ANET Scores revealed that prior to the 2013 DC-CAS students had improved by:

- **8.2% in math (from 36 to 44%),**
- **but the school was down 2.8% in reading. (From 50 to 47%)**

WEDJ will work with the data from benchmark testing and with our ANET consultant to support a continued increase in math scores as well as find out better ways to improve ELA test scores.

## **2. The Importance of Supporting and Training Staff and Monitoring Staff**

An important lesson learned during the 2012-2013 school year, was to ensure that the staff received quality professional development that was linked directly to their student achievement, professional needs, and their performance reviews. The criteria that ground the WEDJ Red Carpet assessment tools (Charlotte Danielson's work) are sound, but the

implementation lacked a systematic application. Initially, the principal met with each teacher in August 2012 and gathered specific goals to focus on during three observations in the course of the 2012-2013 school year. Selected teacher leaders took part in an Administrative Practicum led by the principal. These mentors worked with a small group of teachers to plan, team-teach and provide at least two documented observations throughout the year. The principal conducted observations with each mentor teacher on two occasions and they observed their teachers twice during the course of the school year. The principal assessed every teacher once during the school year. Several mentors changed who they were mentoring mid-year, and many mentors indicated that further training would be beneficial.

Providing quality training for teacher leaders to promote the use of data to inform planning for teaching and re-teaching is an ongoing target at WEDJ. Next year the plan is to have a consistent mentor teacher throughout so teacher improvement can be evident from the beginning of the year compared to the end of the year.

**3.Lack of Differentiation and Re-Teaching Activity** – Overall, the WEDJ teaching staff needed to become more adept at developing more differentiated practices. Based on the lack of basics mastered in ELA (ie. students inability to identify adjectives in grade 3), it appears that some teachers are not developing intensive units to ensure mastery; the steps of re-teaching are rushed. More monitoring is needed to make sure all teaching staff are differentiating and spending concentrated time with multiple re-teaching built into their program to ensure that the essential skills are mastered.

**4.Lack of Daily Documentation of Learning Gains** - There was limited daily/regular documentation of learning in the classroom throughout the 2012-2013 school year. Data informs teaching by helping teachers see exactly what they need to re-teach. The Administrative team and mentors need to support teachers in the development of hands-on resources to collect daily feedback about student progress. Teachers will also be asked to use 'exit tickets' developed by the ELA and Math Coordinators that also align with ANET and the Essential Skills that were developed from the CCSS. Teachers will be

expected to have daily lesson plans that lead to the exit tickets (Backward Design). The data from the all the exit tickets will be monitored and analysis will inform future curriculum revisions.

### **C. Unique Accomplishments**

- Charter School Association Middle School Student of the Year (Joshua Reynolds), Parent of the Year (Cynthia Jordan)
- Student dance troop selected to present at Charter Board Association
- Authors/International Leaders Educational visit school (Dr. Michael Thompson; Dr. David Booth)
- Accepted for candidacy for Middle State Accreditation
- St. Jude's MathAthon – community raised \$1500 for local hospital
- 4 National Young Scholars selected to represent WEDJ this summer
- Double Dutch Team – 6<sup>th</sup> place in the US National Championship
- 11 teachers accepted to attend Harvard University (Project Zero – summer 2013)

### **D. List of Donors**

- Technology Competitive Grant (Parmethian Boards, IPAD Labs and carts )
- D'Addario Music Foundation (arts grant) (\$2000)
- SOAR Grant - Special Populations (\$50,000)
- SOAR Grant – Academic Quality (\$100,000)
- Music and Arts grant (\$2000)
- Big Lots (\$2000)
- Exxon-Mobil Spousal Donation Support (\$1200 split up quarterly)
- Barbara Smith (\$6000) – sent 3 students to National Leadership Camp
- Barbara Smith (\$15,000) – donation towards PK Playground that cost \$24,500
- Game On Grant \$2000

## **Appendix A: List of WEDJ Board of Directors (2012-2013)**

*John Goldman, Chairman, jgoldman@wedjschool.us*

*Mark Carnes, carnesmy@gmail.com*

*Justin Rydstrom, Justin.rydstrom@gmail.com*

*Jeanette M. Staton, Parent, Jeanettes715@gmail.com*

*Lauren Szewczyk , Parent, Lauren.szewczyk@gmail.com*

### **List of WEDJ Board of Director (2013-2014)**

*John Goldman, Chairman jgoldman@wedjschool.us*

*Mark Carnes carnesmy@gmail.com*

*Jeri Epstein, jeriepstein@gmail.com*

*Justin Rydstrom Justin.rydstrom@gmail.com*

*Jeanette M. Staton, Parent Jeanettes715@gmail.com*

*Lauren Szewczyk , Parent [Lauren.szewczyk@gmail.com](mailto:Lauren.szewczyk@gmail.com)*

*Tammy Daub, tammydaub@gmail.com*

*Cindy Gertz, cindygertz@msn.com*

### **Appendix B: List of WEDJ Leadership (2012-2013)**

William E. Doar, Jr. School for the Performing Arts  
**LEADERSHIP ROSTER 2012-2013**

<b>WEDJ LEADERSHIP (2012-2013)</b>	<b>STAFF</b>
VP, Academics	Ms. Lakesha Bradshaw
Dean of Special Education	Ms. Stevonna Miles
Dean of Staff Development	Ms. Tanisha Nugent
VP, School Management	Mr. Anthony Sessoms
VP, School Culture	Mr. Terence Carter
Dean of Fine Arts	Mr. Brian Harris
VP, Business Operations	Ms. Rita Lawson
Chief Operating Officer	Mr. John Manahan
Grade 7 Peer Teaching, Principal, Acting Executive Director	Dr. Barbara Smith

**List of WEDJ Leadership (2013-2014)**  
William E. Doar, Jr. School for the Performing Arts  
**LEADERSHIP ROSTER 2013-2014**

<b>WEDJ LEADERSHIP (2013-2014)</b>	<b>STAFF</b>
VP, Academics	Ms. Lindsey Joseph
Dean of Special Education	Ms. Stevonna Miles
Dean of Staff Development	Ms. Talithia Palmer
VP, School Management	Mr. Anthony Sessoms
VP, School Culture	Mr. Terence Carter
Dean of Fine Arts	Mr. Brian Harris
VP, Business Operations	Ms. Rita Lawson
Grade 7 Peer Teaching, Principal, Acting Executive Director	Dr. Barbara Smith

### Appendix C: List of WEDJ Staff (2012-2013)

TEACHING STAFF	WEDJ STAFF ROSTER – 2012-2013
Grade 4 ELA	Ms. Ashley Almonte
TA	Teneisha Lane
PK	Ms. Sarah Hamilton
TA	Ms. Charletta Lucas
PK	Ms. Charlene Polk
PK	Ms. Christen
PK	Ms. Anderson
PK	Ms. Iloh
TA	Ms. Marion McKeiver
K	Ms. Natasha Mason
K	Ms. Alexandra Huddleston
TA, Dance	Ms. Stephanie Burrill
Grade 5 ELA, VP, Academics	Ms. Lakesha Bradshaw
TA	Ms. Nicky Cavanaugh
Grade 1	Ms. Ivy Hilay
TA	Ms. Roslyn Alford
TA	Ms. Kamilah Wheeler
K	Ms. Deana Kensler
TA	Ms. Grant (Paraprofessional TA)
Grade 2	Ms. Rosalee Robinson
TA	Ms. Lenora Johnson
Grade 2	Ms. Azure Drew
Grade 1	Mr. John Howard
Grade 3 ELA	Mr. Jermal Powell
Grade 1	Ms. Shirley Vernaiz
Grade 3 and 4 Math	Ms. Deborah Corcoran
Grade 6,7,8 ELA	PAL – Mr. Commeret
Counselor	Mr. Antonio Rivera
Grade 4, Math	PAL – Mr. Clinton Dickens
Grade 6,7,8 ELA	PAL – Ms. Evelyn Exum
Grade 6,7,8 Math	PAL – Ms. Lakeisha Moore
PK	PAL – Ms. Talithia Palmer
ELL	Mr. Franco Bujosa
Grade 1,2 SPED	Ms. Santosh Kalamakar
6,7,8 SPED	Ms. Melanie Roberts
SPED TA	Ms. Chearal Williams
Dean of Special Education	Ms. Miles
Grade 4 ELA, Social Studies	Ms. Jessica Rave
Grade 5 Math, Dean of Staff Development	Ms. Tanisha Nugent
Senior Science, VP, School Management	Mr. Anthony Sessoms
Librarian, Technology Teacher	Ms. Grace Cadag
Grade 8 Leadership, VP, School Culture	Mr. Carter
Grade PK-8 Dance, Dean of Fine Arts	Mr. Brian Harris
Visual Arts	Mr. Eric Ginsburg *
Visual Arts	Ms. Lynch
Grade 7 Peer Teaching, Principal, Acting Executive Director	Dr. Smith

<b>NON-INSTRUCTIONAL STAFF</b>		
	VP, Business Operations	Ms. Rita Lawson
	Admissions Coordinator	Ms. Lilly Morgan
	Data Coordinator	Ms. Tiffany Evans
	Technology Coordinator	Mr. Kester Gregorio
	Food Services Coordinator	Ms. Nakia Belton
	Building Associate	Mr. John Johnson
	Building Associate	Ms. Gladys Lara
	Building Associate	Mr. Christopher Long
	Building Associate	Ms. Marquita Clemonts
	Building Associate	Mr. Garrette Ferguson

<b>CONTRACTED INSTRUCTIONAL STAFF</b>		
<b>National Philharmonic</b>		
Music K-5		Dr. Scarlet Zirkle
Music PK-8		Ms. Kim Teachout
Music 3-8		Mr. Isaac Bell
<b>Shakespeare Theatre Company</b>		
PK Theatre		Ms. Melissa Richardson
Grades 3,4,5 Theatre		Ms. Kristala Smart
Grade 5,6,7Shakespeare Theatre Module		Ms. Nafessa Monroe
<b>CONTRACTED MANAGERIAL STAFF</b>		
Human Resources Manager		RAFFA
Data Manager		Ms. Kijana Mayfield
Business Manager		Mr. Dan Thiessen
Marketing Manager		Ms. Betsy Rosso



### WEDJ STAFF ROSTER – 2013-2014

Grade	STAFF	LOCATION
PK3a	Ms. Ashley Almonte & Teneisha Lane	Rm 209
PK3b	Ms. Sarah Hamilton & Ms. Charletta Lucas	Rm 211
PK3c	Ms. Charlene Polk & Ms. Marion McKeiver	Rm 217
PK4a	Ms. Natasha Mason & Ms. Stephanie Burrill	Rm 203
PK4b	Ms. Lakesha Bradshaw & Ms. Nicky Cavanough	Rm 205
PK4c	Ms. Ivy Hilay & Ms. Roslyn Alford	Rm 207
K1	Ms. Kamilah Wheeler & Ms. Alberta Cosbert	Rm 237
K2	Ms. Deana Kensler & O'Boyle	Rm 239
K3	Ms. Rosalee Robinson & Ms. Lenora Johnson	Rm 201
Grade 1a	Ms. Azure Drew	Rm 221
Grade 1b	Mr. John Howard	Rm 223
Grade 1c	Mr. Jermal Powell	Rm 219
Grade 2a	Ms. Keyna Brown	Rm 225
Grade 2b	Ms. Shirley Vernaiz	Rm 227
Grade 3a	PAL – Ms. Audrey LeVault	Rm 109
Grade 3b	PAL – Mr. Isaac Bell	Rm 107
Grade 4a, Social Worker	PAL – Ms. Jennifer Forester	Rm 113
Grade 4b	PAL – Mr. Clinton Dickens	Rm 111
Grade 5a	PAL – Ms. Evelyn Exum	Rm 115
Grade 5b	PAL – Ms. Lakeisha Moore	Rm 117
Grade 6	PAL – Ms. Talithia Palmer	Rm 135
Grade 7	PAL – Ms. Ibari Iheanyi-Igwe	Rm 137
Grade 8	PAL – Ms. Charlene Cummings	Rm 147
Grade 6 ELA	TBD	Rm 129
Grade 1,2 SPED	Ms. Shalimar Bose	Rm 119
Grade 5-8 Social Studies, SPED	Ms. Erica Hamer	Imagination Center
SPED TA, Fab Lab...	Ms. Chearal Williams	Rm 218
Dean of Special Education	Ms. Miles	Main Office
Grade 3 ELA, Music	Mr. Isaac Bell	Rm 107
Grade 4 ELA	Ms. Jessica Rave	Rm 113
Grade 8 Math	Mr. Alan Ginsburg (part time)	Rm 117
Senior Science, VP School Management	Mr. Anthony Sessoms	Rm 141, 137
Inquiry, 3,4,5 Science	Ms. Charlene Cummings	Rm 147
Grade 7 Peer Teaching, Principal, Acting Executive Director	Dr. Smith	Rm 135, Main Office
Grade 7, 8 ELA	Ms. Lindsey Joseph	Rm 129
Grade 7 Math	Ms. Ibari Iheanya-Igwe	Rm 137
Grade 5-8 Social Studies, SPED	Ms. Erica Hamer	Imagination Center, 119
Library, Technology	Ms. Grace Cadag	Inspiration Center
Grade 8 Leadership, VP, School Culture	Mr. Carter	Rm 215, 137 (Leadership)
Grade 3-8 Dance, Dean of Fine Arts	Mr. Brian Harris	Rm 229
Senior Theatre	Ms. Talithia Palmer	Rm 131
Visual Arts	Mr. Eric Ginsburg	Rm 224

#### NON-INSTRUCTIONAL STAFF

VP, Business Operations	Ms. Rita Lawson
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	Admissions Coordinator	Ms. Lilly Morgan
	Data Coordinator	Ms. Tiffany Evans
	Technology Coordinator	Mr. Kester Gregorio
	Food Services Coordinator	Ms. Nakia Belton
	Building Associate	Mr. John Johnson
	Building Associate	Ms. Gladys Lara
	Building Associate	Mr. Christopher Long
	Building Associate	Ms. Marquita Clemonts
	Building Associate	Mr. Garrette Ferguson

<b>Contractual Instructional Staff</b>		
<b>National Philharmonic</b>		
Music K-5	Dr. Scarlet Zirkle	Rm 231
Music PK-8	Ms. Kim Teachout	Rm 123, Rm 125
Music 3-8	Mr. Isaac Bell	Rm 123, 125
PK Dance,K,1,2 Theatre	Ms. Sarah Hamilton	Rm 229
Shakespeare Theatre Company		

	Human Resources Manager	Mr. Geoff Canter
	Data Manager	Ms. Kijana Mayfield
	Business Manager	Mr. Dan Thiessen
	Marketing Manager	Ms. Betsy Rosso

## Appendix D: DATA Points

Source	Data Point
GENERAL INFORMATION	
School	The William E. Doar, Jr. Public Charter School of the Performing Arts
PCSB	Enrollment by Grade Level
STUDENT DATA POINTS	
SCHOOL	<b>Total number of instructional days</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. – <b>80.5 days</b>
PCSB	Suspension Rates
PCSB	Expulsion Rate
PCSB	Instructional Time Lost
School	Promotional Rate – 88%
FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate – 27%
School	Number of Teachers
FACILITIES INFORMATION	
School	Square footage for entire building 43,000 SF
School	Square footage for entire classroom space – 20,500SF
School	Cafeteria - Yes
School	Theater/Performing Arts Space - Yes
School	Art Room - Yes
School	Library - Yes
School	Music Room - Yes
School	Playground - Yes
School	Gym – No (2 dance studios)
EDUCATION OFFERINGS	
School	Advanced Placement - No
School	Integrated/Infused Arts Program - Yes
School	Career/Technical Program - No
School	Classical Education School - No
School	College Prep Program - Yes
School	Expeditionary Learning Program – No
School	Evening Program - No
School	Extended Academic Time – No
School	GED Program - No
School	International Baccalaureate Program - No
School	Language Immersion Program - No
School	Math, Science, Technology focus - Yes
School	Montessori Program - No
School	Online/Blended Learning Program - No

School	Public Policy/Law Program - No
School	Reggio Emilia Program - No
School	Residential Program - No
School	Special Education - No
School	Stand-Alone Pre-School - No
School	World Culture Focus – Yes
School	School Enrollment as reported in OSSE’s audited enrollment file for the date of October 5, 2012 – 422 students
School	# of Students with Out-of-School Suspensions through April 30, 2013 – 50 students
School	# of Student Expulsions through April 30, 2013 - 1
School	# of Mid-Year Withdrawals through April 30, 2013 - 29
	# of Mid-Year Entries through April 30, 2013 - 11
	Number of days lost due to Out-of-School Suspensions for the entire school through April 30, 2013 - 124
	Number of enrollment days for all students at the school through April 30, 2013 - 58640
	Lost Instruction Time Rate due to Out-of-School Suspensions through April 30, 2013 - 0.21145975443383355%
	Promotion Rate – 88%
	# Truant Students through April 30, 2013 - 114
	# of Students with Out-of-School Suspensions for <u>1 day</u> through April 30, 2013 - 21
	# of Students with Out-of-School Suspensions for <u>11 or more days</u> through April 30, 2013 - 0

Appendix D:

**William E. Doar, Jr. Public Charter School  
for the Performing Arts**

**Profit & Loss  
July 2012 - June 2013**

	<u><b>Total</b></u>
<b>Income</b>	
41000 Per Pupil Charter Payments	5,163,985.51
42000 Per Pupil Facilities Allowance	1,266,000.00
43000 Federal Entitlements	318,176.20
44000 Other Government Funding/Grants	688,423.27
45000 Private Grants & Donations	6,817.19
46000 Activity Fees	96,275.75
47000 Other Income	4,791.11
<b>Total Income</b>	<u><b>\$7,544,469.03</b></u>
<b>Gross Profit</b>	<u><b>\$7,544,469.03</b></u>
<b>Expenses</b>	
61000 Personnel Salaries and Benefits	3,679,866.29
62000 Direct Student Expense	768,755.54
63000 Occupancy Expenses	1,084,802.49
64000 Office Expenses	342,644.82
65000 General Expenses	490,962.22
66000 Depreciation Expense	273,171.81
66500 Interest Payments	93,111.04
<b>Total Expenses</b>	<u><b>\$6,733,314.21</b></u>
<b>Net Operating Income</b>	<u><b>\$811,154.82</b></u>
<b>Net Income</b>	<u><b>\$811,154.82</b></u>

**William E.  
Doar, Jr.  
PCS for  
the  
Performing  
Arts**

**Balance Sheet**

As of 6/30/13

**ASSETS**

**Current Assets**

Checking/Savings	1,268,859
Accounts Receivable	283,989
Other Current Assets	125,134
<b>Total Current Assets</b>	<b>1,677,982</b>

**Fixed Assets**

Furniture & Equipment	1,011,270
(Accumulated depreciation - FE)	(506,134)
Vehicles	9,000
(Accumulated depreciation - Veh)	(9,000)
Facilities	3,727,450
(Accumulated depreciation - Fac)	(2,708,571)
<b>Total Fixed Assets</b>	<b>1,524,014</b>

**Other Assets**

314,662

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<b>TOTAL ASSETS</b>	<b>3,516,659</b>
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**LIABILITIES**

**Current Liabilities**

Short-Term Debt	356,013
Deferred Revenue	356,841
Other Current Liabilities	291,216
<b>Total Current Liabilities</b>	<b>1,004,070</b>

**Long-term liabilities**

2,586,154

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<b>TOTAL LIABILITIES</b>	<b>3,590,223</b>
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**NET ASSETS**

Temporarily restricted	
Permanently restricted	
Retained Earnings	(884,720)
Net Income	811,155
<b>TOTAL NET ASSETS</b>	<b>(73,565)</b>

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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>3,516,659</b>
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Appendix E:

## ELA (PK to Grade 2) Essential Skills 2013-2014

ELA PK	ELA K	ELA Grade 1	ELA Grade 2
Recite <b>picture poems</b>	Read and recite <b>rhyming poems</b>	Write and recites <b>free verse poems</b> ;	Recite, write and identify difference between <b>cultural poems</b> (Haiku, Tanka, and music lyrics)
<b>Identify letters</b> inside books and e-texts	<b>Identify word families</b> inside books and e-texts	Identify <b>simple vowel sounds</b> inside books and e-text	Identify <b>complex vowels and blended letters</b> inside books and e-text
Dictate a <b>narrative</b>	Draw and label a detailed <b>fairy tale</b> setting for a piece of writing	Write a response to a <b>Fable</b>	Examine <b>main character</b> and conflict in adventure story ( <b>person versus nature</b> )
Put sequences of picture events in stories in logical order	Put sequences of three sentences in logical order	Write a <b>How to Recipe</b> to 'Make a Friend'	Write and read <b>Friendly Letter(s)</b> (pen pal)
Write a <b>Tall Tale</b> picture story	Write a <b>Fairy Tale</b> picture story	Predict how story ends and <b>write new endings to fables</b>	Create and illustrate an <b>adventure story</b>
Identify PK words inside books and e-texts	Identify K words inside books and e-texts	Identify Grade 1 words inside books and e-texts	Identify <b>idioms</b> and <b>alliteration</b> inside books and e-texts
Finds letters on word wall that link to beginning sounds of words	Identify rhyming words in word families	Arrange words in alphabetical order using first two letters	Use dictionary to find <b>compound words</b> without assistance
Copies, traces, and prints upper- and lowercase letters; prints first name)	Read and print K words and simple rhyming words	Read, print and identify first-grade words and <b>verbs</b>	Find <b>nouns</b> and use root words, prefixes and suffixes to help define and spell Grade 2 words
Reads and prints PreK words	Print first and last name and sentences with proper use of capitals at periods	Print sentences in paragraphs with period, question marks, and proper use of capitals	Print paragraphs, types sentences, and use <b>hyphens</b> effectively
Responds to body language effectively	Wait for turn to talk	Use others' names when speaking	Discuss sequence of events in <b>Real-Life Adventures</b>
Asks questions about people	Ask questions with good volume	Look at person who is talking, when talking about text	Summarize discussion while making eye contact with all listeners
Explains using complete sentences the beginning, middle and end of a story	Ask questions to see if story is true or make believe	Ask detailed questions to solve problems	Ask who, what, when, where, how, and why questions about heroes in stories

## ELA (Grades 3 to 5) Essential Skills 2013-2014

ELA Grade 3	ELA Grade 4	ELA Grade 5
Write <b>descriptive poems</b>	Read and write <b>diamante poem</b>	Read, write and recite <b>biographical poems</b>
Write autobiography using WEDJ Writer's Craft 3 process to develop <b>single paragraph</b> story	Compare 2 <b>humorous novels</b> using WEDJ Writer's Craft 4 to develop three-paragraph text	Read <b>biographical stories</b> and write a response using WEDJ Writer's Craft 5 to develop a five-paragraph text
Compare <b>settings</b> and conflict ( <b>person vs society</b> ) in <b>folklore</b> to adventure stories)	Compare elements of <b>humor</b> , tone and conflict ( <b>person vs person</b> ) in a novel	Examine Conflict ( <b>person vs self</b> ) in fantasy novel
Write about <b>setting and mood</b> in literary and informational text	Write about <b>humor</b> in literary and informational texts	Analyze values of protagonist and antagonist characters in a <b>fantasy</b> novel
Compare/contrast setting in different <b>folklores</b>	Write, videotape and present a humorous <b>script for a skit or play</b>	Write logical order science <b>report</b> that includes diagrams with labels and printed captions
Identify <b>imagery</b> and <b>allusion</b> inside books and e-texts	Identify <b>antonyms, puns, sarcasm and similes</b> inside books and e-texts	Identify <b>hyperbole</b> and <b>metaphor</b> inside books and e-texts
Use a dictionary and computer <b>spellcheck</b> to revise spelling	Find <b>adverbs</b> in a thesaurus to replace dull words	Find <b>prepositional phrases</b> (adverb and adjective) in novels and short stories
Find <b>adjectives</b> in a <b>thesaurus</b> to edit and replace dull words to help spell Grade 3 words	Find and use <b>adverbs</b> to help define and spell Grade 4 words.	Identify prepositions and edit nouns within <b>prepositional phrases</b> to help define and spell Grade 5 words
Type paragraphs, write sentences in <i>cursive</i> , and use <b>commas</b> effectively	Write paragraph in cursive, type one-page assignments and use <b>contractions</b> Effectively	Identify and use <b>apostrophes</b> correctly
Add value-added commentary (does not repeat ideas) when analyzing settings in abridges version of Shakespearian play	Paraphrase contribution of others	Transcribe interviews using tape recorder and adjusts questions based on responses
Use names of classmates during group and class discussions	Use the word "because" when analyzing elements of humor in abridges version of Shakespearian play	Form and ask hypothetical questions about Shakespearian play
Discuss words in stories that paint images and make connections to self	Develop and present an <b>oral story</b>	Develop an audio text for highlighting character sketches in selected texts



## ELA (Grades 6 to 8) Essential Skills 2013-2014

ELA Grade 6	ELA Grade 7	ELA Grade 8
Compare tone and mood in <b>mystery</b> poems and texts with adventure, folklore, humor and fantasy)	Examine literary devices found in <b>ballads</b>	Compare <b>sonnets</b> and historically significant poems to lyrics in music
Develop <b>Fictional Novel Outline</b>	Write <b>first draft of novel</b> Eliminate run-on sentences and fragments in writing	Edits, polish and <b>complete novel</b> for publication and cataloguing for school library
Examine conflict ( <b>person vs technology</b> ) within mystery short stories	Examine conflict in <b>myths (person vs. fate)</b> using flow chart to indicate story events	Compare characterization, social values and conflict ( <b>person vs supernatural</b> ) within science fiction with other genres
Write a <b>summary report</b> (non-fiction essay) using data from diary entries, graphic organizers and plot graphs	Analyze source of information and write a formal <b>business letter(s)</b> in response to media (explicit/implicit) messages	Research local high school websites, create resume and complete <b>on-line applications</b> for high school options
Makes <b>inferences</b> based on clues in text to account for missing information	Compare dramatic <b>plot</b> in <b>complex story (Holes)</b> (story mapping/plot graphing) with traditional and modern-day <b>myths</b>	Read/view <i>To Kill a Mockingbird</i> and compare different cultural perspectives/historical framework to today
Identify <b>onomatopoeia</b> and <b>symbolism</b> inside books and e-texts	Identify <b>flashback</b> and <b>foreshadowing</b> inside books and e-texts	Identify <b>personification</b> and <b>dialect</b> inside books and e-texts
Identify <b>etymology</b> of unfamiliar words and use <b>conjunctions</b> and <b>dependent and independent clauses</b> effectively	Identify and use <b>subject, predicate, object, and noun clauses</b>	Eliminates slang, jargon, colloquialism, comma splice, and splice infinitives from writing and uses semi-colon correctly
Use Grade 6 words to generate complex <b>subordinate</b> (adjective, adverb) <b>clauses</b>	Identify Grade 7 words as <b>parts of speech</b> and <b>parts of a sentence.</b>	Define <b>denotation</b> and <b>connotation</b> of Grade 8 advanced vocabulary
Use <b>parentheses</b> effectively	use <b>quotation marks</b> and <b>colon</b> correctly	Use <b>semi-colon</b> effectively
Speak effectively using technology (proposal for Research and Technology)	Paraphrase key points made by others, disregard irrelevant or biased information	Identify <b>author's point of view</b> using evidence in science fiction novel
Evaluate and interpret information in varied texts	Recite poetry from memory	Take comprehensive notes during discussions
Discuss author's perspective	Present sustained speech with confidence (campaign speech)	Demonstrate mastery of formal <b>debating skills</b> by speaking to pros and cons of an argument

## WEDJ Mathematics Essential Skills 2013-2014 (PK-Grade 2)

<b>MATH PK</b>	<b>MATH K</b>	<b>MATH GRADE 1</b>	<b>MATH GRADE 2</b>
Count backwards from 21	Skip count to 100, by 2, 5 and 10	Identify and differentiate between odd and even numbers	Skip count by 3,4,6,8, and 9
Use objects to add and subtract within 5	Add and subtract within 10	Add and subtract within 100	Add and subtract at least four digit numbers
Identify and construct A/ B pattern	Identify and construct A/ B/ B	Identify A/ B/ C patterns	Patterns with repeated addition, 1- 5
Compare numbers between 1 and 10	Place value between 11-19 (Tens and ones)	Place value within 100 (two digits)	Place value up to four digits
Identify parts of wholes (flowers, animals, people)	Focus on concrete images and using manipulatives to show half in relation to whole	Divide shapes into equal parts halves, and focus on quarter in relation to half and whole	Identify and divide shapes into thirds and sixths in relation to the whole
Identify different kinds of coins	Focus on relationship between ten pennies and a dime	Match and identify the value of money	Can estimate/ probability and make change using money pennies, nickels, dimes, and quarters
Identify longer and shorter distances	Describe objects using length and width	Compare length of two objects.	Using and comparing units inches, feet, centimeter and meter. (<, >, =)
Identify time to the hour digitally	Time half hour	Identify time as quarter to and quarter past the hour	Identify time using minutes
Trace 2D shapes and focus on identifying circles inside real images and objects	Identify difference between square and rectangles	Make different kinds of triangles	Describe 2D shapes using sides, points
Show where the center of a circle is	Identify the halfway point of a line	Describe the difference between squares and rectangles	Identify and describe and classify 2D shapes. (up to an eight sided figure)
Identify and sort bigger and smaller objects	Identify objects using names of shapes.	Create and compare 2D shapes (circle, triangle, rectangle, square)	Perimeter of polygons
Sort objects into categories.	Use tallies and manipulatives to determine what is more and less	Organize, represent and interpret data up to three categories.	Draw and analyze pictograph and bar graph with up to four categories.

### WEDJ Mathematics Essential Skills 2013-2014 (Grades 3 to 5)

MATH – GRADE 3	MATH – GRADE 4	MATH – GRADE 5
Using expanded form from written to whole numbers;	Expanded form using whole numbers and base 10	Using expanded form using whole and part numbers
Multiply and Divide within one and two digit numbers (distributive property)	Multiply by and divide two and three digit numbers (Divide whole numbers with remainder)	Calculate using Order of Operations (PEMDAS)
Use multiples of 6, 7, 8 and 9 to find greatest common factor	Factor and find least common multiples for simple numbers (1-100)	Factor and find least common multiples for larger numbers (101+)
Use place value within 0 to 1 million	Use place value and notation from 1 billion to .01 or 1/100	Use place value and notation to from 1 million to .001 or 1/1000
Use number lines to add, subtract and find equivalent fractions with like denominators	Multiply, divide and reduce fractions	Add and subtract fractions with unlike denominators.
Change between decimals and base ten fractions	Change between mixed fractions and improper fractions	Multiply and divide whole fractions and decimals (using both calculations and area models)
Round, estimate, and apply units from metric and US customary, both whole and part measures	Measure and estimate liquid, volume and mass.	Round decimals and converts U.S customary units and empirical measures
Solve elapsed time word problems, using time lines	Add and subtract simple elapse time (using seconds, minutes, and hours)	Add and subtract complex elapsed time
Identify and construct bilateral symmetry and congruency in 2D figures	Identify patterns using edges, sides and corners of 3D objects	Identify equivalent fractions.
Identify parallel lines	Construct and compares parallel intersecting lines and the types of angle	Identify, classify and measure 2D and 3D shapes
Find area using length and width and compare area and perimeter	Find missing side when one side given plus the area	Using fractions to find patterns and area of polygons
Construct, compare and synthesis frequency tables and fractal line plots (coordinates, quadrant 1), with a focus on median	Construct stem and leaf plots, with a focus on the difference between mean and median (coordinates, quadrant 1,2)	Constructs line plot to illustrate ‘mean’, ‘medium’, and ‘mode’ emphasizing on fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ (coordinates, quadrant 1 - 4)

### WEDJ Mathematics Essential Skills 2013-2014 (Grades 6 to 8)

MATH GRADE 6	MATH GRADE 7	MATH GRADE 8
Use scientific notation form using whole numbers	Use scientific notation with part numbers	Use positive and negative base expressions
Calculate exponent and Order of operations (PEMDAS)	Calculate squares and square roots	Calculate positive and negative square roots
Measure and calculate co-ordinates using ordered pairs of integers	Create patterns using tessellations, reflections, translations and rotations	Solve systems using geometric axioms
Use place value to identify integer measures	Use place value to identify - and + powers	Solve systems of two linear equations in two variables algebraically
Add and subtract integers with one-step algebra	Calculate all operations with integers	Build elementary proofs
Solve equations with inequalities of the form $x > c$ or $x < c$	Calculate circumference and use geometric rules to solve for missing angles	Finds slope ( $y = mx + b$ ) and uses graphing functions
Round fractions and decimals	Generate samples to gauge variation in estimates or prediction	Estimate solutions by graphing equations
Calculate variable rates (percentage, speed) with time (dollars/hour)	Calculate speed as distance x time and analyzes rates of acceleration	Construct and interpret scatter plots
Convert between percent, fractions, ratio, and decimals	Calculate rates of increase (tax, stocks)	Solve proportion/ratio using formulas and first and second order equations
Classify complementary and supplementary angles and apply tests of congruency	Use Pythagorean Theorem to determine measurements	Sort quadrilaterals by geometric properties involving diagonals
Calculate area of triangle and volume of triangular prism	Calculate volume, capacity and surface area of 3D solids (with a focus on curved lines, circles and spheres, cones and pyramids)	Analyze area and volume of 2D and 3D figures and solids
Use technology to design graphs and tables to illustrate 'mean', 'medium', 'mode' and 'range', with a focus on box plots	Construct and interpret combined graphs with two vertical axes, box plots and histograms	Analyze change in rates, mean, and percentage

Appendix F: What does the **WEDJ COMMITMENT** look like?

Being...	Students	Parents/family members	Staff
Safe by...	<p>following WEDJ safety rules</p> <p>staying healthy (wash hands frequently, eat nutritious foods, get at least 8 hours of sleep, bathe regularly, clean/floss teeth daily)</p>	<p>supporting the WEDJ safety rules (keeping prohibited items at home)</p> <p>modeling supervision at home</p> <p>staying healthy (wash hands frequently, eat nutritious foods, bathe regularly, clean/floss teeth daily)</p> <p>keeping sick students at home</p> <p>contacting school to communicate absences</p>	<p>communicating and enforcing WEDJ safety rules</p> <p>confiscating prohibited items</p> <p>providing supervision of students at all times</p> <p>staying healthy (wash hands frequently, eat nutritious foods, get at least 8 hours of sleep, bathe regularly, clean/floss teeth daily)</p> <p>staying home when sick</p>
Creative by...	<p>taking risks with new ideas</p> <p>learning from mistakes</p> <p>adding something special to everything you do</p> <p>making connections between things that are not obviously connected</p>	<p>being open to new ideas</p> <p>taking risks with new ideas</p> <p>learning from mistakes and not being afraid to admit them</p> <p>modeling for children and talking about how you add your special touch to what you do (cooking, cleaning, decorating, hobbies)</p>	<p>being open to new ideas</p> <p>taking risks with new ideas</p> <p>learning from mistakes and being open to admitting them</p> <p>customizing WEDJ materials for students</p> <p>providing a stimulating, distinctive classroom space</p>
Prepared by...	<p>having materials ready for start of class</p> <p>putting name on all school work</p> <p>taking responsibility for choices</p> <p>maintaining neat school materials</p>	<p>labeling child's belongings from home</p> <p>providing a zippered backpack to carry school materials</p> <p>maintaining a clean work environment</p> <p>reading with your children</p> <p>participating with students in their research projects</p> <p>helping students study for tests</p>	<p>having materials ready for teaching before class begins</p> <p>labeling student belongings at school</p> <p>using planning times to organize materials and reflect on how to improve teaching and learning</p> <p>contacting parents to let them know what students have missed when absent</p>

Being...	Students	Parents/family members	Staff
Respectful by...	<p>attending school and being punctual for each class</p> <p>staying on task</p> <p>abiding by staff and parent requests</p> <p>demonstrating care with school and community property</p> <p>speaking positively (no profanity or name-calling);</p> <p>helping others to stay on task</p> <p>not distracting others</p> <p>celebrating own and others' success</p> <p>respecting the privacy of others</p> <p>viewing only appropriate content online</p> <p>wearing neat clothing</p>	<p>making sure students arrive on time for school</p> <p>helping others</p> <p>speak positively</p> <p>celebrating own and others' success</p> <p>arranging for teacher meetings outside of classroom time</p> <p>returning forms promptly</p> <p>demonstrating care with school, home, and community property</p> <p>setting goals with child and teacher</p> <p>modeling use of appropriate language</p> <p>viewing only appropriate content online</p> <p>informing school of alternative transportation arrangements</p> <p>parking so not to interfere with others</p> <p>modeling respecting the privacy of others</p> <p>modeling the wearing of neat clothing</p>	<p>starting and ending classes on time</p> <p>helping others</p> <p>participating with students in research project</p> <p>giving students extra support as needed</p> <p>speaking positively</p> <p>celebrating own and others' success</p> <p>demonstrating care with school and community property</p> <p>parking so not to interfere with others</p> <p>communicating with parents and students regularly through newsletters, online reporting, and interview days</p> <p>informing students and parents of expectations</p> <p>modeling the wearing neat clothing</p>
Honest by..	<p>telling the truth</p> <p>not cheating or plagiarizing</p> <p>returning borrowed materials</p> <p>admitting mistakes</p>	<p>modeling telling the truth</p> <p>returning borrowed materials</p> <p>admitting mistakes</p>	<p>modeling telling the truth</p> <p>returning borrowed materials</p> <p>admitting mistakes</p>
A Global Arts Leader by...	<p>reducing, recycling, and reusing to protect environment</p> <p>dispose of garbage properly</p> <p>not being a bystander to bullying</p>	<p>reducing, recycling, and reusing to protect environment</p> <p>reading and talking about international news</p> <p>not being a bystander to bullying</p>	<p>reducing, recycling, and reusing to protect environment</p> <p>teaching about strength in diversity as a global goal</p> <p>not being a bystander to bullying</p>

# Appendix P

# DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

## Board Action Proposal

Staff Proposal	School Request
<input checked="" type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input checked="" type="checkbox"/> Notice of Concern	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Notice of Deficiency	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Notice of Probation	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Revocation	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Charter Relinquishment
<input type="checkbox"/> PCSB Policy	

**PREPARED BY:** Charlotte J. Cureton (Staff)

**SUBJECT:** Notice of Concern- 4<sup>th</sup> Quarter Truancy

**DATE:** August 16, 2010

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### **BACKGROUND**

The DCPCSB Charter Review Framework holds schools accountable to annual attendance targets. Additionally, at the DCPCSB's regular monthly meeting in July of 2008 a new attendance and truancy accountability policy was passed to facilitate more timely and incremental monitoring and corrective action support to schools. The policy holds that in order to avoid Board action:

- Public charter local education agencies (LEAs) must maintain an **attendance rate at or above 85%** and a **truancy rate at or below 20% on a quarterly and annual basis.**

*According to the DCPCSB Academic Year '09-'10 4<sup>th</sup> Quarter attendance report the following schools fall above the required truancy threshold:*

School	Attendance (85% +)	Truancy (above 20%)
Arts and Technology PCS	92.27%	26.27%
Booker T. Washington	88.99%	24.79%
Center City/Cap Hill	91.79%	30.29%
Cesar Chavez/Cap Hill	87.42%	21.94%
Cesar Chavez/Parkside	88.41%	21.38%
Community Academy/Amos	89.25%	29.27%
Early Childhood Academy	92.59%	28.57%
Excel Academy	87.63%	21.96%
Friendship Junior/Blow Pierce	92.06%	21.86%



Friendship PCS-Tech Prep	90.05%	26.97%
Hyde Leadership/Lower	91.44%	22.99%
Imagine Southeast	85.43%	31.76%
Maya Angelou/Evans	83.23%	33.33%
Potomac Lighthouse	89.06%	23.43%
William E. Doar/Lower	90.04%	30.94%
William E. Doar/Upper	87.79%	27.23%

## **PROPOSAL**

Per the established policy, the proposal is to issue Notices of Concern to the aforementioned schools for failure to maintain required truancy rates for the 4<sup>th</sup> quarter.

Date: \_\_\_\_\_

PCSB Action: \_\_\_\_\_ Approved \_\_\_\_\_ Approved with Changes \_\_\_\_\_ Rejected

Changes to the Original Proposal: \_\_\_\_\_

Howard Road PCS/ G St is to be added to the list of schools receiving a Notice of Concern for truancy.

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# Appendix Q

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Board Action Proposal

#### Staff Proposal

- ☒ Board Action
- ☐ Notice of Concern
- ☒ Notice of Deficiency
- ☐ Notice of Probation
- ☐ Charter Warning
- ☐ Proposed Revocation
- ☐ Revocation
- ☐ Charter Continuance
- ☐ PCSB Policy

#### School Request

- ☐ Enrollment Ceiling Increase
- ☐ Change in LEA Status
- ☐ Lift Board Action
- ☐ Approve Accountability Plan
- ☐ Operate in a New Location
- ☐ Charter Amendment
- ☐ Approve E-Rate Plan
- ☐ Charter Relinquishment

**PREPARED BY:** Charlotte Jarvis Cureton  
Kimberly Worthington

**SUBJECT:** Proposal to Issue Board Action for Attendance & Truancy – 3<sup>rd</sup> Qtr.

**DATE:** May 16, 2011

#### **BACKGROUND**

The DCPCSB Charter Review Framework holds schools accountable to annual attendance targets. Additionally, at the DCPCSB's regular monthly meeting in July of 2008, a new attendance and truancy accountability policy was passed to facilitate more timely and incremental monitoring and corrective action support to schools. The policy holds that in order to avoid Board action:

- Public charter local education agencies (LEAs) must maintain an **attendance rate at or above 85%** and a **truancy rate at or below 20%** *on a quarterly and annual basis.*

*According to the DCPCSB Academic Year 2010-2011 3<sup>rd</sup> Quarter attendance report, the following schools fall below the required attendance threshold:*


<u>School</u>	<u>at or above 85% (Required)</u>
Hope Community PCS-Lamond Campus	83.59%
William E. Doar, Jr.PCS of the Performing Arts (Upper Campus)	84.71%

According to the DCPCSB Academic Year 2010-2011 3<sup>rd</sup> Quarter attendance report, the following school falls above the required truancy threshold:

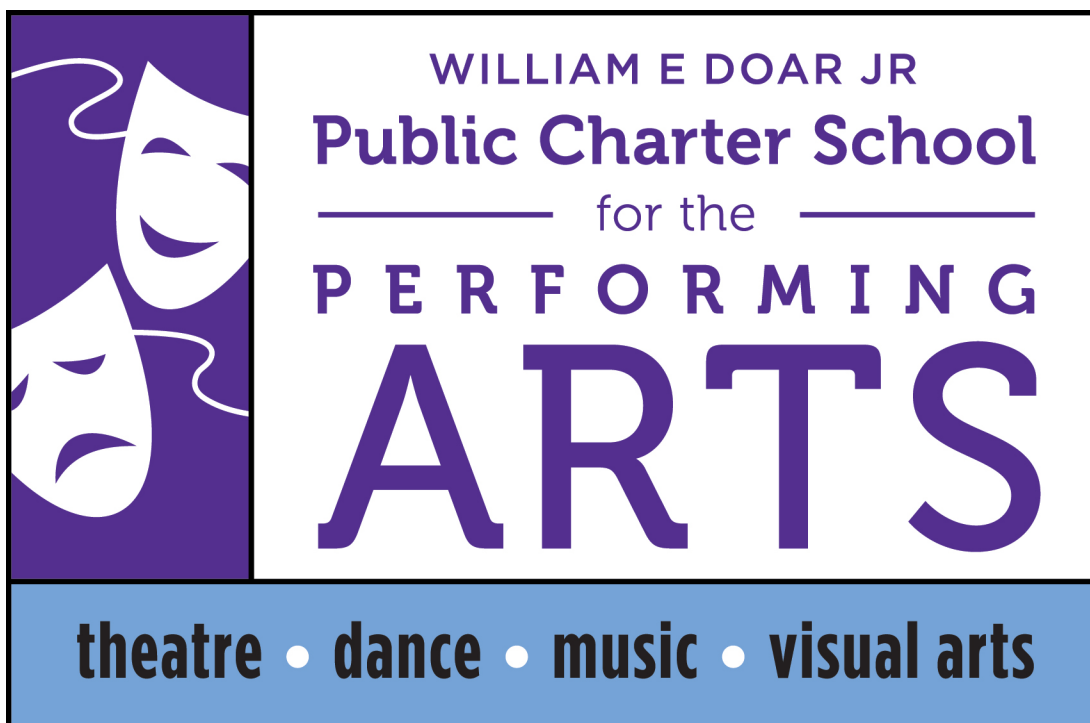
<u>School</u>	<u>below 20% (Required)</u>
Hope Community PCS – Lamond Campus	25.49%
William E. Doar, Jr.PCS of the Performing Arts (Upper Campus)	40.5%

PROPOSAL

Per the established policy, the proposal is to issue Notices of Deficiency to the aforementioned schools for failure to establish and maintain required attendance and/or truancy rates.

Date: <u>5/16/11</u>
PCSB Action: <input checked="" type="checkbox"/> Approved <input checked="" type="checkbox"/> <del>Approved with</del> Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal: 
_____
_____
_____

# Appendix R



**Public Charter School Board Annual Report 2011-2012 for  
The William E. Doar Jr. Public Charter School  
for the Performing Arts**

**705 Edgewood Street, NE, 2nd Floor  
Washington, DC 20017  
202-269-4646 (phone)  
202-403-3222 (fax)  
[www.wedjschool.us](http://www.wedjschool.us)**

**Andrew Rivers, Chairman**

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## WEDJ PCS Board and Staff (2011-2012)

### Board of Directors

Marco McMillian, Chair  
Executive Director  
Phi Beta Sigma Fraternity, Inc.  
Non-DC Resident

Andrew Rivers, Vice-Chair  
Chief of Staff  
Howard University  
DC Resident

Jeanette M. Staton, Parent  
DC Resident

Tanya Hales, Parent  
DC Resident

Eric Key  
Director  
University of Maryland University College  
Arts Program  
DC Resident

Leslie Crawford, Chairman  
Deputy Director, ODEO  
FDIC

Samantha Smith

Sandra Wallace  
DC Resident

Dr. Yolanda J. Butler

### Staff

#### *Leadership*

John Goldman, Acting Executive Director  
Ricardo Henry, Jr., Principal

#### *Teachers*



Larissa Christen	PreK
Karen Haskins	PreK
Talithia Palmer	PreK
Charlene Polk	PreK
Amiyra Collins	1st grade
Azure Drew	1st grade
Evelyn Exum	1st grade
Elston Johnson	2nd grade
Alyssa Schwenk	2nd grade
Tamika Clegg	3rd grade
Quiana Rowe	3rd grade
Rosalee Hanson-Robinson	5th grade
Arin Noble	5th grade
Deana Kensler	kindergarten
Lakeshia Bradshaw	multi-grades
Lupita-Maria Dehaney	English
Anthony Sessoms	science
Dontae Hamlett	music
Brandon White	drama
Aaron Jackson	drama
Stephanie Burrill	dance
Brian Harris	dance
Marsha Deguzman	special education
Santosh Kamalakar	special education
FrancoBujosa	English language learning

#### **Current Board of Directors** (2012-2013)

Andrew Rivers, Chair  
Chief of Staff  
Howard University

Tanya Hales, Secretary  
Parent

Eric Key  
Director  
University of Maryland University College  
Arts Program

Marco McMillian  
Executive Director  
Phi Beta Sigma Fraternity, Inc.  
Non-DC Resident

Samantha Smith  
Community Member

Jeanette M. Staton  
Parent

Sandra Wallace  
Community Member

### **Current Staff** (2012-2013)

#### *Leadership*

John Goldman, Acting Executive Director

Dr. Barbara Smith, Principal

John Manahan, Chief Operating Officer

#### *Teachers*

Ashley Almonte	Elementary
Franco Bujosa	ELL Teacher
Grace Cadag	Librarian/Media Manager
Larissa Christen	Pre-K
Keisha Cofield-Lynch	Visual Arts Teacher
Thomas Commeret	Middle School ELA
Debra Corcoran	Elementary
Azure Drew	Elementary
Evelyn Exum	Elementary
Sarah Hamilton	Pre-K
Rosalee Hanson-Robinson	Elementary
Brian Harris	Dance
John Howard	Elementary
Alexandra Huddleston	Elementary
Candice Iloh	Pre-K
Santosh Kamalakar	SPED - Elementary
Deana Kensler	Elementary
Talithia Long-Palmer	Pre-K
Natasha Mason	Elementary
Lakisha Moore	Middle School Math
Tanisha Nugent	Elementary
Charlene Polk	Pre-K
Jermal Powell	Elementary
Jessica Rave	Middle/Elementary School Social Studies
Melanie Roberts	SPED - Middle
Anthony Sessoms	Middle/Elementary Science
Lakesha Simmons-Bradshaw	Elementary
Shiryl Vernaiz	Elementary

# Annual Report Narrative

## I. School Description

### A. Mission

The William E. Doar Jr. Public Charter School for the Performing Arts will foster a safe, creative, enjoyable and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the global society.

### B. School Program

1. In 2011-2012, WEDJ served PreK through 8th grade.
2. Curriculum design and instructional approach:

WEDJ PCS is unique among DC's charter and public schools because of its focus on the performing arts. WEDJ develops scholars, artists, and leaders by combining rigorous academics with high-quality music, dance, and theatre instruction and a leadership component.

In 2011-2012, WEDJ used the America's Choice curriculum. After weak test scores indicated a change in approach would be beneficial, as of 2012-2013, we are shifting to a new customized curriculum called Arts to the Core, which is standards-based curriculum aligned with common core state standards.

WEDJ PCS is committed to providing a rigorous curriculum that is embedded in exceptional practices of teaching and learning. Students will master essential skills and knowledge in English language arts and Mathematics necessary for high school and college preparation. Students will complete project-based work that is completely aligned with the common core state standards to apply their skills and knowledge. This research-based approach engages student interest and leads to increased standardized test scores.

Our new customized Arts to the Core Curriculum draws on a range of resources. The distinctive WEDJ academic program is informed by the National Center on Education and the Economy, Harvard Project Zero, North Carolina State University College of Education, McGraw-Hill, and other commercial publications.

Each year the WEDJ PCS will determine academic priorities. For the 2012-2013 school year the emphasis is twofold:

- Focus on mastery of essential skills in English Language Arts (ELA) and Mathematics from PreK through eighth grade.
- Implementation of Arts Conservatory partnerships from PreK to grade 8

The academic program is designed to make the goals transparent in each subject area, so students and families know exactly what has been mastered and what has yet to be completed. It is important that students do not move on to higher grades without having a solid understanding of the grade level expectations.

3. Key mission-related programs: WEDJ's conservatory arts partnerships, our leadership class, and our chess program all contribute significantly to the academic, character, social, and all-around formation of our students.

Our arts partners include the Kirov Academy of Ballet of Washington, DC, the National Philharmonic, and the Shakespeare Theatre Company.

### *Ballet*

Instructors from the Kirov Academy of Ballet will teach dance to WEDJ students. In addition to ballet instruction, throughout the year, KAB will present a series of eight one-hour lecture demonstrations for all WEDJ students that explore the history of ballet. These interactive performances will demonstrate how ballet evolved, and will integrate lessons in history, geography, language, and multiculturalism, reinforcing the WEDJ philosophy of blending academics with arts.

All WEDJ students will attend two matinee performances at the Kirov Academy of Ballet during the year. In December, students will attend a performance of the enduring classic *The Sleeping Beauty*. In May, students will see *La Sylphide, Act II* and George Balanchine's *Allegro Brillante*.

Dance instruction promotes skills and knowledge that transcend the stage, including

- Musicality
- Self-esteem
- Discipline
- World history and an appreciation of different cultures
- Coordination and strength
- Socialization and collaboration that comes from working closely with others

Here's what students can look forward to in ballet classes in the 2012-2013 school year.

### **Beginners**

Students with no prior ballet training will be introduced to the principles and vocabulary of dance. Students learn coordination, rhythm, ballet positions, and technique. These students will participate in ballet classes one hour each week.

### **Intermediate**

Students with prior ballet experience, who choose dance as one of their areas of concentration, will continue to develop ballet technique, using the Vaganova tradition of classical Russian ballet. The Vaganova method emphasizes attention to the whole body, and uses the upper body as much as the legs and feet. Intermediate-level students will learn practical skills, muscular self-control, and coordination.

### **Advanced**

Students with significant ballet experience, who choose dance as their main area of concentration, will focus on the Vaganova traditions of repetitive exercises to build strength while perfecting movements. They will gain strength needed to prepare for pointe work or boy's technique.

### *Music*

Through our partnership with the National Philharmonic, WEDJ students from kindergarten through eighth grade will receive world-class music education, including instrumental and vocal music.

In addition to music instruction, National Philharmonic ensembles will perform for students, at school, several times during the year. Special guest musicians from the Philharmonic will also teach music clinics throughout the year so music students can sharpen their skills in specific areas.

Music education provides a wide range of educational and social benefits beyond simply learning to play an instrument or sing. Whether or not a student chooses to pursue music in higher education or as a career, music instruction from a young age

- Helps the brain develop in areas used for language and reasoning
- Promotes creative thinking and problem solving
- Is correlated with higher standardized test scores and higher grades
- Teaches students about other cultures, which promotes empathy and compassion
- Emphasizes the importance and rewards of concerted effort and hard work
- Demands teamwork and discipline
- Provides an avenue for self-expression, which promotes healthy self-esteem

Here's what students can expect from music classes beginning in fall 2012.

### **Grades K-2**

All kindergarteners, first graders, and second graders will receive violin instruction every day, using the successful Suzuki method. The goal of the first year of violin instruction is for students to learn basic rhythm and violin skills including appropriate bow and violin positions. Students should also develop the discipline to play along with the class. Parents will be invited to observe classes and watch mini-performances one day each semester.

### **Grades 3-5**

Students who select music as one of their two areas of concentration will receive daily instruction in a new piano lab, vocal training, and instruction on an orchestral instrument of their choice.

Students will

- Be divided into three music interest areas: vocal/keyboard, string instruments, and wind/percussion instruments which will meet in separate classes
- Learn to read music
- Develop beginning vocal technique or proficiency on an instrument

Students who do not choose to concentrate in music will receive one hour of general music instruction each week.

### **Grades 6-8**

Students who select music as their primary area of concentration will spend nearly two hours each day participating in intensive instruction tailored to their musical interests and goals. Students will continue their study of piano and pursue individual music projects.

Students concentrating in music will develop significant music reading and piano skills. These students will also create individual or group performance projects to be presented to an audience of peers and families.

### *Theatre*

According to Shakespeare Theatre Company Artistic Director Michael Kahn, if you can act Shakespeare, you can act anything. The same could be said of reading Shakespeare and understanding Shakespeare's plays. That's why studying and performing Shakespeare is an excellent foundation for young actors and scholars, boosting their literacy and comprehension skills while introducing them to the art of performing in a great classical tradition.

WEDJ is partnering with the Shakespeare Theatre Company to provide all of our conservatory classes in theatre. Actors from STC will teach age-appropriate classes to kindergarteners through eighth graders. Education is a significant and critical component of the Shakespeare Theatre Company's

mission, and STC has long offered conservatory classes for serious and established actors as well as classes, camps, and workshops for young people.

In the process of learning about and acting out the plays, students gain significant literacy skills as they expand their vocabularies, learn to look for contextual clues, understand poetic techniques and devices, and learn how to find the main idea in a text and paraphrase it.

In the fall, all students will study *A Midsummer Night's Dream* and see the full-length professional Shakespeare Theatre Company production. In the spring, students will focus on *Romeo and Juliet* and then see the STC production.

Here's what else students can expect from their theater classes this fall.

### **Grades K-2**

Learn about Shakespeare's stories and characters through storybook adaptations of the plays.

### **Grades 3-5**

Read scenes from the plays, analyze the text, and perform scenes from the plays.

### **Grades 6-8**

Read the plays, analyze the text, and perform condensed versions of the play on stage for their peers and families.

### *Leadership*

PAL–Promoters of the Arts and Leadership–is a new course at WEDJ that provides every student with an opportunity to develop and improve critical leadership skills and character traits. Each morning students will take part in a graded course designed to prepare our students to become global leaders in the arts.

PAL will teach students about elements of a strong character, such as

- caring
- sharing
- honesty
- friendship
- manners
- good citizenship
- being a team player

PAL will also teach students techniques to help them

- be thorough and precise on tests

- achieve top grades on assignments
- learn how physical and mental health can contribute to learning

Without character and health, an artist's reach is limited. We want WEDJ artists to be amazing role models, so we teach them about the whole person, and give them the skills to be successful in college and life.

Every student will have a PAL booklet to read and do activities in at school and at home.

4. Parent involvement: WEDJ has an active PTA, which meets monthly. During the 2011-2012 school year, the PTA
  - Helped students create holiday cards for patients at Children's National Medical Center
  - Distributed discounted tickets to the circus
  - Earned grant funding to promote health and wellness activities
  - Worked with Pepco, the Greater Washington Urban League, and the DC PTA to help eighth graders buy prom clothes and shoes
  - Piloted a healthy snack store
  - Provided health snacks and drinks to the cast and crew of *Mulan Jr* during rehearsals
  - Worked with the school nurse to promote good hygiene among students and teach students about how to prevent and treat dehydration

### C. School Staff Characteristics

1. 2011-2012 Leadership  
John Goldman, Acting Executive Director  
Ricardo Henry, Principal  
  
2012-2013 Leadership  
John Goldman, Acting Executive Director  
Dr. Barbara Smith, Principal  
John Manahan, Chief Operating Officer
2. Number of teachers = See Appendix A
3. Number of teacher aides = See Appendix A
4. Average class size = See Appendix A
5. Qualifications and assignments of school staff = See Appendix A
6. Staff attrition rate = See Appendix A
7. Salary range and average salary = See Appendix A



## D. Student Characteristics

See appendix A for all student characteristics.

## E. Finance

### 1. Financials

#### **William E. Doar, Jr. Public Charter School for the Performing Arts** **Balance Sheet** As of June 30, 2012

	<u>Total</u>
<b>ASSETS</b>	
Current Assets	
Total Bank Accounts	737,177
Accounts Receivable	
11000 Accounts Receivable	399,029
Total Accounts Receivable	399,029
Total Other Current Assets	84,238
Total Current Assets	1,220,444
Total Fixed Assets	1,388,771
Total Other Assets	251,916
<b>TOTAL ASSETS</b>	<b>2,861,131</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
21000 Accounts Payable	553,627
Total Accounts Payable	553,627
Total Other Current Liabilities	528,592
Total Current Liabilities	1,082,219
Total Long-Term Liabilities	2,660,419
Total Liabilities	3,742,638
Total Equity	(881,507)
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>2,861,131</b>

#### **William E. Doar, Jr. Public Charter School for the Performing Arts** **Profit & Loss** July 2011 - June 2012

	<u>Total</u>
Income	
41000 Per Pupil Charter Payments	5,033,069
42000 Per Pupil Facilities Allowance	1,278,000
43000 Federal Entitlements	363,426
44000 Other Government Funding/Grants	482,780
45000 Private Grants & Donations	5,043

46000 Activity Fees	54,167
47000 Other Income	7,296
49000 Loss on Disposal of Fixed Assets	(780)
<b>Total Income</b>	<b>7,223,001</b>
<b>Gross Profit</b>	<b>7,223,001</b>
<b>Expenses</b>	
61000 Personnel Salaries and Benefits	4,515,757
62000 Direct Student Expense	274,212
63000 Occupancy Expenses	1,168,662
64000 Office Expenses	329,148
65000 General Expenses	549,664
66000 Depreciation Expense	250,815
66500 Interest Payments	109,289
67000 PTO Expense	(10,260)
<b>Total Expenses</b>	<b>7,187,286</b>
<b>Net Operating Income</b>	<b>35,715</b>
<b>Net Income</b>	<b>35,715</b>

## 2. Budget

### William E. Doar, Jr. PCS for the Performing Arts FY12 Budget

<b>REVENUE</b>		<b>2011-12</b>
Per Pupil Charter		
Payments		\$6,157,960
Federal		
Entitlements		\$673,570
Income from Grants and		
Donations		\$5,500
Activity Fees		\$57,000
Other Income		\$7,739
<b>TOTAL</b>		
<b>REVENUES</b>		<b>\$6,901,770</b>
<b>ORDINARY EXPENSE</b>		
Personnel Salaries and		
Benefits		\$4,579,497
Direct Student Expense		\$387,133
Occupancy		
Expenses		\$1,185,408
Office Expenses		\$289,070
General Expenses		\$627,275
<b>TOTAL ORDINARY</b>		
<b>EXPENSES</b>		<b>\$7,068,383</b>

<b>NET ORDINARY INCOME</b>	<b>-\$166,613</b>
Depreciation Expense	\$224,544
Interest Expense	\$111,048
<b>NET INCOME</b>	<b>-\$502,205</b>

3. One donation of \$500 by Ami Scott was made 3/1/12.

## F. Facilities

See Appendix A

## II. School Performance

### A. Evidence of Performance and Progress

In response to past weak test scores and lower than desired enrollment, WEDJ PCS overhauled our leadership, hired many new teachers, and completely renovated our approach to learning for the 2012-2013 school year.

### B. Lessons Learned and Actions Taken

#### *Instructional programming*

The emphasis in each subject within our new Arts to the Core Curriculum is aimed at the most rigorous expectations from the Common Core State Standards at each grade level. In this way teachers will target concentrated blocks of time to ensure mastery of fewer, more difficult standards, rather than spend precious time repeating easier lessons that have been mastered in previous grades. These challenge expectations have been streamlined into the WEDJ Essential Skills for ELA and Mathematics. This approach addresses alignment of a subject in each grade in a systematic way reducing the gaps that can grow from year to year when only a few students manage to master the most difficult skills and understandings. In addition to providing clarity about the academic goals in these subjects, the mathematics course is complemented in Grades 4 through 8 with chess instruction.

#### *Literacy*

The classroom emphasis on literacy is aligned with the Common Core and specifically the WEDJ Essential Skills. Students will be learning how to study text in a more rigorous and intense fashion. Students will be given books to keep each year rather than return class sets for future students to use. In this way students will be applying the habits of literate people who mark up texts for

many purposes (to emphasize, to build on ideas, to agree, to disagree, to tag for future use).

At the schoolwide level, we have initiated the WEDJ Home Library Project. At the first Back to School Night, parents will be given a take away collection of books in a milk crate to add a variety of texts to their home libraries. Families will be surveyed about whether or not the books catalyzed further interest in reading. They will be asked to share photos of their home libraries growing, in addition to photos of their community library cards. These artifacts will be displayed in a Salute to Literacy at WEDJ.

At the teacher level, the staff will examine the research on homework. It is anticipated that this will lead to making room for students to demonstrate their capacity to be hunters and gatherers of text for classroom use. Rather than count words or the number of books read, the students will be locating informational and fictional text for use in class and for their various project-based research assignments.

#### *Science and Social Studies*

The Science and Social Studies program at the middle school level is complemented by our new research and technology course, which integrates inquiry expectations, library skills, and the applications of technology skills. This is basically an enrichment program built into the curriculum that gives all middle school students a chance to participate.

#### *Leadership*

The development of the PAL Program (Promoting Arts & Leadership) provides deliberate time for teaching about character education, study skills, test taking, community service and health education.

#### *Writing*

Sixth-grade students will begin a three-year novel writing project. In their first year they will record idea-rich points as a detailed outline for their novel. In the seventh grade, they will write their first draft. Then in eighth grade they will revise and polish the draft – and print it for at least three publications –one stored in the library, one in the classroom and one for their home library.

#### *Debate*

All students in eighth grade will learn the craft of formal debate. This will be an authentic focus for teaching speaking skills, and give them vital skill sets for succeeding in high school as well as providing an impressive experience to document for college applications.

#### *Professional development*

The Administrative Practicum (AP) was established for teachers seeking leadership development and responsibilities in the school. These mentors have

direct reports who they provide with formal performance review observations in addition to providing support in the form of team teaching and planning. The AP also serves as a steering committee for providing input into the School Improvement Plan.

We also have numerous ensembles (committees) where all teachers can conduct (chair) or contribute to the workings of the school at the committee level. These committees include:

- School Climate Ensemble
- Professional Development Ensemble
- Professional Reading Club (for all teaching staff)
- Classroom Management Ensemble
- Research & Technology Ensemble
- Standardized Assessment Ensemble
- Report Card Ensemble
- PAL Ensemble

Some meetings have been built into the schedule, such as Vertical Math Team Meeting and Vertical ELA Meetings.

### C. Unique Accomplishments

In 2011-2012, WEDJ PCS

- Was commissioned by, and worked with, the Department of Homeland Security to create a rap video about cybersafety
- Produced a full-length production of *Mulan Jr* at THEARC for students, families, and the community
- Distributed 25 baskets with turkeys and other fixings to families in need at the holidays
- Collected coats during December for families in need
- Served Thanksgiving dinner to the homeless
- Sent eight students on a snowboarding trip
- Participated in the Fannie Mae Walk for the Homeless
- Brought middle school students to Hemlock Overlook ropes course
- Sponsored clothes and accessories for students for 8<sup>th</sup> grade prom

# Appendix S

## Standards Report

## P2(A) Middle School Music for Majors

Reporting Term: T1							Teacher Name: Kim Teachout			
Student Name	T1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts				
Belton, Kamari	A 100%	A	B	B	A	B				
Bland, Venia	A 100%	A	B	B	A	B				
Bowman, Remi	A 100%	A	A	A	A	A				
Bynum, JaQuay	A 100%	A	B	B	A	A				
Castro-Guevara, Elizabeth	A 100%	A	A	A	A	A				
Cooper, Krysten	A 100%	A	B	B	A	A				
Davis, Tre'von	A 100%	A	A	A	A	A				
Ferguson III, Garrette	A 100%	A	B	B	A	A				
Flack, Jeremiah	A 100%	A	A	A	A	A				
Hales, Jordan	A 100%	A	A	A	A	A				
Jackson, Kiona	A 100%	A	B	B	A	A				
Johnson, Donald	A 100%	A	B	B	A	A				
Johnson, Emmanuel	A 100%	A	B	B	A	A				
Johnson, Niya	A 100%	A	A	A	A	A				
Jones, De'Sean	A 100%	A	A	A	A	A				
Parker, Marques	A 100%	A	A	A	A	A				
Reynolds, Jeremiah	A 100%	A	A	A	A	A				
Tate, Kristian	A 100%	A	A	A	A	A				
Washington, Monique	A 100%	A	B	A	A	A				

## Standards Report

## P5(A) 4th Grade Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand basic terms (Grade 4 level) in music	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for music				
Allen, Legacy	B 89%	A	B	B	A	A				
Brickhouse, Lemari	B 83%	A	B	B	A	A				
Bynum, Dawntay	A 94%	A	B	B	A	A				
Davage, Zoe	A 100%	A	A	A	A	A				
Dory, ZaKia	A 94%	A	B	B	A	A				
Edwards, Samaria	A 100%	A	A	A	A	A				
Evans, Antwan	A 100%	A	A	A	A	A				
Fuentes, Sarai	A 100%	A	A	A	A	A				
Graham, Morgan	A 100%	A	B	B	A	A				
Graham, Saniya	B 83%	A	B	B	A	A				
Green, Makenzie	A 100%	A	B	B	A	A				
Kamara, Nia	A 100%	A	A	A	A	A				
Lawson, Timon	A 100%	A	A	A	A	A				
Mathews, Journey	A 100%	A	A	A	A	A				
McClain, Delonta	A 100%	A	A	A	A	A				
Moore, Linneyah	B 83%	A	B	B	A	A				
Neal, Makayla	B 78%	A	B	B	A	A				
Ray, Taeja	A 100%	A	A	A	A	A				
Rennie, Imiyah	A 94%	A	A	A	A	A				
Washington Jr, Tyler	B 83%	A	B	B	A	A				
Wood, Raenia	B 89%	A	B	B	A	A				



## Standards Report

## P5(A) 4th Grade Music

Reporting Term: T1

Teacher Name: Scarlett Zirkle

Student Name	T1 - Final Grade	Understand basic terms (Grade 4 level) in music	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for music				
Barkley, Lalani	A 100%	A	A	A	A	A				
Bishop, Tatianna	A 100%	A	B	A	A	A				
Bonaparte, Davida	A 100%	A	B	A	A	A				
Butler, Malika	A 96%	A	B	A	A	A				
Cooper, Lathaniel	B 88%	A	B	A	A	A				
Darby, Cheyenne	A 100%	A	B	A	A	A				
Futrell, Zyaire	B 88%	A	B	B	A	A				
Gadson, Morgan	A 96%	A	A	A	A	A				
Hernandez, Jackson	A 100%	A	B	A	A	A				
Johnson-Banks, Jaenell	A 100%	A	A	A	A	A				
Lee, Jad'n	A 96%	A	B	B	A	A				
Lewis, Raziah	A 100%	A	A	B	A	A				
Massey, Chinyere	A 100%	A	B	B	A	A				
Miller, Diamond	A 100%	A	B	A	A	A				
Murphy, Darnell	A 100%	A	B	B	A	A				
Newsome, Aniya	A 100%	A	A	A	A	A				
Richardson, Alyssa	A 100%	A	A	A	A	A				
Robinson, JaiQur	A 96%	A	B	B	A	A				
Simpson, Antonio	A 96%	A	B	B	A	A				
Yarborough, Jarvell	A 100%	A	A	A	A	A				

## Standards Report

## P4(A) 2nd Grade Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand basic (Grade 2 level) violin terms in music	Wait quietly for instruction	Stay on task	Cooperate with others (in class & at play)	Use class materials respectfully				
Barnhill, Mercedes	A 100%	M	M	M	M	M				
Belton, Isaiah	B 87%	M	S	S	M	M				
Blair, Christian	B 85%	M	S	S	M	M				
Broadie, Kyle	B 83%	M	S	S	M	M				
Davis, Lyle	B 81%	M	S	S	M	M				
Garrett, Jelani	A 100%	M	S	S	M	M				
Geter, Sirrona	A 96%	M	S	S	M	M				
Glascoe, Alana	A 100%	M	S	S	M	M				
Harris, Rashad	A 92%	M	S	S	M	M				
Jay, Leryc	A 96%	M	M	M	M	M				
Johnson-Banks, Danielle	A 96%	M	M	M	M	M				
Lafirme, Amari	B 81%	M	S	S	M	M				
Lewis, Alonzo	A 100%	M	S	S	M	M				
Marks, Keith	B 88%	M	S	S	M	M				
Marti, Tristian	A 100%	M	M	M	M	M				
Mathews, Inaya	B 89%	M	M	M	M	M				
McBride, Carlenzo	B 88%	M	S	M	M	M				
Mobley, Hayden	A 100%	M	S	S	M	M				
Randall, Janiya	A 100%	M	M	M	M	M				
Reynolds, Princess	A 96%	M	S	S	M	M				
Ridley, Chosaun	A 100%	M	M	M	M	M				
Sissoko, Kadiatou	A 96%	M	S	S	M	M				
Sparks, Destiny	A 100%	M	M	M	M	M				
Taylor, Kendra	A 100%	M	M	M	M	M				

## Standards Report

## P4(A) 2nd Grade Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand basic (Grade 2 level) violin terms in music	Wait quietly for instruction	Stay on task	Cooperate with others (in class & at play)	Use class materials respectfully				
Allen, Ja'Mya	B 83%	M	S	S	M	M				
Anderson, Sienna	B 88%	M	S	S	M	M				
Ayers, Caysi	B 88%	M	S	S	M	M				
Bell, Nicholas	B 88%	M	M	M	M	M				
Bryant, Elijah	A 92%	M	M	M	M	M				
Camara, Gaoussou	A 92%	M	S	S	M	M				
Carter, Makiya	A 92%	M	S	S	M	M				
Dembele, Djibril	A 96%	M	S	S	M	M				
Dory, Harmony	A 100%	M	M	M	M	M				
Estep, J'Niiyrah	A 100%	M	M	M	M	M				
Graham, Jaylah	B 77%	M	S	S	M	M				
Ham, Sahali	B 85%	M	S	S	M	M				
Herrion, Dawn	A 92%	M	M	M	M	M				
Law, Jeremiah	A 100%	M	S	S	M	M				
Lewis, Dorian	A 92%	M	S	S	M	M				
Owens Jr., Christopher	B 76%	M	S	S	S	M				
Roberts, Latayvia	B 86%	M	M	M	M	M				
Thornton, Micheal	B 88%	M	S	S	M	M				
Wilson, Kaden	A 96%	M	S	S	M	M				

# Standards Report

# P3(A) 1st Grade Music

Reporting Term: T1

Teacher Name: Scarlett Zirkle

Student Name	T1 - Final Grade	Understand Grade 1 level violin terms	Wait quietly for instruction	Stay on task	Cooperate with others (class, and at play)	Uses class materials respectfully				
Bonaparte, Keshawn	A 93%	M	S	S	M	M				
Brantley, Kenedi	B 85%	M	S	S	M	M				
Castro-Guevara, Mattias	A 100%	M	M	M	M	M				
Douglas, Prince Elijah	A 96%	M	M	M	M	M				
Green, Morgan	B 89%	M	S	S	M	M				
Johnson, Dylan	A 100%	M	M	M	M	M				
Massey, Mahari	B 75%	M	S	S	M	M				
McCoy, Quincee	A 92%	M	S	S	M	M				
Medwinter, Sierra	A 92%	M	M	M	M	M				
Najera, Elie	B 88%	M	M	M	M	M				
Orellana, David	B 74%	M	M	M	M	M				
Paire, Daniel	A 100%	M	M	M	M	M				
Randall, Jalila	A 92%	M	M	M	M	M				
Sheffield, Romello	B 89%	M	S	S	M	M				
Snipes, Derick	A 100%	M	M	M	M	M				
Waugh, Rashon	A 93%	M	S	S	M	M				

## Standards Report

## P3(A) 1st Grade Music

Reporting Term: T1

Teacher Name: Scarlett Zirkle

Student Name	T1 - Final Grade	Understand Grade 1 level violin terms	Wait quietly for instruction	Stay on task	Cooperate with others (class, and at play)	Uses class materials respectfully				
Castro-Guevara, Rafael	A 96%	M	M	M	M	M				
Cooper, Sylvia	A 96%	M	M	M	M	M				
Dyer, Lyric	A 96%	M	M	S	M	M				
Evans, Zyriah	B 85%	M	M	S	M	M				
Hopkins, Crystal	A 92%	M	M	S	M	M				
Jefferson, Neille	B 81%	M	S	S	M	M				
Johnson, Genisis	B 70%	M	S	S	M	M				
Jones, Jack	B 85%	M	S	S	M	M				
Kondo-Freeman, Zahara	A 100%	M	M	M	M	M				
Lynch, Josiah	A 92%	M	M	S	M	M				
McCoy, Aniyah	A 100%	M	M	M	M	M				
Parrish, Jadore	A 100%	M	M	M	M	M				
Woodland, Mikayle	A 96%	M	M	S	M	M				

## Standards Report

## HR(A) Kindergarten Pal Program

Reporting Term: T1							Teacher Name: Stephanie Burrill			
Student Name	T1 - Final Grade	Demonstrate large muscle skills (jumping)	Demonstrate small muscle skills (use of scissors)	Demonstrate small muscle skills (ease of use of pencil & other writing t...	Perform self care tasks independently	Actively participate in recess time				
Barnes, Jaslene	n/a --	M	M	M	M	M				
Belton, Cherish	n/a --	M	M	M	M	M				
Bishop, Layliah	n/a --	M	M	M	M	M				
Bynum, Jordan	n/a --	M	M	M	M	M				
Fonseca, Kember	n/a --	M	M	M	M	M				
Girma, Leah	n/a --	M	M	M	M	M				
Gordon, Anthony	n/a --	M	S	M	M	M				
Graham, Samajai	n/a --	M	M	M	M	M				
Holliday, Brianna	n/a --	M	M	M	M	M				
Jamison, Kimorah	n/a --	M	M	M	M	M				
Love, Kamya	n/a --	M	M	M	M	M				
Parrish, Justice	n/a --	M	M	M	M	M				
Pearson, Amira	n/a --	M	M	M	M	M				
Sissoko, Mariam	n/a --	M	M	M	M	M				
Summers, Brooklynn	n/a --	M	M	M	M	M				

Reporting Term: Q1		Teacher Name: ARTS MAJORS								
Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bradshaw, Krasil	n/a --	A	A	A	A	A				
Bynum, Dawntay	n/a --	A	A	A	A	A				
Cooper, Lathaniel	n/a --	A	B	A	A	A				
Dory, ZaKia	n/a --	A	A	A	A	A				
Jackson, Kiona	n/a --	A	A	A	A	A				
Johnson, Shawn	n/a --	A	B	B	A	A				
Lee, Kevon	n/a --	A	B	B	B	B				
Mason-Butler, Elijah	n/a --	A	B	B	A	A				
Miles, ShaRhonda	n/a --	A	A	A	A	B				
Moore, Linneyah	n/a --	A	B	B	A	A				
Neal, Makayla	n/a --	A	B	B	A	A				
Richard-Hurley, Ameerah	n/a --	A	B	B	A	A				
Richardson, Alyssa	n/a --	A	A	A	A	A				
White, Tyuan	n/a --	A	B	B	A	A				

## Standards Report 2012-2013

## P15(A) ELEM Major Art

Reporting Term: Q1							Teacher Name: ARTS MAJORS			
Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Barkley, Lalani	n/a --	A	A	A	A	A				
Bates, Jasiah	n/a --	A	A	A	A	A				
Battle Jr., Mitchell	n/a --									
Bedney, Santavia	n/a --	A	B	B	A	A				
Brown, JaVaughn	n/a --	A	A	A	A	A				
Castro-Guevara, Elizabeth	n/a --	A	A	A	A	A				
Cawthorne, Triniti	n/a --	A	A	A	I	A				
Cooper, Lathaniei	n/a --	B	I	I	I	A				
Culbreth, Elijah	n/a --	A	A	A	A	A				
Daniels, Jamal	n/a --	A	A	A	A	A				
DeLeon, William	n/a --	A	A	A	A	A				
Dickerson, Kristian	n/a --	A	A	B	I	A				
Evans, Antwan	n/a --	A	A	I	B	A				
Fletcher, Tyler	n/a --	B	I	I	I	A				
Garner, Cornthian	n/a --	A	A	A	A	A				
Green, Kaila	n/a --	A	B	A	A	A				
Hawkins, Kwame	n/a --	A	A	A	B	I				
Johnson-Banks, Jaenell	n/a --	I	I	I	B	A				
Jordan, Amori	n/a --	A	A	A	A	A				
Kearney Jr, Pierre	n/a --	A	A	A	A	A				
Lawson, Timon	n/a --	A	A	A	B	I				
Lee, Kevon	n/a --	B	I	I	I	A				
Lightbourne, Anthony	n/a --	A	A	A	A	A				
Lurk, Syncere	n/a --	A	A	A	A	A				
Madison, Eric	n/a --	A	A	A	B	B				
Mason-Butler, Elijah	n/a --	A	I	I	B	A				
Massey, Chinyere	n/a --	A	A	A	A	A				
McClain, Delonta	n/a --	A	A	B	B	I				
Miles, ShaRhonda	n/a --	A	A	A	A	A				
Miller, Diamond	n/a --	A	A	A	A	A				
Murphy, Darnell	n/a --	A	A	I	A	B				
Posey, Jakai	n/a --	A	B	B	B	I				



Reporting Term: Q1		Teacher Name: ARTS MAJORS								
Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Richard-Hurley, Ameerah	n/a --	A	I	I	B	A				
Robinson, JaiQur	n/a --	A	A	A	A	A				
Rogers, Gabrielle	n/a --	A	I	I	I	B				
Smith, Samir	n/a --	A	A	B	I	A				
Washington, Kendra	n/a --	A	A	A	A	A				
Washington Jr, Tyler	n/a --	A	A	B	A	I				
White, Tyuan	n/a --	A	A	I	I	A				
Yarborough, Jarvell	n/a --	A	A	B	A	A				
Yarborough, Laneah	n/a --	A	A	B	B	A				

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q1							Teacher Name: ARTS MAJORS			
Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --	I	B	I	B	B				
Baker, Tommi	n/a --	B	B	B	B	B				
Barkley, Lalani	n/a --	B	B	B	B	B				
Bishop, Tatianna	n/a --	B	I	B	B	B				
Brickhouse, Lemari	n/a --									
Butler, Malika	n/a --	B	B	B	I	B				
Bynum, Dawntay	n/a --	I	I	I	I	I				
Coffer, Jordan	n/a --	B	B	B	B	I				
Darby, Cheyenne	n/a --	I	I	B	B	I				
Davage, Zoe	n/a --									
Dickerson, Kristian	n/a --	I	I	I	I	I				
Dory, ZaKia	n/a --	B	B	B	B	B				
Dudley, Ayasha	n/a --	B	B	B	B	B				
Edwards, Samaria	n/a --	I	B	B	B	B				
Felix, Naudia	n/a --	I	I	I	I	I				
Fuentes, Sarai	n/a --	I	I	I	B	I				
Glover, Ciara	n/a --	B	B	B	B	I				
Graham, Saniya	n/a --	B	A	B	B	B				
Green, Kaila	n/a --	B	B	B	B	I				
Green, Makenzie	n/a --	I	I	I	I	I				
Hales, Jordan	n/a --	B	B	B	B	I				
Jackson, Kiona	n/a --	B	B	I	B	B				
Kamara, Nia	n/a --	I	I	I	I	I				
Lewis, Raziah	n/a --	I	I	I	I	I				
Lytle, Paul	n/a --	B	B	B	B	B				
Massey, Chinyere	n/a --	I	I	I	I	I				
Miller, Diamond	n/a --	I	I	I	I	I				
Moore, Linneyah	n/a --	I	I	I	I	I				
Neal, Makayla	n/a --	I	I	I	B	I				
Newsome, Aniya	n/a --	B	B	B	B	I				
Rennie, Imiyah	n/a --									
Riley, Kenneth	n/a --	A	B	A	A	A				

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q1		Teacher Name: ARTS MAJORS								
Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Rogers, Gabrielle	n/a --	B	B	B	B	I				
Smith, Samir	n/a --	I	I	I	I	I				
Stankiewicz, Summa	n/a --	I	B	B	B	B				
Stephens, Brooke	n/a --	B	B	B	B	B				
Talley, Selena	n/a --	B	B	B	B	B				
Tyler, Liane	n/a --	B	I	B	B	B				
Washington, Jazmine	n/a --	B	B	B	B	B				
Webster, Breia	n/a --	I	I	I	I	I				
Wilkerson, Aniyah	n/a --	B	I	B	B	I				
Williams, Aneesa	n/a --	B	B	B	B	B				
Williams, Morgan	n/a --	B	I	B	B	B				
Williams, Zaria	n/a --	B	I	I	I	I				
Wilson, Isis	n/a --	A	A	A	A	B				
Wilson-Kennedy, Kiyaan	n/a --	B	B	B	B	B				
Wood, Raenia	n/a --	I	I	I	I	I				
Yarborough, Laneah	n/a --	B	B	B	B	B				

Reporting Term: Q1

Teacher Name: ARTS MAJORS

Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --	A	A	A	A	A				
Bedney, Santavia	n/a --	A	B	B	A	A				
Bishop, Tatianna	n/a --	A	B	B	A	A				
Brickhouse, Lemari	n/a --	A	B	B	A	A				
Brown, JaVaughn	n/a --	A	A	A	A	A				
Butler, Malika	n/a --	A	B	B	A	A				
Castro-Guevara, Elizabeth	n/a --	A	A	A	A	A				
Daniels, Jamal	n/a --	A	B	B	A	A				
Dudley, Ayasha	n/a --	A	B	B	A	A				
Fuentes, Sarai	n/a --	A	B	B	A	A				
Graham, Saniya	n/a --	A	B	B	A	A				
Green, Makenzie	n/a --									
Hales, Jordan	n/a --	A	A	A	A	A				
Jenkins, Oct'avia	n/a --	A	A	A	A	A				
Lawson, Timon	n/a --	A	B	B	A	A				
Lurk, Syncere	n/a --	A	B	B	A	A				
Robinson, JaiQur	n/a --	A	B	B	A	A				
Stankiewicz, Summa	n/a --	A	A	A	A	A				
Stephens, Brooke	n/a --	A	A	A	A	A				
Tyler, Lianea	n/a --	A	A	A	A	A				
Washington, Jazmine	n/a --	A	A	A	A	A				
Wilkerson, Aniyah	n/a --	A	A	A	A	A				

Reporting Term: Q1		Teacher Name: ARTS MAJORS								
Student Name	Q1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bates, Jasiah	n/a --	B	I	B	B	A				
Battle Jr., Mitchell	n/a --	B	B	B	B	B				
Blair, Noah	n/a --	B	B	B	B	B				
Butler, Ladaveon	n/a --	B	B	B	B	B				
Calhoun, Rashad	n/a --	B	A	A	A	A				
Cawthorne, Triniti	n/a --	B	I	I	A	A				
DeLeon, William	n/a --	B	A	A	A	A				
Fletcher, Tyler	n/a --	B	B	B	B	B				
Gadson, Morgan	n/a --	B	B	B	B	B				
Harris, Damion	n/a --	B	B	B	B	A				
Johnson-Banks, Jaenell	n/a --	B	A	A	A	A				
Kearney Jr, Pierre	n/a --	B	B	I	I	A				
Madison, Eric	n/a --	B	B	B	B	B				
Murphy, Darnell	n/a --	B	B	B	B	A				
Posey, Jakai	n/a --	B	I	I	I	A				
Proctor, Michael	n/a --	I	I	I	I	I				
Scott Jr., Delonte	n/a --	B	B	B	B	A				
Smith, Samir	n/a --	B	I	B	B	A				
Talley, Selena	n/a --	B	A	A	A	A				
Tate, Kristian	n/a --	A	A	A	A	A				
Washington, Kendra	n/a --	B	A	A	A	A				
Williams, Zaria	n/a --	B	I	I	B	A				

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q2						Teacher Name: ARTS MAJORS				
Student Name	Q2 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --									
Baker, Tommi	n/a --						A	A	A	A
Barkley, Lalani	n/a --	B	B	B	B	B				
Bishop, Tatianna	n/a --	B	B	B	B	B				
Brickhouse, Lemari	n/a --									
Butler, Malika	n/a --	B	B	B	B	B				
Bynum, Dawntay	n/a --	A	A	A	A	A				
Coffer, Jordan	n/a --						A	A	A	A
Darby, Cheyenne	n/a --	B	B	B	B	B				
Davage, Zoe	n/a --									
Dickerson, Kristian	n/a --									
Dory, ZaKia	n/a --	I	I	I	I	I				
Dudley, Ayasha	n/a --						B	B	B	B
Edwards, Samaria	n/a --	B	B	B	B	B				
Felix, Naudia	n/a --									
Fuentes, Sarai	n/a --	A	A	A	A	A				
Glover, Ciara	n/a --						B	B	B	B
Graham, Saniya	n/a --	B	B	B	B	B				
Green, Kaila	n/a --									
Green, Makenzie	n/a --	I	I	I	I	I				
Hales, Jordan	n/a --						B	B	B	B
Jackson, Kiona	n/a --						B	B	B	B
Kamara, Nia	n/a --	B	B	B	B	B				
Lewis, Raziah	n/a --	I	I	I	I	I				
Lytle, Paul	n/a --									
Massey, Chinyere	n/a --	B	B	B	B	B				
Miller, Diamond	n/a --	B	B	B	B	B				
Moore, Linneyah	n/a --	I	I	I	I	I				
Neal, Makayla	n/a --	B	B	B	B	B				
Newsome, Aniya	n/a --	A	A	A	A	A				
Rennie, Imiyah	n/a --	B	B	B	B	B				
Riley, Kenneth	n/a --						A	A	A	A

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q2						Teacher Name: ARTS MAJORS				
Student Name	Q2 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Rogers, Gabrielle	n/a --									
Smith, Samir	n/a --									
Stankiewicz, Summa	n/a --						B	B	B	B
Stephens, Brooke	n/a --									
Talley, Selena	n/a --						A	A	A	A
Tyler, Lianea	n/a --									
Washington, Jazmine	n/a --									
Webster, Breia	n/a --									
Wilkerson, Aniyah	n/a --						A	A	A	A
Williams, Aneesa	n/a --						B	B	B	B
Williams, Morgan	n/a --									
Williams, Zaria	n/a --						B	B	B	B
Wilson, Isis	n/a --						B	B	B	B
Wilson-Kennedy, Kiyaari	n/a --									
Wood, Raenia	n/a --	I	I	I	I	I				
Yarborough, Laneah	n/a --									

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q2

Teacher Name: ARTS MAJORS

Student Name	Demonstrate passion for the arts	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts
Allen, Kelasha							A	A	A	A	A
Baker, Tommi	A										
Barkley, Lalanl											
Bishop, Tatianna											
Brickhouse, Lemari											
Butler, Malika											
Bynum, Dawntay											
Coffer, Jordan	A										
Darby, Cheyenne											
Davage, Zoe											
Dickerson, Kristian											
Dory, ZaKia											
Dudley, Ayasha	B										
Edwards, Samaria											
Felix, Naudia							B	B	B	B	B
Fuentes, Sarai											
Glover, Ciara	B										
Graham, Saniya											
Green, Kalla											
Green, Makenzie											
Hales, Jordan	B										
Jackson, Kiona	B										
Kamara, Nia											
Lewis, Raziah											
Lytle, Paul							B	B	B	B	B
Massey, Chinyere											
Miller, Diamond											
Moore, Linneyah											
Neal, Makayla											
Newsome, Aniya											
Rennie, Imiyah											
Riley, Kenneth	A										



## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q2						Teacher Name: ARTS MAJORS					
Student Name	Demonstrate passion for the arts	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts
Rogers, Gabrielle							B	B	B	B	B
Smith, Samir							B	B	B	B	A
Stankiewicz, Summa	B										
Stephens, Brooke							A	A	A	A	A
Talley, Selena	A										
Tyler, Lianea							B	B	B	B	B
Washington, Jazmine							I	I	I	I	I
Webster, Breia							I	I	I	I	I
Wilkerson, Aniyah	A										
Williams, Aneesa	B										
Williams, Morgan							B	B	B	B	B
Williams, Zaria	B										
Wilson, Isis	B										
Wilson-Kennedy, Kiyaari							B	B	B	B	B
Wood, Raenia											
Yarborough, Laneah											

Reporting Term: Q2						Teacher Name: ARTS MAJORS					
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others	Use class materials respectfully						
Allen, Kelasha		A	A	A	A						
Bedney, Santavia		A	B	B	A						
Bishop, Tatianna											
Brickhouse, Lemari											
Brown, JaVaughn		A	A	A	A						
Butler, Malika											
Castro-Guevara, Elizabeth											
Daniels, Jamal		A	A	A	A						
Dudley, Ayasha											
Fuentes, Sarai											
Graham, Saniya											
Green, Makenzie											
Hales, Jordan											
Jenkins, Oct'avia											
Lawson, Timon											
Lurk, Syncere											
Robinson, JaiQur											
Stankiewicz, Summa		B	A	A	A						
Stephens, Brooke		A	A	A	A						
Tyler, Liane		A	A	A	A						
Washington, Jazmine		A	A	A	A						
Wilkerson, Aniyah											

Reporting Term: Q2		Teacher Name: ARTS MAJORS								
Student Name	Q2 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --									
Bedney, Santavia	n/a --									
Bishop, Tatianna	n/a --	A	B	B	A					
Brickhouse, Lemari	n/a --	A	B	B	A					
Brown, JaVaughn	n/a --									
Butler, Malika	n/a --	A	B	A	A					
Castro-Guevara, Elizabeth	n/a --						A	A	A	A
Daniels, Jamal	n/a --									
Dudley, Ayasha	n/a --						A	B	B	A
Fuentes, Sarai	n/a --	A	B	A	A					
Graham, Saniya	n/a --	A	A	A	A					
Green, Makenzie	n/a --	B	A	A	A					
Hales, Jordan	n/a --						A	A	A	A
Jenkins, Oct'avia	n/a --						A	A	B	A
Lawson, Timon	n/a --	A	B	B	A					
Lurk, Syncere	n/a --						A	B	B	A
Robinson, JaiQur	n/a --	B	B	B	A					
Stankiewicz, Summa	n/a --									
Stephens, Brooke	n/a --									
Tyler, Llanea	n/a --									
Washington, Jazmine	n/a --									
Wilkerson, Aniyah	n/a --				A		A	A	A	

Reporting Term: Q2		Teacher Name: ARTS MAJORS								
Student Name	Q2 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bates, Jasiah	n/a --									
Battle Jr., Mitchell	n/a --						A	A	A	A
Blair, Noah	n/a --									
Butler, Ladaveon	n/a --						A	A	A	A
Calhoun, Rashad	n/a --									
Cawthorne, Triniti	n/a --									
DeLeon, William	n/a --									
Fletcher, Tyler	n/a --									
Gadson, Morgan	n/a --	B	B	B	A					
Harris, Damion	n/a --	A	A	A	A					
Johnson-Banks, Jaenell	n/a --	B	A	A	A					
Kearney Jr, Pierre	n/a --						A	A	A	A
Madison, Eric	n/a --						A	B	B	B
Murphy, Darnell	n/a --	B	B	B	B					
Posey, Jakai	n/a --									
Proctor, Michael	n/a --	B	B	B	B					
Scott Jr., Delonte	n/a --	B	B	B	B					
Smith, Samir	n/a --									
Talley, Selena	n/a --						B	A	A	A
Tate, Kristian	n/a --						B	A	A	A
Washington, Kendra	n/a --						B	A	A	A
Williams, Zaria	n/a --						B	I	B	I

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## P12(A) ELEM Major Music

Reporting Term: Q2						Teacher Name: ARTS MAJORS					
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others	Use class materials respectfully						
Bates, Jasiah		B	I	B	B						
Battle Jr., Mitchell	A										
Blair, Noah		A	B	B	A						
Butler, Ladaveon											
Calhoun, Rashad		A	A	A	A						
Cawthorne, Triniti		B	I	I	I						
DeLeon, William		B	B	B	A						
Fletcher, Tyler		B	B	B	B						
Gadson, Morgan											
Harris, Damion											
Johnson-Banks, Jaenell											
Kearney Jr, Pierre											
Madison, Eric											
Murphy, Darnell											
Posey, Jakai		B	B	B	B						
Proctor, Michael											
Scott Jr., Delonte											
Smith, Samir		B	B	A	A						
Talley, Selena											
Tate, Kristian											
Washington, Kendra											
Williams, Zaria											

Reporting Term: Q2		Teacher Name: ARTS MAJORS								
Student Name	Q2 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bradshaw, Krasil	n/a --						A	A	A	A
Bynum, Dawntay	n/a --	A	B	B	A					
Cooper, Lathaniel	n/a --	B	B	B	B					
Dory, ZaKia	n/a --	B	B	B	B					
Jackson, Kiona	n/a --						B	A	A	A
Johnson, Shawn	n/a --	B	B	B	B					
Lee, Kevon	n/a --									
Mason-Butler, Elijah	n/a --	A	B	B	A					
Miles, ShaRhonda	n/a --									
Moore, Linneyah	n/a --	A	B	B	B					
Neal, Makayla	n/a --	B	B	B	B					
Richard-Hurley, Ameerah	n/a --									
Richardson, Alyssa	n/a --	A	B	B	B					
White, Tyuan	n/a --	B	B	B	B					

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## P12(A) ELEM Major Music

Reporting Term: Q2						Teacher Name: ARTS MAJORS					
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others	Use class materials respectfully						
Bradshaw, Krasil											
Bynum, Dawntay											
Cooper, Lathaniel											
Dory, ZaKia											
Jackson, Kiona											
Johnson, Shawn											
Lee, Kevon		B	B	B	B						
Mason-Butler, Elijah											
Miles, ShaRhonda		B	B	B	B						
Moore, Linneyah											
Neal, Makayla											
Richard-Hurley, Ameerah											
Richardson, Alyssa											
White, Tyuan											

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## P12(A) ELEM Major Music

Reporting Term: Q3		Teacher Name: ARTS MAJORS								
Student Name	Q3 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bradshaw, Krasil	n/a --						A	A	A	A
Bynum, Dawntay	n/a --	B	B	B	B					
Cooper, Lathaniel	n/a --	B	B	B	B					
Dory, ZaKia	n/a --	B	B	B	B					
Jackson, Kiona	n/a --						B	A	A	A
Johnson, Shawn	n/a --	A	B	B	B					
Lee, Kevon	n/a --									
Mason-Butler, Elijah	n/a --	A	B	A	A					
Miles, ShaRhonda	n/a --									
Moore, Linneyah	n/a --	A	B	B	B					
Neal, Makayla	n/a --	A	B	B	B					
Richard-Hurley, Ameerah	n/a --									
Richardson, Alyssa	n/a --									
White, Tyuan	n/a --	I	I	I	I					



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## P13(A) ELEM Major Dance

Reporting Term: Q3		Teacher Name: ARTS MAJORS								
Student Name	Q3 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --									
Baker, Tommi	n/a --						B	A	A	A
Barkley, Lalani	n/a --	I	B	A	A	B				
Bishop, Tatianna	n/a --	B	I	I	I	I				
Brickhouse, Lemari	n/a --									
Butler, Malika	n/a --	A	B	B	B	B				
Bynum, Dawntay	n/a --						B	A	B	A
Coffer, Jordan	n/a --						B	B	A	A
Darby, Cheyenne	n/a --	I	B	I	A	B				
Davage, Zoe	n/a --	B	A	B	A	A				
Dickerson, Kristian	n/a --									
Dory, ZaKia	n/a --	B	B	I	B	I				
Dudley, Ayasha	n/a --						B	B	I	B
Edwards, Samaria	n/a --	B	B	B	A	B				
Felix, Naudia	n/a --									
Fuentes, Sarai	n/a --	I	B	B	B	I				
Glover, Ciara	n/a --						A	B	I	B
Graham, Saniya	n/a --	B	A	B	B	B				
Green, Kaila	n/a --									
Green, Makenzie	n/a --	I	I	I	I	B				
Hales, Jordan	n/a --						A	B	B	A
Jackson, Kiona	n/a --						I	I	I	B
Kamara, Nia	n/a --	B	B	A	A	B				
Lewis, Raziah	n/a --	I	I	I	I	I				
Lytle, Paul	n/a --									
Massey, Chinyere	n/a --	B	B	B	B	B				
Miller, Diamond	n/a --	B	I	I	B	I				
Moore, Linneyah	n/a --	I	I	I	I	I				
Neal, Makayla	n/a --	I	B	B	A	B				
Newsome, Aniya	n/a --	I	B	B	A	B				
Rennie, Imiyah	n/a --	B	B	B	B	B				
Riley, Kenneth	n/a --						B	B	I	A

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## P13(A) ELEM Major Dance

Reporting Term: Q3		Teacher Name: ARTS MAJORS								
Student Name	Q3 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Rogers, Gabrielle	n/a --									
Smith, Samir	n/a --									
Stankiewicz, Summa	n/a --	B	A	A	A					
Stephens, Brooke	n/a --									
Talley, Selena	n/a --						A	A	B	A
Tyler, Liane	n/a --									
Washington, Jazmine	n/a --									
Webster, Breia	n/a --									
Wilkerson, Aniyah	n/a --						A	B	I	B
Williams, Aneesa	n/a --									
Williams, Morgan	n/a --									
Williams, Zaria	n/a --						I	I	I	I
Wilson, Isis	n/a --									
Wilson-Kennedy, Kiyaari	n/a --									
Wood, Raenia	n/a --	B	I	I	B	I				
Yarborough, Laneah	n/a --									

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## P13(A) ELEM Major Dance

Reporting Term: Q3						Teacher Name: ARTS MAJORS					
Student Name	Demonstrate passion for the arts	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts
Allen, Kelasha							B	A	B	A	A
Baker, Tommi	A										
Barkley, Lalani											
Bishop, Tatianna											
Brickhouse, Lemari											
Butler, Malika											
Bynum, Dawntay	B										
Coffer, Jordan	B										
Darby, Cheyenne											
Davage, Zoe											
Dickerson, Kristian		I	I	I	I	I					
Dory, ZaKia											
Dudley, Ayasha	I										
Edwards, Samaria											
Felix, Naudia		B	B	B	A	A					
Fuentes, Sarai											
Glover, Ciara	B										
Graham, Saniya											
Green, Kaila		B	I	I	I	I					
Green, Makenzie											
Hales, Jordan	B										
Jackson, Kiona	B										
Kamara, Nia											
Lewis, Raziah											
Lytle, Paul		A	A	A	A	A					
Massey, Chinyere											
Miller, Diamond											
Moore, Linneyah											
Neal, Makayla											
Newsome, Aniya											
Rennie, Imiyah											
Riley, Kenneth	A										

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## P13(A) ELEM Major Dance

Reporting Term: Q3						Teacher Name: ARTS MAJORS					
Student Name	Demonstrate passion for the arts	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts
Rogers, Gabrielle		B	A	A	A	A					
Smith, Samir		I	I	I	I	I					
Stankiewicz, Summa											
Stephens, Brooke		A	A	A	A	A					
Talley, Selena	B										
Tyler, Lianea		I	B	B	A	B					
Washington, Jazmine		B	A	I	B	I					
Webster, Breia		I	B	B	A	A					
Wilkerson, Aniyah	A										
Williams, Aneesa											
Williams, Morgan		A	B	B	A	B					
Williams, Zaria	B										
Wilson, Isis											
Wilson-Kennedy, Kiyaari							A	A	B	B	B
Wood, Raenia											
Yarborough, Laneah							B	I	I	B	B

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## P12(A) ELEM Major Music

Reporting Term: Q3					Teacher Name: ARTS MAJORS						
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others							
Allen, Kelasha		A	A	A							
Bedney, Santavia		A	B	B							
Bishop, Tatianna											
Brickhouse, Lemari											
Brown, JaVaughn		A	A	B							
Butler, Malika											
Castro-Guevara, Elizabeth											
Daniels, Jamal		A	A	A							
Dudley, Ayasha											
Fuentes, Sarai											
Graham, Saniya											
Green, Makenzie											
Hales, Jordan		A	A	A							
Jenkins, Oct'avia											
Lawson, Timon											
Lurk, Syncere		A	B	B							
Robinson, JaiQur											
Stankiewicz, Summa		A	A	A							
Stephens, Brooke		A	A	A							
Tyler, Lianea		A	A	A							
Washington, Jazmine		A	A	A							
Wilkerson, Aniyah											

Reporting Term: Q3					Teacher Name: ARTS MAJORS						
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others							
Bradshaw, Krasil											
Bynum, Dawntay											
Cooper, Lathanie											
Dory, ZaKia											
Jackson, Kiona											
Johnson, Shawn											
Lee, Kevon		B	B	B							
Mason-Butler, Elijah											
Miles, ShaRhonda		B	B	B							
Moore, Linneyah											
Neal, Makayla											
Richard-Hurley, Ameerah		A	A	B							
Richardson, Alyssa											
White, Tyuan											

Reporting Term: Q3		Teacher Name: ARTS MAJORS								
Student Name	Q3 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --									
Bedney, Santavia	n/a --									
Bishop, Tatianna	n/a --	A	B	B	A					
Brickhouse, Lemari	n/a --	A	A	A	A					
Brown, JaVaughn	n/a --									
Butler, Malika	n/a --	A	A	A	A					
Castro-Guevara, Elizabeth	n/a --						A	A	A	A
Daniels, Jamal	n/a --									
Dudley, Ayasha	n/a --						A	A	A	A
Fuentes, Sarai	n/a --	A	A	A	A					
Graham, Saniya	n/a --	A	A	A	A					
Green, Makenzie	n/a --	B	A	A	A					
Hales, Jordan	n/a --									
Jenkins, Octavia	n/a --						A	B	B	A
Lawson, Timon	n/a --	A	A	A	A					
Lurk, Syncere	n/a --									
Robinson, JaiQur	n/a --	B	B	B	B					
Stankiewicz, Summa	n/a --									
Stephens, Brooke	n/a --									
Tyler, Liane	n/a --									
Washington, Jazmine	n/a --									
Wilkerson, Aniyah	n/a --						A	A	A	A

## Standards Report 2012-2013

## P15(A) ELEM Major Art

Reporting Term: Q3

Teacher Name: ARTS MAJORS

Student Name	Q3 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Barkley, Lalani	n/a --	B	A	A	B					
Bates, Jasiah	n/a --									
Battle Jr., Mitchell	n/a --	B	A	A	B					
Bedney, Santavia	n/a --									
Brown, JaVaughn	n/a --						B	B	A	B
Castro-Guevara, Elizabeth	n/a --						A	A	A	A
Cawthorne, Triniti	n/a --									
Cooper, Lathaniel	n/a --	B	A	A	B					
Culbreth, Elijah	n/a --						A	A	A	A
Daniels, Jamal	n/a --									
DeLeon, William	n/a --									
Dickerson, Kristian	n/a --									
Evans, Antwan	n/a --	B	A	A	B					
Fletcher, Tyler	n/a --									
Garner, Cornthian	n/a --									
Green, Kaila	n/a --									
Hawkins, Kwame	n/a --	B	A	A	B					
Johnson-Banks, Jaenell	n/a --	B	A	A	B					
Jordan, Amori	n/a --						A	B	B	A
Kearney Jr, Pierre	n/a --									
Lawson, Timon	n/a --	B	A	A	B					
Lee, Kevon	n/a --									
Lightbourne, Anthony	n/a --									
Lurk, Syncere	n/a --						B	A	A	B
Madison, Eric	n/a --						A	A	A	A
Mason-Butler, Elijah	n/a --	B	A	A	A					
Massey, Chinyere	n/a --	B	B	B	B					
McClain, Delonta	n/a --	B	A	A	B					
Miles, ShaRhonda	n/a --									
Miller, Diamond	n/a --	B	A	A	B					
Murphy, Darnell	n/a --	B	A	A	B					
Posey, Jakai	n/a --									



Reporting Term: Q3		Teacher Name: ARTS MAJORS								
Student Name	Q3 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Richard-Hurley, Ameerah	n/a --									
Robinson, JaiQur	n/a --	B	A	A	B					
Rogers, Gabrielle	n/a --									
Smith, Samir	n/a --									
Washington, Kendra	n/a --						A	B	A	B
Washington Jr, Tyler	n/a --	A	A	A	B					
White, Tyuan	n/a --	B	A	A	B					
Yarborough, Jarvell	n/a --	B	A	A	B					
Yarborough, Laneah	n/a --									

## Standards Report 2012-2013

## P15(A) ELEM Major Art

Reporting Term: Q3							Teacher Name: ARTS MAJORS				
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts					
Barkley, Lalani											
Bates, Jasiah		B	A	A	B						
Battle Jr., Mitchell											
Bedney, Santavia		B	A	A	B						
Brown, JaVaughn											
Castro-Guevara, Elizabeth											
Cawthorne, Triniti		A	A	A	A						
Cooper, Lathaniel											
Culbreth, Elijah											
Daniels, Jamal		B	A	A	B						
DeLeon, William		B	A	A	A						
Dickerson, Kristian		A	A	A	B						
Evans, Antwan											
Fletcher, Tyler		B	A	A	A						
Gamer, Cornthian		A	A	A	B						
Green, Kaila		B	A	A	B						
Hawkins, Kwame											
Johnson-Banks, Jaenell											
Jordan, Amori											
Kearney Jr, Pierre											
Lawson, Timon											
Lee, Kevon		B	A	A	B						
Lightbourne, Anthony		B	A	A	B						
Lurk, Syncere											
Madison, Eric											
Mason-Butler, Elijah											
Massey, Chinyere											
McClain, Delonta											
Miles, ShaRhonda		A	B	A	B						
Miller, Diamond											
Murphy, Darnell											
Posey, Jakai		B	A	A	B						

## Standards Report 2012-2013

## P15(A) ELEM Major Art

Reporting Term: Q3							Teacher Name: ARTS MAJORS				
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts					
Richard Hurley, Ameerah		A	A	A	B						
Robinson, JaiQur											
Rogers, Gabrielle		B	A	A	B						
Smith, Samir		B	A	A	B						
Washington, Kendra											
Washington Jr, Tyler											
White, Tyuan											
Yarborough, Jarvell											
Yarborough, Laneah		B	A	A	B						

Reporting Term: Q4		Teacher Name: ARTS MAJORS								
Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bates, Jasiah	n/a --									
Battle Jr., Mitchell	n/a --									
Blair, Noah	n/a --									
Butler, Ladaveon	n/a --						A	A	A	A
Calhoun, Rashad	n/a --									
Cawthorne, Triniti	n/a --									
DeLeon, William	n/a --									
Fletcher, Tyler	n/a --									
Gadson, Morgan	n/a --	A	A	A	A	A				
Harris, Damion	n/a --									
Johnson-Banks, Jaenell	n/a --	A	A	A	A	A				
Kearney Jr, Pierre	n/a --									
Madison, Eric	n/a --						B	B	B	B
Murphy, Damell	n/a --	B	B	B	B	B				
Posey, Jakai	n/a --									
Proctor, Michael	n/a --									
Scott Jr., Delonte	n/a --	A	A	A	A	A				
Smith, Samir	n/a --									
Talley, Selena	n/a --						A	A	A	A
Tate, Kristian	n/a --						A	A	A	A
Washington, Kendra	n/a --						A	A	A	A
Williams, Zaria	n/a --						B	B	B	B

## Standards Report 2012-2013

## P12(A) ELEM Major Music

Reporting Term: Q4					Teacher Name: ARTS MAJORS						
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others							
Bates, Jasiah		B	B	B							
Battle Jr., Mitchell											
Blair, Noah		A	A	B							
Butler, Ladaveon	A										
Calhoun, Rashad		A	A	A							
Cawthorne, Triniti		B	B	A							
DeLeon, William		A	A	A							
Fletcher, Tyler		B	A	A							
Gadson, Morgan											
Harris, Damion		A	A	A							
Johnson-Banks, Jaenell											
Kearney Jr, Pierre											
Madison, Eric	B										
Murphy, Darnell											
Posey, Jakai		B	B	B							
Proctor, Michael											
Scott Jr., Delonte											
Smith, Samir		A	A	A							
Talley, Selena	A										
Tate, Kristian	A										
Washington, Kendra	A										
Williams, Zaria	B										

Reporting Term: Q4		Teacher Name: ARTS MAJORS								
Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --									
Bedney, Santavia	n/a --									
Bishop, Tatianna	n/a --	A	B	B	A					
Brickhouse, Lemari	n/a --	A	A	A	A					
Brown, JaVaughn	n/a --									
Butler, Malika	n/a --	A	A	A	A					
Castro-Guevara, Elizabeth	n/a --						A	A	A	A
Daniels, Jamal	n/a --									
Dudley, Ayasha	n/a --						A	A	A	A
Fuentes, Sarai	n/a --	A	A	A	A					
Graham, Saniya	n/a --	A	A	A	A					
Green, Makenzie	n/a --	A	A	A	A					
Hales, Jordan	n/a --						A	A	A	A
Jenkins, Oct'avia	n/a --						A	A	A	A
Lawson, Timon	n/a --	A	B	A	A					
Lurk, Syncere	n/a --									
Robinson, JaiQur	n/a --	A	A	B	A					
Stankiewicz, Summa	n/a --									
Stephens, Brooke	n/a --									
Tyler, Lianea	n/a --									
Washington, Jazmine	n/a --									
Wilkerson, Aniyah	n/a --						A	A	A	A

## Standards Report 2012-2013

## P12(A) ELEM Major Music

Reporting Term: Q4					Teacher Name: ARTS MAJORS						
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others							
Allen, Kelasha		A	A	A							
Bedney, Santavia		A	A	A							
Bishop, Tatianna											
Brickhouse, Lemari											
Brown, JaVaughn		A	A	A							
Butler, Malika											
Castro-Guevara, Elizabeth											
Daniels, Jamal		A	A	A							
Dudley, Ayasha											
Fuentes, Sarai											
Graham, Saniya											
Green, Makenzie											
Hales, Jordan											
Jenkins, Oct'avia											
Lawson, Timon											
Lurk, Syncere		A	B	B							
Robinson, JaiQur											
Stankiewicz, Summa		A	A	A							
Stephens, Brooke		A	A	A							
Tyler, Lianea		A	A	B							
Washington, Jazmine		A	A	A							
Wilkerson, Aniyah											

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q4

Teacher Name: ARTS MAJORS

Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Allen, Kelasha	n/a --									
Baker, Tommi	n/a --						A	A	A	A
Barkley, Lalani	n/a --	I	B	A	A	I				
Bishop, Tatianna	n/a --	I	I	I	I	I				
Brickhouse, Lemari	n/a --									
Butter, Malika	n/a --	B	B	A	A	A				
Bynum, Dawntay	n/a --	B	I	I	B	I				
Coffer, Jordan	n/a --						B	B	A	B
Darby, Cheyenne	n/a --	I	I	I	B	I				
Davage, Zoe	n/a --	A	B	B	A	B				
Dickerson, Kristian	n/a --									
Dory, ZaKia	n/a --	B	I	I	I	I				
Dudley, Ayasha	n/a --						A	I	I	A
Edwards, Samaria	n/a --	B	A	A	A	A				
Felix, Naudia	n/a --									
Fuentes, Sarai	n/a --	B	A	I	A	I				
Glover, Ciara	n/a --						B	B	I	I
Graham, Saniya	n/a --	I	B	A	A	B				
Green, Kaila	n/a --									
Green, Makenzie	n/a --	I	I	I	I	I				
Hales, Jordan	n/a --						A	B	A	B
Jackson, Kiona	n/a --						A	B	B	B
Kamara, Nia	n/a --	A	I	I	B	I				
Lewis, Raziah	n/a --	I	I	I	I	I				
Lytle, Paul	n/a --									
Massey, Chinyere	n/a --	A	I	I	B	I				
Miller, Diamond	n/a --	B	I	I	I	I				
Moore, Linneyah	n/a --	B	I	I	I	I				
Neal, Makayla	n/a --	B	I	I	B	I				
Newsome, Aniya	n/a --	B	I	I	B	B				
Rennie, Imiyah	n/a --	I	I	I	I	I				
Riley, Kenneth	n/a --						B	B	I	A



Reporting Term: Q4		Teacher Name: ARTS MAJORS								
Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Rogers, Gabrielle	n/a --									
Smith, Samir	n/a --									
Stankiewicz, Summa	n/a --									
Stephens, Brooke	n/a --									
Talley, Selena	n/a --						B	A	B	A
Tyler, Lianea	n/a --									
Washington, Jazmine	n/a --									
Webster, Breia	n/a --									
Wilkerson, Aniyah	n/a --						I	B	A	A
Williams, Aneesa	n/a --						A	B	B	B
Williams, Morgan	n/a --									
Williams, Zaria	n/a --						I	I	I	I
Wilson, Isis	n/a --						A	I	I	B
Wilson-Kennedy, Kiyaari	n/a --									
Wood, Raenia	n/a --	B	I	I	B	I				
Yarborough, Laneah	n/a --									

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q4							Teacher Name: ARTS MAJORS				
Student Name	Demonstrate passion for the arts	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts
Allen, Kelasha		A	A	B	A	B					
Baker, Tommi	A										
Barkley, Lalani											
Bishop, Tatianna											
Brickhouse, Lemari											
Butler, Malika											
Bynum, Dawntay											
Coffer, Jordan	B										
Darby, Cheyenne											
Davage, Zoe											
Dickerson, Kristian		I	I	I	I	I					
Dory, ZaKia											
Dudley, Ayasha	I										
Edwards, Samaria											
Felix, Naudia		B	I	B	B	I					
Fuentes, Sarai											
Glover, Ciara	A										
Graham, Saniya											
Green, Kaila		I	I	I	I	I					
Green, Makenzie											
Hales, Jordan	B										
Jackson, Kiona	B										
Kamara, Nia											
Lewis, Raziah											
Lytle, Paul		A	A	A	A	A					
Massey, Chinyere											
Miller, Diamond											
Moore, Linneyah											
Neal, Makayla											
Newsome, Aniya											
Rennie, Imiyah											
Riley, Kenneth	A										

## Standards Report 2012-2013

## P13(A) ELEM Major Dance

Reporting Term: Q4

Teacher Name: ARTS MAJORS

Student Name	Demonstrate passion for the arts	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts
Rogers, Gabrielle		A	B	A	A	B					
Smith, Samir		I	I	I	I	I					
Stankiewicz, Summa		I	A	A	A	B					
Stephens, Brooke		A	A	A	A	A					
Talley, Selena	I										
Tyler, Lianea		I	B	B	A	A					
Washington, Jazmine		I	I	I	I	I					
Webster, Breia		B	I	I	B	I					
Wilkerson, Aniyah	A										
Williams, Aneesa	B										
Williams, Morgan		B	B	B	A	B					
Williams, Zaria	I										
Wilson, Bis	A										
Wilson-Kennedy, Kiyaari		A	A	A	A	A					
Wood, Raenia											
Yarborough, Laneah		B	B	I	B	I					

## Standards Report 2012-2013

## P15(A) ELEM Major Art

Reporting Term: Q4		Teacher Name: ARTS MAJORS								
Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Barkley, Lalani	n/a --	A	B	A	A	A				
Bates, Jasiah	n/a --									
Battle Jr., Mitchell	n/a --						B	B	A	A
Bedney, Santavia	n/a --									
Brown, JaVaughn	n/a --						A	B	A	A
Castro-Guevara, Elizabeth	n/a --						B	B	A	A
Cawthorne, Triniti	n/a --									
Cooper, Lathaniel	n/a --	B	B	A	A	A				
Culbreth, Elijah	n/a --						A	A	A	A
Daniels, Jamal	n/a --									
DeLeon, William	n/a --									
Dickerson, Kristian	n/a --									
Evans, Antwan	n/a --	B	B	B	A	A				
Fletcher, Tyler	n/a --									
Garner, Cornthian	n/a --									
Green, Kaila	n/a --									
Hawkins, Kwame	n/a --	A	B	A	A	A				
Johnson-Banks, Jaenell	n/a --	B	A	A	A	A				
Jordan, Amori	n/a --						B	B	A	A
Kearney Jr, Pierre	n/a --						A	A	A	A
Lawson, Timon	n/a --	A	B	A	A	A				
Lee, Kevon	n/a --									
Lightbourne, Anthony	n/a --									
Lurk, Syncere	n/a --						B	B	A	A
Madison, Eric	n/a --						B	B	A	A
Mason-Butler, Elijah	n/a --	A	A	A	A	A				
Massey, Chinyere	n/a --	A	B	A	A	A				
McClain, Delonta	n/a --	A	B	A	A	A				
Miles, ShaRhonda	n/a --									
Miller, Diamond	n/a --	B	B	A	A	A				
Murphy, Darnell	n/a --	B	B	A	A	A				
Posey, Jakai	n/a --									

Reporting Term: Q4		Teacher Name: ARTS MAJORS								
Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Richard-Hurley, Ameerah	n/a --									
Robinson, JaiQur	n/a --	B	B	A	A	A				
Rogers, Gabrielle	n/a --									
Smith, Samir	n/a --									
Washington, Kendra	n/a --						B	B	A	A
Washington Jr, Tyler	n/a --	A	A	A	A	A				
White, Tyuan	n/a --	B	B	B	B	B				
Yarborough, Jarvell	n/a --	B	B	A	A	A				
Yarborough, Laneah	n/a --									

Reporting Term: Q4							Teacher Name: ARTS MAJORS				
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts					
Barkley, Lalani											
Bates, Jasiah		A	A	A	A	A					
Battle Jr., Mitchell	A										
Bedney, Santavia		A	B	A	A	A					
Brown, JaVaughn	A										
Castro-Guevara, Elizabeth	A										
Cawthorne, Triniti		A	B	A	A	A					
Cooper, Lathaniel											
Culbreth, Elijah	A										
Daniels, Jamal		A	B	A	A	A					
DeLeon, William		A	A	A	A	A					
Dickerson, Kristian		A	B	A	A	A					
Evans, Antwan											
Fletcher, Tyler		A	A	A	A	A					
Garner, Cornthian		A	A	A	A	A					
Green, Kaila		A	A	A	A	A					
Hawkins, Kwame											
Johnson-Banks, Jaerell											
Jordan, Amori	A										
Kearney Jr, Pierre	A										
Lawson, Timon											
Lee, Kevon		A	B	A	A	A					
Lightbourne, Anthony		A	A	A	A	A					
Lurk, Syncere	A										
Madison, Eric	A										
Mason-Butler, Elijah											
Massey, Chinyere											
McClain, Delonta											
Miles, ShaRhonda		A	B	A	A	A					
Miller, Diamond											
Murphy, Darnell											
Posey, Jakai		A	B	A	A	A					

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## P15(A) ELEM Major Art

Reporting Term: Q4							Teacher Name: ARTS MAJORS				
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts					
Richard-Hurley, Ameerah		A	B	A	A	A					
Robinson, JaiQur											
Rogers, Gabrielle		A	B	A	A	A					
Smith, Samir		B	B	A	A	A					
Washington, Kendra	A										
Washington Jr, Tyler											
White, Tyuan											
Yarborough, Jarvell											
Yarborough, Laneah		A	B	A	A	A					

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## P12(A) ELEM Major Music

Reporting Term: Q4		Teacher Name: ARTS MAJORS								
Student Name	Q4 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully
Bradshaw, Krasil	n/a --						A	A	A	A
Bynum, Dawntay	n/a --	B	B	B	B					
Cooper, Lathaniel	n/a --	B	B	B	B					
Dory, ZaKia	n/a --	A	B	B	B					
Jackson, Kiona	n/a --						A	A	A	A
Johnson, Shawn	n/a --	A	A	A	A					
Lee, Kevon	n/a --									
Mason-Butler, Elijah	n/a --	A	A	A	A					
Miles, ShaRhonda	n/a --									
Moore, Linneyah	n/a --	A	B	B	A					
Neal, Makayla	n/a --	A	B	B	A					
Richard-Hurley, Ameerah	n/a --									
Richardson, Alyssa	n/a --									
White, Tyuan	n/a --	A	B	A	A					



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## P12(A) ELEM Major Music

Reporting Term: Q4					Teacher Name: ARTS MAJORS						
Student Name	Demonstrate passion for the arts	Understand vocabulary related to arts	Demonstrate passion for visual arts	Stay on task & cooperate with others							
Bradshaw, Krasil											
Bynum, Dawntay											
Cooper, Lathanlel											
Dory, ZaKia											
Jackson, Kiona											
Johnson, Shawn											
Lee, Kevon		B	B	B							
Mason-Butler, Elijah											
Miles, ShaRhonda											
Moore, Linneyah											
Neal, Makayla											
Richard-Hurley, Ameerah											
Richardson, Alyssa		A	A	A							
White, Tyuan											

## Standards Report 2013-2014

## P2(A) PK3 Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (PK level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others in class & at play				
Anderson, Sahara	A 100%	M	M	M	M	M				
Burney, William	A 100%	M	M	M	M	M				
Clayburn, Reginald	A 100%	M	M	M	M	M				
Dembele, Amena	A 100%	M	M	M	M	M				
Fuentes, Juliana	A 100%	M	M	M	M	M				
Garner, Zion	A 100%	M	M	M	M	M				
Green, Daimari	A 100%	M	M	M	M	M				
Hamid, Naomi	A 100%	M	M	M	M	M				
Hamilton, Carlos	A 100%	M	M	M	M	M				
Hammond, Serenity	A 100%	M	M	M	M	M				
Herrera, Johnathan	A 100%	M	M	M	M	M				
Holmes, Raegan	A 100%	M	M	M	M	M				
Howze, Ronald	A 100%	M	M	M	M	M				
Jefferson, Baileigh	A 100%	M	M	M	M	M				
Jenkins, Messiah	A 100%	M	M	M	M	M				
Parrish, Jamari	A 100%	M	M	M	M	M				
Redd, Skyla	A 100%	M	M	M	M	M				
Roper, Bradley	A 100%	M	M	M	M	M				
Thompson, Kamaree	A 100%	M	M	M	M	M				
Thornton, Angel	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P2(A) PK3 Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (PK level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others in class & at play				
Bowman, Mikayla	A 100%	M	M	M	M	M				
Broomfield, Caleb	A 100%	M	M	M	M	M				
Carr, Kylan	A 100%	M	M	M	M	M				
Corbie, Candice	A 100%	M	M	M	M	M				
Crump, Chase	A 100%	M	M	M	M	M				
Davis, Samiyah	A 100%	M	M	M	M	M				
Geter, Anton	A 100%	M	M	M	M	M				
Jackson, Khloe	A 100%	M	M	M	M	M				
Jenkins, Kaniya	A 100%	M	M	M	M	M				
Johns, Kaylin	A 100%	M	M	M	M	M				
Jones, Isaiah	A 100%	M	M	M	M	M				
McCauley, Miana	A 96%	M	M	M	M	M				
Menzie, Malik	A 100%	M	M	M	M	M				
Mosby, Kasidi	A 100%	M	M	M	M	M				
Orellana, Steven	A 100%	M	M	M	M	M				
Price, Aujah	A 100%	M	M	M	M	M				
Thompson, Aryhanna	A 100%	M	M	M	M	M				
Watson, Jada	A 100%	M	M	M	M	M				

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (PK level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others in class & at play				
Better, Sanaa	n/a --	M	M	M	M	M				
Bishop, Caleb	n/a --	M	M	M	M	M				
Bonaparte, Zaniyah	n/a --	M	M	M	M	M				
Brock, Jamaal	n/a --	M	M	M	M	M				
Carr, Kharon	n/a --	M	M	M	M	M				
Clanton, Angela	n/a --	M	M	M	M	M				
Cook, Donae	n/a --	M	M	M	M	M				
Daniels, Lauren	n/a --	M	M	M	M	M				
Edwards, Zamarri	n/a --	M	M	M	M	M				
Graddy, Morgan	n/a --	M	M	M	M	M				
Jamison, Ty'Ron	n/a --	M	M	M	M	M				
Kniseley, Apollumi	n/a --	M	M	M	M	M				
McEachin, Donzell	n/a --	M	M	M	M	M				
Newman, Kaidin	n/a --	M	M	M	M	M				
Owens, Kennedy	n/a --	M	M	M	M	M				
Smith, Kayla	n/a --	M	M	M	M	M				

## Standards Report 2013-2014

## P2(A) Middle School Visual Art for Majors

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts				
Bates Jr., Troy	C- 72%	I	I	I	I	I				
Cobbs, Marquell	F 53%	I	I	I	I	I				
Evans, Trevon	F 40%	I	I	I	I	I				
Faison, Tanaiyah	C- 70%	I	I	I	I	I				
Fonseca, Ernesto	C 76%	A	A	A	A	A				
Green, Nathan	D+ 68%	I	I	I	I	I				
Hernandez, Alejandro	C 75%	I	I	I	I	I				
Jenkins, Jordan	A 96%	A	A	A	A	A				
King, Napoleon	B 84%	A	A	A	A	A				
Lawson, Ariel	C+ 77%	I	I	I	I	I				
Martin, Amirah	D 66%	I	I	I	I	I				
Person Jr., Robert	C+ 77%	A	A	A	A	A				
Sims, Dasani	B 86%	I	I	I	I	I				
Tate, Aliyah	F 50%	A	A	A	A	A				
Taylor, Jordan	D 63%	I	I	I	I	I				



## Standards Report 2013-2014

## P3(A) PK4 Visual Art

Reporting Term: T1

Teacher Name: Joy Elcock

Student Name	T1 - Final Grade	Understand basic terms (PK level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others in class & at play				
Beckles, Emani	A 100%	M	M	M	M	M				
Burney, Jo'Hanah	A 100%	M	M	M	M	M				
Garrido, Jose	A 100%	M	M	M	M	M				
Graddy II, Curtis	A 100%	M	M	M	M	M				
Graham, Diontae'	A 100%	M	M	M	M	M				
Johnson, Tavion	A 100%	M	M	M	M	M				
Lawrence, Tayaun	A 100%	M	M	M	M	M				
Link, Nasir	A 100%	M	M	M	M	M				
McGowan, Taliaja	A 100%	M	M	M	M	M				
Middleton, My'Rina	A 100%	M	M	M	M	M				
Murphy, Addison	A 100%	M	M	M	M	M				
Nesher, Eluid	A 100%	M	M	M	M	M				
Paul, Makyla	A 100%	M	M	M	M	M				
Phillips, Jaden	A 100%	M	M	M	M	M				
Redd, Antonio	A 100%	M	M	M	M	M				
Redd, Nariah	A 100%	M	M	M	M	M				
Richmond, Masiah	A 100%	M	M	M	M	M				
Smith, Mariah	A 100%	M	M	M	M	M				
Stevens, James	A 100%	M	M	M	M	M				
Strickland-Rogers, Ty'Yunna	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P3(A) PK4 Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (PK level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others in class & at play				
Allen, Sakia	A 100%	M	M	M	M	M				
Barnes, JayLin	A 100%	M	M	M	M	M				
Bennett, Averianna	A 100%	M	M	M	M	M				
Bonaparte, Naychelle	A 100%	M	M	M	M	M				
Brown, Phoenix	A 100%	M	M	M	M	M				
Clayburn, Briannah	A 100%	M	M	M	M	M				
Darby, Brooke	A 100%	M	M	M	M	M				
Epps, Teriona	A 100%	M	M	M	M	M				
Forbes, Jordan	A 100%	M	M	M	M	M				
Futrell, Zaon	A 100%	M	M	M	M	M				
Genus, J'Khairah	A 100%	M	M	M	M	M				
Glascoe, Arianna	A 100%	M	M	M	M	M				
Herrion, Kayden	A 100%	M	M	M	M	M				
Love, McKenzie	A 100%	M	M	M	M	M				
McKenzie, Madisyn	A 100%	M	M	M	M	M				
Pacheco, Aubrei	A 100%	M	M	M	M	M				
Ransom, Zion	A 100%	M	M	M	M	M				
Richter, Mishon	A 100%	M	M	M	M	M				
Rushing, Krislyn	A 100%	M	M	M	M	M				
Wade, Jahniya	A 100%	M	M	M	M	M				
Womack, Donyae	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P10(A) Kindergarten Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (K level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others (in class & at play)				
Attar, Jada	A 100%	M	M	M	M	M				
Barnes, Jaslene	A 100%	M	M	M	M	M				
Belton, Cherish	A 100%	M	M	M	M	M				
Bishop, Layliah	A 100%	M	M	M	M	M				
Bynum, Jordan	A 94%	M	M	M	M	M				
Fonseca, Kember	A 94%	M	M	M	M	M				
Girma, Leah	A 94%	M	M	M	M	M				
Gordon, Anthony	A 94%	M	M	M	M	M				
Graham, Samajai	B 88%	M	M	M	M	M				
Holliday, Brianna	A 94%	M	M	M	M	M				
Jamison, Kimorah	A 100%	M	M	M	M	M				
Love, Kanya	A 100%	M	M	M	M	M				
Parrish, Justice	A 94%	M	M	M	M	M				
Pearson, Amira	A 94%	M	M	M	M	M				
Sissoko, Mariam	A 100%	M	M	M	M	M				
Summers, Brooklynn	A 100%	M	M	M	M	M				



## Standards Report 2013-2014

## P4(A) 1st Grade Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 1 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others (class, and at play)				
Anderson, Claire	A 100%	M	M	M	M	M				
Anderson, Holly	A 100%	M	M	M	M	M				
Baker, Tsion	A 95%	M	M	M	M	M				
Banks, Ziarah	A 100%	M	M	M	M	M				
Barnhill, Melvin	B 83%	M	M	M	M	M				
Bishop, Jovan	A 95%	M	M	M	M	M				
Blow, Gia	A 100%	M	M	M	M	M				
Blow, William	A 100%	M	M	M	M	M				
Bradshaw, Marsil	A 100%	M	M	M	M	M				
Brown, Sincere	A 100%	M	M	M	M	M				
Gresholm, Jayla	A 95%	M	M	M	M	M				
King, Nasir	A 100%	M	M	M	M	M				
Myers, Kirey	A 92%	M	M	M	M	M				
Robinson, Syria	A 100%	M	M	M	M	M				
Wheeler, Kaitlyn	A 100%	M	M	M	M	M				
Wooten, Casside	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P4(A) 1st Grade Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 1 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others (class, and at play)				
Anderson, Claire	A 100%	M	M	M	M	M				
Anderson, Holly	A 100%	M	M	M	M	M				
Baker, Tsion	A 95%	M	M	M	M	M				
Banks, Ziarah	A 100%	M	M	M	M	M				
Barnhill, Melvin	B 83%	M	M	M	M	M				
Bishop, Jovan	A 95%	M	M	M	M	M				
Blow, Gia	A 100%	M	M	M	M	M				
Blow, William	A 100%	M	M	M	M	M				
Bradshaw, Marsil	A 100%	M	M	M	M	M				
Brown, Sincere	A 100%	M	M	M	M	M				
Gresholm, Jayla	A 95%	M	M	M	M	M				
King, Nasir	A 100%	M	M	M	M	M				
Myers, Kirey	A 92%	M	M	M	M	M				
Robinson, Syria	A 100%	M	M	M	M	M				
Wheeler, Kaitlyn	A 100%	M	M	M	M	M				
Wooten, Casside	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P4(A) 1st Grade Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 1 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others (class, and at play)				
Brantley, Kenedi	C 65%	S	S	S	S	S				
Castro-Guevara, Mattias	A 100%	M	M	M	M	M				
Douglas, Prince Elijah	A 100%	M	M	M	M	M				
Green, Morgan	A 100%									
Johnson, Dylan	A 95%	M	M	M	M	M				
Massey, Mahari	A 95%	M	M	M	M	M				
McCoy, Quincee	A 98%	M	M	M	M	M				
Medwinter, Sierra	A 92%	M	M	M	M	M				
Najera, Elie	A 95%	M	M	M	M	M				
Orellana, David	A 100%	M	M	M	M	M				
Paire, Daniel	A 95%	M	M	M	M	M				
Randall, Jalila	A 91%	M	M	M	M	M				
Sheffield, Romello	A 95%	M	M	M	M	M				
Snipes, Derick	A 91%	M	M	M	M	M				
Waugh, Rashon	A 91%	M	M	M	M	M				

## Standards Report 2013-2014

## P4(A) 1st Grade Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 1 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others (class, and at play)				
Castro-Guevara, Rafael	A 100%	M	M	M	M	M				
Cooper, Sylvia	A 100%	M	M	M	M	M				
Dyer, Lyric	A 97%	M	M	M	M	M				
Evans, Zyriah	A 100%	M	M	M	M	M				
Hopkins, Crystal	A 92%	M	M	M	M	M				
Jefferson, Neille	A 97%	M	M	M	M	M				
Johnson, Genisis	B 89%	M	M	M	M	M				
Jones, Jack	A 97%	M	M	M	M	M				
Kondo-Freeman, Zahara	A 100%	M	M	M	M	M				
Lynch, Josiah	A 100%	M	M	M	M	M				
McCoy, Aniyah	A 100%	M	M	M	M	M				
Parrish, Jadore	A 92%	M	M	M	M	M				
Woodland, Mikayle	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P4(A) 1st Grade Visual Art

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 1 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Cooperate with others (class, and at play)				
Castro-Guevara, Rafael	A 100%	M	M	M	M	M				
Cooper, Sylvia	A 100%	M	M	M	M	M				
Dyer, Lyric	A 97%	M	M	M	M	M				
Evans, Zyriah	A 100%	M	M	M	M	M				
Hopkins, Crystal	A 92%	M	M	M	M	M				
Jefferson, Neille	A 97%	M	M	M	M	M				
Johnson, Genisis	B 89%	M	M	M	M	M				
Jones, Jack	A 97%	M	M	M	M	M				
Kondo-Freeman, Zahara	A 100%	M	M	M	M	M				
Lynch, Josiah	A 100%	M	M	M	M	M				
McCoy, Aniyah	A 100%	M	M	M	M	M				
Parrish, Jadore	A 92%	M	M	M	M	M				
Woodland, Mikayle	A 100%	M	M	M	M	M				

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 5 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for visual arts				
Blair, Noah	B 73%	I	I	I	I	I				
Cavanaugh, Phillip	B 80%	B	B	B	B	B				
Dickerson, Kristian	A 91%	A	A	A	A	A				
Harris, Damion	B 81%	B	B	B	B	B				
Harris, Zequoia	A 92%	A	A	A	A	A				
Johnson, Chyna	B 85%	B	B	B	B	B				
Lee, Kevon	C 63%	B	B	B	B	B				
Lopez, Karla	A 91%	B	B	B	B	B				
Lytle, Paul	A 91%	A	A	A	A	A				
Manuel, Kenjuan	B 75%	B	B	B	B	B				
McFarland, Brandon	B 84%	B	B	B	B	B				
Smith, Samir	A 97%	A	A	A	A	A				
Tyler, Lianea	A 90%	B	B	B	B	B				
Washington, Jazmine	C 65%	I	I	I	I	I				
Wilson-Kennedy, Kiyaari	B 77%	I	I	I	I	I				
Yarborough, Laneah	B 83%	B	B	B	B	B				

Reporting Term: T1							Teacher Name: Joy Elcock			
Student Name	T1 - Final Grade	Understand basic terms (Grade 5 level) in visual arts	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for visual arts				
Bates, Jasiah	B 89%	B	B	B	B	B				
Bedney, Santavia	B 79%	I	I	I	I	I				
Bell, Aniyah	A 94%	A	A	A	A	A				
Calhoun, Rashad	B 86%	B	B	B	B	B				
Daniels, Jamal	A 91%	A	A	A	A	A				
Green, Kaila	B 83%	B	B	B	B	B				
Jay, Termene	C 56%	I	I	I	I	I				
Lafirme, Amuzu	C 57%	I	I	I	I	I				
McCauley, Levar	B 86%	B	B	B	B	B				
Richard-Hurley, Ameerah	A 91%	B	B	B	B	B				
Rogers, Gabrielle	B 76%	A	A	A	A	A				
Stankiewicz, Summa	A 93%	A	A	A	A	A				
Stephens, Brooke	A 98%	A	A	A	A	A				
Stroman, Chyna	A 93%	A	A	A	A	A				
Webster, Breia	A 90%	A	A	A	A	A				
Williams, Morgan	A 93%	A	A	A	A	A				

Reporting Term: T1							Teacher Name: Talithia Palmer			
Student Name	T1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts				
Ashmead, Delana	n/a --	B	A	B	B	B				
Barnes, Tela	n/a --	B	A	A	A	A				
Battle Jr., Mitchell	n/a --	B	B	B	B	B				
Butler, Ladaveon	n/a --	B	B	B	B	B				
Coffer, Jordan	n/a --	B	A	B	B	A				
Frye, Jamone'	n/a --	B	B	A	A	A				
Jordan, Amori	n/a --	B	B	B	B	B				
Kamara, Amani	n/a --	B	B	A	A	A				
Kearney Jr, Pierre	n/a --	A	B	A	A	A				
Knight, Jocelyn	n/a --	B	B	A	B	B				
Lopez, Carlos	n/a --	B	A	A	B	B				
Madison, Eric	n/a --	B	B	B	B	B				
Miller, Lauren	n/a --	A	A	A	A	A				
Owens, Kaleya	n/a --	A	A	A	A	A				
Reynolds Jr, Joshua	n/a --	A	A	A	A	A				
Stroman, Tyriq	n/a --	B	B	A	B	A				
Wheeler-Black, Kniann	n/a --	A	A	A	A	A				



## Standards Report 2013-2014

## P3(A) 1st Grade Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand Grade 1 level violin terms	Wait quietly for instruction	Stay on task	Cooperate with others (class, and at play)	Uses class materials respectfully				
Anderson, Claire	A 100%	M	M	M	M	M				
Anderson, Holly	A 100%	M	M	M	M	M				
Baker, Tsion	B 78%	M	S	S	M	M				
Banks, Zarah	A 100%	M	S	S	M	M				
Barnhill, Melvin	A 100%	M	M	M	M	M				
Bishop, Jovan	B 80%	M	S	S	M	M				
Blow, Gia	A 100%	M	M	M	M	M				
Blow, William	A 96%	M	S	S	M	M				
Bradshaw, Marsil	A 100%	M	M	M	M	M				
Brown, Sincere	A 100%	M	M	M	M	M				
Gresholm, Jayla	A 100%	M	M	M	M	M				
King, Nasir	A 100%	M	M	M	M	M				
Myers, Kirey	B 78%	M	S	S	M	M				
Robinson, Syria	A 100%	M	M	M	M	M				
Wheeler, Kaitlyn	A 100%	M	M	M	M	M				
Wooten, Casside	A 100%	M	M	M	M	M				

## Standards Report 2013-2014

## P2(A) Middle School Music for Majors

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts				
Belton, Kamari	A 100%	A	B	B	A	B				
Bland, Venia	A 100%	A	B	B	A	B				
Bowman, Remi	A 100%	A	A	A	A	A				
Bynum, JaQuay	A 100%	A	B	B	A	A				
Castro-Guevara, Elizabeth	A 100%	A	A	A	A	A				
Cooper, Krysten	A 100%	A	B	B	A	A				
Davis, Tre'von	A 100%	A	A	A	A	A				
Ferguson III, Garrette	A 100%	A	B	B	A	A				
Flack, Jeremiah	A 100%	A	A	A	A	A				
Hales, Jordan	A 100%	A	A	A	A	A				
Jackson, Kiona	A 100%	A	B	B	A	A				
Johnson, Donald	A 100%	A	B	B	A	A				
Johnson, Emmanuel	A 100%	A	B	B	A	A				
Johnson, Niya	A 100%	A	A	A	A	A				
Jones, De'Sean	A 100%	A	A	A	A	A				
Parker, Marques	A 100%	A	A	A	A	A				
Reynolds, Jeremiah	A 100%	A	A	A	A	A				
Tate, Kristian	A 100%	A	A	A	A	A				
Washington, Monique	A 100%	A	B	A	A	A				

## Standards Report 2013-2014

## P2(A) Kindergarten Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand K level violin terms	Wait quietly for instruction	Stay on task	Cooperate with others (in class & at play)	Use class materials respectfully				
Camara, Tahara	A 96%	M	M	M	M	M				
Carr, Kailynn	A 96%	M	M	M	M	M				
Clayburn, Beatrice	A 100%	M	M	M	M	M				
Crawford, Serenity	A 96%	M	S	S	M	M				
Davis, Arionna	A 100%	M	M	S	M	M				
DeLeon, Valerie	A 96%	M	M	S	M	M				
Gentles, Madison	A 100%	M	M	M	M	M				
Hardy, Christopher	A 92%	M	M	S	M	M				
Herrion, Donald	A 100%	M	M	S	M	M				
Jones, Keira	A 100%	M	M	S	M	M				
Lee, Gianee	A 100%	M	M	S	M	M				
Martin, Kechan	A 96%	M	S	S	M	M				
Moore, Jafari	A 100%	M	S	S	M	M				
Ndonke, Eric	A 100%	M	M	M	M	M				
Paire, Kerston	A 96%	M	S	S	M	M				
Smith, Diane	A 100%	M	M	S	M	M				
Taylor, Kandace	A 100%	M	M	S	M	M				
Williams, Iyonna	A 100%	M	M	S	M	M				
Willis, Lauren	B 85%	M	M	S	M	M				

## Standards Report 2013-2014

## P2(A) Kindergarten Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand K level violin terms	Wait quietly for instruction	Stay on task	Cooperate with others (in class & at play)	Use class materials respectfully				
Bedney, Robert	A 100%	M	S	M	M	M				
Bennett, Chase	B 85%	M	S	S	M	M				
Davis, Zane	A 100%	M	S	M	M	M				
Dembele, Ismael	B 88%	M	S	S	M	M				
Edwards, Christopher	A 100%	M	M	M	M	M				
Green, Landan	A 100%	M	M	M	M	M				
Greenidge, Angel	A 92%	M	M	M	M	M				
Hamid, Jacob	B 87%	M	S	S	M	M				
Hammond, Jahad	A 92%	M	S	S	M	M				
Hammond, Lyrique	A 100%	M	M	M	M	M				
Lyles, Courtney	A 92%	M	S	M	M	M				
Minor, Warren	B 88%	M	S	M	M	M				
Morrison, Christian	A 100%	M	S	M	M	M				
Neal, Malik	A 100%	M	M	S	M	M				
Quintanilla, Ricardo	A 96%	M	S	M	M	M				
Rennie, Milahnia	A 92%	M	S	M	M	M				
Watson, III, Deron	A 96%	M	S	M	M	M				
Wood, Rayven	A 92%	M	M	M	M	M				

## Standards Report 2013-2014

## P2(A) Kindergarten Music

Reporting Term: T1							Teacher Name: Scarlett Zirkle			
Student Name	T1 - Final Grade	Understand K level violin terms	Wait quietly for instruction	Stay on task	Cooperate with others (in class & at play)	Use class materials respectfully				
Attar, Jada	A 100%	M	M	M	M	M				
Barnes, Jaslene	A 92%	M	S	S	M	M				
Belton, Cherish	A 100%	M	M	M	M	M				
Bishop, Layliah	A 100%	M	M	M	M	M				
Bynum, Jordan	A 100%	M	M	M	M	M				
Fonseca, Kember	A 92%	M	S	S	M	M				
Girma, Leah	A 92%	M	S	M	M	M				
Gordon, Anthony	B 85%	M	S	S	M	M				
Graham, Samajai	A 92%	M	S	M	M	M				
Holliday, Brianna	A 92%	M	S	M	M	M				
Jamison, Kimorah	A 100%	M	M	M	M	M				
Love, Kamya	A 100%	M	M	M	M	M				
Parrish, Justice	B 88%	M	S	M	M	M				
Pearson, Amira	A 96%	M	S	M	M	M				
Sissoko, Mariam	B 85%	M	S	M	M	M				
Summers, Brooklynn	A 100%	M	M	M	M	M				

Reporting Term: T1					Teacher Name: Kim Teachout					
Student Name	T1 - Final Grade	Understand basic terms (Grade 4 level) in music	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for music				
Barkley, Lalani	A 100%	A	A	A	A	A				
Bishop, Tatianna	A 100%	A	A	A	A	A				
Bonaparte, Davida	A 100%	A	A	A	A	A				
Butler, Malika	A 100%	A	A	A	A	A				
Cooper, Lathanief	A 100%	A	A	A	A	A				
Darby, Cheyenne	A 100%	A	A	A	A	A				
Futrell, Zyaire	A 100%	A	A	A	A	A				
Gadson, Morgan	A 100%	A	A	A	A	A				
Hernandez, Jackson	A 100%	A	A	A	A	A				
Johnson-Banks, Jaenell	A 100%	A	A	A	A	A				
Lee, Jad'n	A 100%	A	A	A	A	A				
Lewis, Raziah	A 100%	A	A	A	A	A				
Massey, Chinyere	A 100%	A	A	A	A	A				
Miller, Diamond	A 100%	A	A	A	A	A				
Murphy, Darnell	A 100%	A	A	A	A	A				
Newsome, Aniya	A 100%	A	A	A	A	A				
Richardson, Alyssa	A 100%	A	A	A	A	A				
Robinson, JaiQur	A 100%	A	A	A	A	A				
Simpson, Antonio	A 100%	A	A	A	A	A				
Yarborough, Jarvell	A 100%	A	A	A	A	A				

## Standards Report 2013-2014

## P4(A) 4th Grade Music

Reporting Term: T1							Teacher Name: Kim Teachout			
Student Name	T1 - Final Grade	Understand basic terms (Grade 4 level) in music	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for music				
Allen, Legacy	A 100%	A	A	A	A	A				
Brickhouse, Lemari	A 100%	A	A	A	A	A				
Bynum, Dawntay	A 100%	A	A	A	A	A				
Davage, Zoe	A 100%	A	A	A	A	A				
Dory, ZaKia	A 100%	A	A	A	A	A				
Edwards, Samaria	A 100%	A	A	A	A	A				
Evans, Antwan	A 100%	A	A	A	A	A				
Fuentes, Sarai	A 100%	A	A	A	A	A				
Graham, Morgan	A 100%	A	A	A	A	A				
Graham, Saniya	A 100%	A	A	A	A	A				
Green, Makenzie	A 100%	A	A	A	A	A				
Kamara, Nia	A 100%	A	A	A	A	A				
Lawson, Timon	A 100%	A	A	A	A	A				
Mathews, Journey	A 100%	A	A	A	A	A				
McClain, Delonta	A 100%	A	A	A	A	A				
Moore, Linneyah	A 100%	A	A	A	A	A				
Neal, Makayla	A 100%	A	A	A	A	A				
Ray, Taeja	A 100%	A	A	A	A	A				
Rennie, Imiyah	A 100%	A	A	A	A	A				
Washington Jr, Tyler	A 100%	A	A	A	A	A				
Wood, Raenia	A 100%	A	A	A	A	A				

## Standards Report 2013-2014

## P2(A) Middle School Music for Majors

Reporting Term: T1							Teacher Name: Kim Teachout			
Student Name	T1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts				
Belton, Kamari	A 100%	A	B	B	A	B				
Bland, Venia	A 100%	A	B	B	A	B				
Bowman, Remi	A 100%	A	A	A	A	A				
Bynum, JaQuay	A 100%	A	B	B	A	A				
Castro-Guevara, Elizabeth	A 100%	A	A	A	A	A				
Cooper, Krysten	A 100%	A	B	B	A	A				
Davis, Tre'von	A 100%	A	A	A	A	A				
Ferguson III, Garrette	A 100%	A	B	B	A	A				
Flack, Jeremiah	A 100%	A	A	A	A	A				
Hales, Jordan	A 100%	A	A	A	A	A				
Jackson, Kiona	A 100%	A	B	B	A	A				
Johnson, Donald	A 100%	A	B	B	A	A				
Johnson, Emmanuel	A 100%	A	B	B	A	A				
Johnson, Niya	A 100%	A	A	A	A	A				
Jones, De'Sean	A 100%	A	A	A	A	A				
Parker, Marques	A 100%	A	A	A	A	A				
Reynolds, Jeremiah	A 100%	A	A	A	A	A				
Tate, Kristian	A 100%	A	A	A	A	A				
Washington, Monique	A 100%	A	B	A	A	A				



## Standards Report 2013-2014

## P2(A) Middle School Music for Majors

Reporting Term: T1		Teacher Name: Kim Teachout								
Student Name	T1 - Final Grade	Understand vocabulary related to arts	Wait quietly for instruction	Stay on task & cooperate with others	Use class materials respectfully	Demonstrate passion for the arts				
Belton, Kamari	A 100%	A	B	B	A	B				
Bland, Venia	A 100%	A	B	B	A	B				
Bowman, Remi	A 100%	A	A	A	A	A				
Bynum, JaQuay	A 100%	A	B	B	A	A				
Castro-Guevara, Elizabeth	A 100%	A	A	A	A	A				
Cooper, Krysten	A 100%	A	B	B	A	A				
Davis, Tre'von	A 100%	A	A	A	A	A				
Ferguson III, Garrette	A 100%	A	B	B	A	A				
Flack, Jeremiah	A 100%	A	A	A	A	A				
Hales, Jordan	A 100%	A	A	A	A	A				
Jackson, Kiona	A 100%	A	B	B	A	A				
Johnson, Donald	A 100%	A	B	B	A	A				
Johnson, Emmanuel	A 100%	A	B	B	A	A				
Johnson, Niya	A 100%	A	A	A	A	A				
Jones, De'Sean	A 100%	A	A	A	A	A				
Parker, Marques	A 100%	A	A	A	A	A				
Reynolds, Jeremiah	A 100%	A	A	A	A	A				
Tate, Kristian	A 100%	A	A	A	A	A				
Washington, Monique	A 100%	A	B	A	A	A				

## Standards Report 2013-2014

## P2(A) 3rd Grade Dance &amp; Movement

Reporting Term: T1		Teacher Name: Brian Harris								
Student Name	T1 - Final Grade	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for dance					
Anderson, Aja	B 88%	B	B	B	B					
Bennett Jr, Gabino	B 78%	B	B	B	B					
Blackmoore, Justin	C 56%	B	B	B	B					
Boyd, Maniyah	B 82%	A	A	A	A					
Britt, Ja'hyna	A 91%	A	A	A	A					
Cole, Izaiah	A 93%	A	A	A	A					
Fofana Jr., Blamassi	B 73%	A	A	A	A					
Gamble, Asia	B 83%	A	A	A	A					
Gaye, Yamundow	A 93%	A	A	A	A					
Kearney, Paris	B 89%	A	A	A	A					
Magri, Hunter	A 93%	A	A	A	A					
Marks, Kevin	C 67%	I	I	I	I					
Medwinter, Kyra	A 93%	A	A	A	A					
Morales, Brian	B 80%	B	B	B	B					
Parker, Mekhi	B 89%	A	A	A	A					
Paul, Kai	A 94%	A	A	A	A					
Robinson, Sharae	B 86%	A	A	A	A					
Ruffin, Themari	B 88%	B	B	B	B					
Sheffield, Jazzmyn	B 83%	A	A	A	A					
Williams, Kweli	B 81%	B	B	B	B					
Wooten, Chyna	A 92%	A	A	A	A					

## Standards Report 2013-2014

## P2(A) 3rd Grade Dance &amp; Movement

Reporting Term: T1						Teacher Name: Brian Harris				
Student Name	T1 - Final Grade	Wait quietly for instruction	Stay on task	Use class materials respectfully	Demonstrate passion for dance					
Allen, Sakina	B 74%	B	B	B	B					
Anderson, Evelyn	B 79%	I	I	I	I					
Brisbane, Lucia	B 80%	B	B	B	B					
Carter, Andrene	B 82%	B	B	B	B					
Cornwell, Aaliyah	B 72%	I	I	I	I					
Davis, De'Adrian	C 68%	I	I	I	I					
Flowers, Saniyaa	A 93%	B	B	B	B					
Green, Lauren	B 88%	A	A	A	A					
Herrion, Eva	A 93%	A	A	A	A					
Holmes, Kennedi	A 99%	A	A	A	A					
House, Jazz	B 86%	A	A	A	A					
Howze, Ja'Meice	B 70%	I	I	I	I					
Johnson, Ja-Nea	A 93%	A	A	A	A					
Lawson, Taron	B 80%	B	B	B	B					
McCoy, Braelan	B 71%	I	I	I	I					
Risper, Arian	B 81%	I	I	I	I					
Rogers, Keshawwna	B 89%	B	B	B	B					
Stroman, Arianna	A 91%	A	A	A	A					
Tate, Isaiah	B 86%	A	A	A	A					
Washington, Jalyn	B 89%	A	A	A	A					
Womack, Santana	B 87%	B	B	B	B					

# Appendix T



November 29, 2012

John Manahan  
Executive Director  
William E. Doar, Jr. PCS  
705 Edgewood Street NE  
Washington, DC 20017

Dear Mr. Manahan:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all 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):

- School met less than 30% of targets in Accountability Plan during the 2010-11 or 2011-12 school year

**Qualitative Site Review Report**

On October 9 and 16<sup>th</sup>, 2012, a Qualitative Site Review team conducted on-site reviews of William E. Doar, Jr. PCS, (WEDJ). 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 WEDJ. Thank you for your continued cooperation as the PCSB makes every effort to ensure that WEDJ is in compliance with its charter.

Sincerely,

Scott Pearson  
Executive Director

Enclosures  
cc: School Leader

## CHARTER GOALS

This table summarizes the goals that William E. Doar, Jr. 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 learn to speak standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in classroom settings	Teacher and administrative focus groups shared that the school currently utilizes the Achievement Network (ANET) interim assessments, and did not mention giving additional benchmark assessments. ANET’s assessment is a written reading and math assessment. There were no observations of oral assessments given by teachers or classroom presentations delivered by students during the qualitative site visit.
Students will achieve the New Standards TM Performance Standards in English Language Arts, Math and Science by graduation	Teacher and administrative focus groups stated that they have adopted the Common Core State Standards as their reading and math content standards. Science and social studies teachers use the Common Core literacy standards for content areas and the DC Content Standards for content-specific skills.
Students will demonstrate strong and consistent improvement on the Stanford Achievement Test – Version 9, or other district-wide assessment in Reading, ELA, Writing and Mathematics	The school saw a very small increase in DC-CAS Elementary Reading proficient/advanced scores from 2011 to 2012. There was approximately a 20% decrease in elementary math proficient/advanced scores from 2011 to 2012. Middle school math proficient/advanced scores are average for charter schools, at 50%, while middle school math proficiency is significantly below average, at 36%. The school will be providing reading/math interim assessments for their students as a part of the ANET partnership.
Students’ average test scores on SAT-9 will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act.	The school no longer administers this assessment.
Students will develop an appreciation for cultural difference as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.	Multicultural events at the school or local community was not observed or discussed at the classroom observations, focus groups, parent event, or board meeting.
All students achieving the above standards include Limited English Proficiency and classified students	There was no evidence observed or discussed about English language learners achieving or exceeding proficiency standards in classroom observations, focus groups, parent event, or board meeting .
The attendance rate will exceed 90%	There were few if any empty desks in each classroom visited, indicating that the number of students expected in the class were present in the class.

Goal as Identified by the School	Evidence
There will be complete special needs assessments and IEP's written for every known classified student by Sept 15 of each year	While examples of inclusion and instruction of special education students was observed, there was no evidence discussed of whether the school has met this goal during the visit.

## SCHOOL MISSION

*This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.*

School Mission	Limited	Satisfactory	Proficient	Exemplary
<b>The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.</b>	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
<b>The Board and school administrators govern and manage in a manner consistent with the school's design and mission.</b>	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.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding 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.
<b>The school's curriculum and instruction are aligned with the school's mission and educational goals.</b>	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.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
<b>The school has met or is making progress toward meeting the educational goals of its charter.</b>	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.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	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 William E. Doar, Jr. PCS. (WEDJ PCS) is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit.

This is what our staff looked for when visiting the classrooms, attending a parent meeting, board meeting, and the focus groups.



The newly appointed Executive Director and Principal of WEDJ PCS reported that the school is currently in its first year of a three year-plan to move towards full-scale arts integration. To this end, they began their professional development with a full day of goal-setting around the mission, turning the school goals into commitment statements to sustain the academic and social goals of the school. During year one, the focus is on integrating the arts through the math and ELA courses and sustaining their multiple arts partnerships to ensure connectivity through the arts. The teachers reported focusing on integrating arts throughout the classroom and often partner with elective teachers and external program providers to prepare these types of lessons for their students as well as building the whole child through a variety of learning styles. During our qualitative visit, we observed a number of ways that the school has embedded the arts within their program, such as offering keyboarding, dance, chess, art and music electives for their students. The school has made an effort to increase the amount of technology accessible to their students while continuing to teach students core values and character traits via the Peer Assistance Leadership (PALS) program. The school has also partnered with The Achievement Network, and begun to build their curriculum around the Common Core State Standards to provide students with a college-preparatory academic learning experience.

The PCSB was unable to observe a board meeting at the school – however the school reported that a quorum was not met at the first board meeting of the school year. The school recognizes their board representation and governance as an area of development and is currently seeking to partner with Charter Board Partners to gain stability of their board leadership. The PTA president currently serves as a parent representative on the board, but there are currently less than five total representatives serving on the schools’ board.

## 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
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.
<b>Managing Student Behavior</b>	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.

<b>Class Environment</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Organizing Physical Space</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

### **Classroom Environments Summary**

Approximately 50% of all classroom observations scored proficient or exemplary in elements of the classroom environment rubric: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior and Organization of Physical Space. In most of the classrooms we observed, there was a strong environment of respect among the students and the teachers. Most students were polite and respectful towards one another and there were a few examples of the students telling each other comments such as, “good job” and working together, without the direction of the teacher. The observers noted an improvement in the school climate and classroom communities from previous Program Development Review visits. The observers also noted that several classrooms had objectives and standards of learning posted as well as classroom expectations to convey a culture of learning among the students. Some of the tables were marked as colleges and universities to promote higher learning. This trend was not seen school-wide, as there were many classrooms that did not have objectives or standards of learning posted, nor were they conveyed to the students. Several classrooms had strong examples of classroom procedures and smooth transitions, which were adhered to by the students, but the observers did note a few classrooms where a lack of directions and unclear activities left students disengaged. There were also some classrooms observed where there was no student misbehavior, yet others where the teachers were unsuccessful at managing student behavior.

## 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
<b>Communicating with Students</b>	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 situated 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.
<b>Using Questioning and Discussion Techniques</b>	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 many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	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.

<b>Instructional Delivery</b>	<b>Limited</b>	<b>Satisfactory</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Using Assessment in Instruction</b>	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.
<b>Demonstrating Flexibility and Responsiveness</b>	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 33% of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction and Demonstrating Flexibility. As mentioned above, there were several classrooms that had objectives and standards of learning posted in the classroom. However, this was not seen school-wide, as there were many classrooms that did not have objectives or standards of learning posted, nor were they conveyed to the students. At times, the lack of communication of learning outcomes led to misbehavior and general confusion by the students. There was also a classroom observed where serious content errors were communicated to the students. There were a few classroom observations where the teacher posed higher-level questions to the students, and even examples of the students asking higher-level questions to their teachers. However, this was not the trend school-wide as most questioning observed was not rigorous and limited opportunities for open-ended discussions among

the students. The observers saw an instance of peer teaching to engage students in learning as well as activities which utilized multiple intelligences and station rotations. There were also examples of songs, dance, clapping and choral singing which were imbedded throughout the lesson. There were some examples of differentiation observed within the classroom observations as well as a few classrooms which varied its strategies for assessing students during the instruction. However, some classrooms lacked assessments during the observations and in some classrooms the teachers did not provide any follow-up to students after they participated in a learning activity.

## 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
<b>The school has strategies in place to meet the needs of students at risk of academic failure.</b>	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.
<b>The school has strategies in place to meet the needs of English Language Learners ("ELLs").</b>	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

During the two days of observations, there was no observation of direct English language learner (ELL) instruction provided to the ELL population. The ELL teacher was observed being used to teach a class in an alternative capacity. There were no strategies observed in classrooms that may have aided ELLs, nor were the teachers well-versed in any strategies to use for teaching English to English language learners while interviewed in the teacher focus group. The observation team questioned two areas in regards to the schools strategies for meeting the needs of students with disabilities. The first area was whether there was a shared responsibility between the general education and special education teachers to meet the needs of their students. There were not any models of co-teaching observed during the observations. The review team inquired as to whether students with disabilities were being fully serviced with Inclusion or the use of a Resource Room and WEDJ PCS did not answer this question but reported that it currently did not have tutoring for students, but planned to begin this intervention in November, particularly for students who were falling behind.

## 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	Limited	Satisfactory	Proficient	Exemplary
<b>Time is made available throughout the year.</b>	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.
<b>Extra support is in place for novice teachers.</b>	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 school presented the observation team with a comprehensive professional development calendar mapping out areas of focus for the school year. The school has focused primarily on Common Core State Standards review, imbedding the school's mission within its academic program, and infusing ANET benchmark assessments into the scope and sequence within their school curriculum. The teachers interviewed within the focus group spoke highly of the professional development received thus far and also commented on the improvement of the professional development with the new school leadership. Some of the newer teachers also commented on the positive support and mentoring that they have received to date from their teacher mentors. The teachers are afforded common planning sessions weekly to support the development of lesson planning and collaboration among the teaching staff. The Principal shared her three-year plan for integrating the arts into the curriculum, but shared that the primary focus for the current school year would be to raise the math/reading achievement of the students.



## 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.*

School Climate	Limited	Satisfactory	Proficient	Exemplary
<b>The school is a safe and orderly learning environment.</b>	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

### School Climate Summary

The observation team noted a sense of renewal and rejuvenation among the school community. The teachers shared a sense of appreciation for all the programming and support that the leadership had put in place to improve the school. All focus groups interviewed commented on the positive effects of the PALS program, a daily time spent in classrooms focusing on developing the socio-emotional needs of the students. The leadership team has a commitment for all of the adults in the school to be classroom teachers, including the Executive Director and the Principal. Most of the students interviewed shared that their school was safer, but still wished that the administration would work to address bullying within the school community. When the students were asked what they like doing the best at school – every student had a different subject that they enjoyed and could articulate why, showing a wide spectrum of interest in various subject areas. One area of focus related to school climate is the school's student re-enrollment rate. The rate was 45% during the 2011-2012 school year, the lowest of all charter schools.

# Appendix U



November 21, 2013

John Goldman, Board Chair  
William E. Doar, Jr. PCS for the Performing Arts  
705 Edgewood Street, NE  
Washington, DC 20017

Dear Mr. Goldman:

The Public Charter School Board ("PCSB") conducts Qualitative Site Reviews ("QSR") to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason(s):

- School eligible for 10-year Charter Review during 2013-14 school year

**Qualitative Site Review Report**

A QSR team conducted on-site review visits of William E. Doar, Jr. PCS for the Performing Arts ("WEDJ PCS") between September 9 and September 20, 2013. 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 to assess the school's governance as it relates to fulfilling its mission, and charter goals.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at WEDJ PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that WEDJ PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## EXECUTIVE SUMMARY

Between September 9 and September 20, 2013, the Public Charter School Board (“PCSB”) Qualitative Site Review (“QSR”) team, consisting of two PCSB staff and three consultants, conducted a series of visits to William E. Doar, Jr. PCS for the Performing Arts (“WEDJ PCS”) to determine the extent to which the school is fulfilling its mission and goals as stated in its charter, as amended, and to assess the school’s quality of classroom management and instructional delivery. The QSR team visited approximately 30 classrooms in a mixture of morning and afternoon visits.

WEDJ PCS serves pre-kindergarten-3 through eighth grade students in Northeast DC’s Edgewood neighborhood. The school’s mission is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit. WEDJ PCS offers students access to many different modes of arts learning, from Suzuki violin to theater. The school has developed its character education program, the Promoting Arts and Leadership (“PAL”) Program, to prepare students to be successful leaders and artists by focusing on ten character traits: sharing, kindness, friendship, manners, sportsmanship, partnership, citizenship, teamwork, empowerment, and commitment.

WEDJ PCS’s education program is implemented inconsistently. In some classrooms, the review team observed evidence of WEDJ PCS’ mission of providing a college-preparatory academic and artistic learning environment. These classrooms were well managed, with teachers who seemed to establish a culture of learning and polite, respectful, well-behaved students. These classrooms also generally scored proficient or exemplary on the Instructional Delivery domain of the rubric; the team noted the teachers clearly stated their expectations for student learning, led discussions that allowed students to build upon each other’s ideas, and gave students opportunities to learn through multiple approaches. However, in many classrooms, teachers delivered instruction by asking recall-level questions with whole-class responses, making it difficult to gauge if any students were struggling with the content. Additionally, there was limited focus on lesson objectives and students were not engaged, which left some students without instructional tasks for up to ten minutes at a time; technical difficulties with SmartBoards halting instruction for several minutes at a time; and students in small groups not working on task with no intervention by teachers or teaching assistants.

The QSR review team observed this inconsistency of WEDJ PCS’s educational programming throughout the two-week observation window. The team observed much stronger classroom management than academic instruction, with 60% proficient or exemplary ratings in Classroom Environments but only 40% proficient or exemplary ratings in Instructional Delivery. The highest rated elements of the rubric were ‘Creating an Environment of Respect and Rapport’ and ‘Managing Student Behavior,’ which were rated 66% and 65% as proficient or exemplary, respectively. The QSR team noted that two-thirds of the observed classrooms were characterized by well-behaved, respectful students and warm, caring teachers who praised positive behavior and efficiently responded to misbehavior. The lowest rated element of the rubric was ‘Using Questioning and Discussion’ techniques: less than one-third of WEDJ PCS’s teachers were rated as proficient in this element of Instructional Delivery. The majority of teachers failed to use questioning or discussion to support student comprehension of content. Teachers did not pose

questions that required high cognitive engagement or that required students to develop their answers. Even “turn and talk” activities were ineffective in the observations; students tended to sit quietly without engaging in the lesson or talk off-task, often disturbing other students.

The school’s academic programming is implemented inconsistently across grade levels. The elementary program is noticeably weaker than the upper grades, as evidenced by the school’s DC CAS scores. Pre-kindergarten and kindergarten classes were not adequately rigorous to prepare students for success in literacy and numeracy. In these classrooms, lesson objectives were often unclear or entirely absent, being neither spoken nor written, and significant instructional time was lost to long transitions between instructional activities and technological challenges that interrupted instruction. The upper grades, however, received higher ratings in most elements of the rubric, though these classrooms also occasionally lacked clearly communicated lesson objectives.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes William E. Doar, Jr. PCS for the Performing Arts's ("WEDJ PCS") goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>The mission of William E. Doar, Jr. PCS is to provide a college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, artistic, social, and emotional development as rapidly as their talents permit.</p>	<p>WEDJ PCS has incorporated performing arts instruction into its students' day-to-day schedules. Early childhood and elementary school students are exposed to many different artistic disciplines; middle school students choose their arts focus in an induction ceremony. The school's Promoting Arts and Leadership ("PAL") Program is designed to manage student behavior and provide character education by building qualities necessary for strong leaders and strong artists.</p> <p>The college-preparatory academic program was strong in some of the classrooms observed, particularly in the upper grades. Effective teachers prepared students for college with in-depth class discussions based on open-ended questions and comprehension-based learning objectives. However, the school has not consistently implemented a strong college-preparatory academic program. While the review team rated many teachers and classrooms proficient or exemplary on key elements of the <i>Instructional Delivery Framework for Teaching</i> rubric, about half were not. In these classrooms, instructional delivery was characterized by recall and choral responses rather than higher-order thinking demonstrated through discussions; insufficient diagnoses of student learning, with little communication around lesson objectives or standards for high-quality work; and low student engagement in the learning process or outcomes. Further analysis of the schools' performance on the Instruction Delivery rubric is included below, starting on page 7.</p>
<p>Students will achieve the New Standards™ Performance Standards in English/Language Arts, Math, and Science by graduation.</p>	<p>The QSR team did not attempt to gauge students' mastery of academic material, though this report comments on the quality of instruction in core and non-core academic classes, particularly the Instructional Delivery rubric, starting on page 7..</p>

Mission and Goals	Evidence
<p>Students will learn to speak Standard English clearly and effectively as measured by formal oral assessments given three times per year and by teacher observation in classroom presentations and informal interaction with other students in a classroom setting.</p>	<p>English language arts (“ELA”) instruction was stronger in the older grades than in the younger grades. For example, grade 3-5 students wrote soliloquies; 7<sup>th</sup> grade students wrote and presented five minute speeches; 8<sup>th</sup> grade students practiced spoken English in debate format. In upper grade classes, students were encouraged to communicate and express their thoughts, ideas, and opinions with peers.</p> <p>However, observed ELA lessons at the early childhood grades were poorly managed, with instructional activities that were not connected to larger ideas or learning objectives. The youngest students appeared to generally use English effectively though their vocabulary was somewhat limited; in some cases, early childhood teachers missed opportunities to extend students’ vocabularies. For example, one teacher used a word beyond the students’ comprehension and indicated that she would teach them the word later, rather than using it as an opportunity to familiarize the students with the new word.</p> <p>Teachers throughout the grades modeled correct English and required students to pronounce words correctly. The QSR team observed a few teachers requiring students to answer questions in complete sentences.</p> <p>The QSR team neither looked for nor observed any evidence of formal oral assessments.</p>
<p>Students will demonstrate strong and consistent improvement on the Stanford Achievement Test-Version 9 (SAT-9), or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal as it is captured in the Performance Management Framework, which uses the DC CAS.</p>
<p>All students will read proficiently by the end of grade 3 in accordance with the No Child Left Behind Act.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal but it is captured in the Performance Management Framework.</p>
<p>All students will pass all courses every year.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Students will develop an appreciation for cultural differences as demonstrated by planning and participating in at least three multicultural events each year in the school community or local community.</p>	<p>The QSR team saw little or no evidence that the school has specifically focused on intercultural respect.</p>
<p>Students will demonstrate respect for cultural differences in their daily lives in their school community and the external community as observed and recorded by the instructional staff and parents.</p>	<p>The student population, as observed and as indicated in informal conversations with school staff, is not diverse with 100% being African American; in school, students have little opportunity to interact with students who are racially, socioeconomically, or culturally different. According to informal discussions with school staff, cultural celebrations are centered on Black History Month. Hallway decorations, particularly</p>

<b>Mission and Goals</b>	<b>Evidence</b>
Students will learn to work and play with those who are culturally different.	among the early childhood classrooms, focus on sports teams and behavioral expectations, rather than different cultures. The QSR team did not note any evidence of multicultural events, even in the display case with posters from past school-wide performances. Classroom activities did not focus on cultural respect or cultural differences.
Students shall attend school regularly.	The QSR team neither looked for nor observed any evidence related to this goal.
All special needs students will be evaluated and have an IEP written within 90 days of being identified.	The QSR team neither looked for nor observed any evidence related to this goal as it is covered by OSSE's special education compliance reviews.
The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services in a timely fashion.	The QSR team neither looked for nor observed any evidence related to this goal.
To expose students to professional level instruction in the arts.	According to interviews with the administrative staff, the school exposes students throughout the grade levels to arts instruction. Pre-kindergarten students participated in music and movement every day and once a week when Shakespeare Theater Company teaches movement. They are also exposed to visual arts daily and once a week in a formal class. Grades 1-2 are taught dance, and kindergarten through 2 <sup>nd</sup> grade have daily Suzuki violin classes. Grades 3-8 participate in formal arts classes daily. The QSR team observed several of these activities during the site visits.
Students shall demonstrate proficiency in a chosen art (visual art, dance, music, theater.)	The QSR team observed arts instruction during the site visits, but could not assess students' proficiency in their chosen arts.
Staff will integrate the arts with traditional content.	The QSR team did not observe direct integration of the arts with traditional content in any of the core academic classes, despite the school administration's indication that this was a priority, supported by collaborative planning between the core content teachers and arts specialists.
All students will develop a positive ethical framework that will be applied to their personal and educational lives.	WEDJ PCS uses the Promoting Arts and Leadership ("PAL") Program to manage student behavior and teach ten character traits. Each grade is assigned a specific character trait to work on: pre-kindergarten – sharing; kindergarten – kindness; grade 1 – friendship; grade 2 – manners; grade 3 – sportsmanship; grade 4 – partnership; grade 5 – citizenship; grade 6 – teamwork; grade 7 – empowerment; grade 8 – commitment. The school records teacher observations to assess students' progress in
Students will demonstrate respect for themselves, their peers, families, and community.	
Students will learn to take responsibility for themselves and for their actions.	
Students will learn to share, respect others' possessions and be part of a group.	



Mission and Goals	Evidence
Students will grow emotionally, develop self-restraint, express feelings, adjust to transition and change, develop a sense of humor and establish independence.	<p>adopting these character traits.</p> <p>The QSR team generally observed respectful interactions between students and teachers. Sixty-five percent of the classrooms observed were proficient or exemplary in Managing Student Behavior; about half of the classrooms observed were proficient or exemplary in Creating an Environment of Respect and Rapport. During Morning Meeting, one teacher led her students in a discussion of appropriate classroom, hallway, and playground behavior, though the review team did not observe similar discussions in other classrooms.</p>
Students will demonstrate appropriate large muscle development and small muscle development.	<p>The QSR team neither looked for nor observed assessments of students' muscle development, but the team was able to gather evidence about how the school attempts to accomplish this goal.</p> <p><sup>1</sup>Students participate in physical education outside for half the school year, and may participate in dance inside. In observations, teachers occasionally directed students in physical activities, such as stretching or yoga; in violin class, the teacher led students in holding their bows correctly.</p>
Parent shall support the school's program, staff and faculty.	The QSR team neither looked for nor observed any evidence related to this goal.
The Board will comply with all federal, state, and local laws for charter schools and non-profit organizations.	<p>A PCSB staff member observed the WEDJ PCS Board Meeting on September 18, 2013. Six Board members were present, with an additional Board member calling in. The Board discussed academic results on the 2013 DC-CAS and interim Achievement Network assessments. Specifically, the Board discussed the relative strength of the 6<sup>th</sup> and 7<sup>th</sup> grade teachers and the impact of their staying with the same cohort of students for several years in a row. The Board discussed the importance of 3<sup>rd</sup> grade DC-CAS scores on PCSB's Performance Management Framework and the possibility of redirecting the strongest teachers to 3<sup>rd</sup> grade.</p> <p>The Board discussed the school's budget, specifically a 4.8% operating surplus and the budgeting effect of the school's contract with TenSquare, an education consulting</p>
The Board will maintain two current parent members to the Board of Directors immediately upon school opening and every year.	
The Board will implement an effective, efficient administrative structure for the operation and growth of the school.	
The Board will establish policies that will enable the school to achieve its goals.	
The Board will approve policies and procedures for the financial management of the school.	
The Board will approve policies and procedures for the educational management of the school.	

<sup>1</sup> Updated by PCSB on November 20, 2013 based on the request of the school leader to remove the following line: "WEDJ PCS does not have a gymnasium, though the school administration indicated that the school's Board has prioritized fundraising to build a gym."

Mission and Goals	Evidence
The Board will engage in appropriate contracts to ensure the successful implementation of America's Choice™, quality professional development for staff, early identification of learning and physical disabilities of students and the supportive materials and resources necessary for the success of the school's staff and students.	<p>firm.</p> <p>The Board discussed its upcoming retreat at length.</p> <p>The Board also discussed fundraising; it is considering hiring a fundraiser and is actively seeking grants from arts-based institutions.</p>

## CLASSROOM ENVIRONMENTS<sup>2</sup>

*This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 59% of classrooms received a rating of proficient or exemplary for the Classroom Environment domain.*

Class Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The classrooms observed were generally adept at creating environments of respect and rapport. In observing interactions between teachers and students, the QSR team noted respect, kindness, courtesy, and warmth. Students were respectful of classroom materials and guests. Teachers mostly addressed disrespectful interactions effectively and consistently. Some teachers even drew on knowledge of students' lives outside the classroom.</p> <p>The QSR team observed some instances of poor listening between students or ineffective "turn and talk" activities; students tended to sit quietly without engaging in the lesson content or talk off-task, often disturbing other students. The team saw some classrooms where teachers and students were not consistently polite or caring. In several cases, teachers were respectful with their students but not warm in their tone.</p>	Limited	6%
		Satisfactory	28%
		Proficient	41%
		Exemplary	25%
<b>Establishing a Culture for Learning</b>	<p>Half of the observed teachers set high expectations for their students, indicating that students were expected to work hard and that they could earn an A+ on their assignments. Many teachers recognized effort and persistence orally. In cases of misunderstanding, some teachers encouraged students to explain their thought processes or answers to one another.</p> <p>The QSR team observed more recognition of positive behavior than recognition of high quality work. Some teachers did not consistently express their confidence in students' abilities or indicate a high regard for the subject matters at hand. In many cases, teachers missed opportunities to</p>	Limited	16%
		Satisfactory	34%
		Proficient	50%

<sup>2</sup> Teachers may be observed more than once by different review team members.

Class Environment	Evidence Observed	School Wide Rating	
	connect classroom tasks to learning goals, such as when redirecting students to different learning centers or when expressing disinterest in the assigned task.	Exemplary	0%
<b>Managing Classroom Procedures</b>	About half of the classrooms observed had designed and implemented strong classroom procedures. Students had classroom duties and performed them as assigned. Transitions were effective and did not result in significant lost instructional time; students knew what to do and when.  However, about 40% of classrooms had no or ineffective classroom procedures in place. Systems to get students' attention or quiet, such as clapping or specific verbal cues, were ineffective, requiring the teachers to repeat themselves or speak over students who were still speaking. In these classrooms, transitions between activities were long, wasting instructional time; in one classroom, the transition from tables to the carpet took five minutes. In some cases, strategies that were intended to support effective classroom procedures were undermined by simple problems, like the carpet being too small or the line-up line being too short for the number of students.	Limited	16%
		Satisfactory	28%
		Proficient	47%
		Exemplary	9%
<b>Managing Student Behavior</b>	The quality of student behavior management was inconsistent across the school; 65% of observations scored proficient or exemplary. Behavior management systems were implemented inconsistently throughout the school; different teachers used different strategies, such as color-coded behavior charts or clapping routines.  The QSR team observed little or no evidence of student misbehavior in approximately two-thirds of the observations. Teachers circulated throughout their classrooms to prevent misbehavior before it started. In other classrooms, teachers responded to minor infractions quickly, quietly, and without incident. Teachers narrated their students' behavior and praised those who were well behaved.  In about a one-third of the classrooms observed, students did not obey teacher directions, particularly instructions to stop talking. Not all classrooms had standards of conduct posted. In these weaker classrooms, teacher response to misbehavior was inconsistent or absent altogether.	Limited	13%
		Satisfactory	22%
		Proficient	56%
		Exemplary	9%

## INSTRUCTIONAL DELIVERY

*This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. The label definitions for classroom observations of "limited", "satisfactory", "proficient" and "exemplary" are those from the Danielson framework. PCSB considers any rating below "proficient" to be under the standard of quality expected of DC charter schools. On average, 40% of classrooms received a rating of proficient or exemplary for the Instructional Delivery domains.*

Instructional Delivery	Evidence Observed	School Wide Rating	
<b>Communicating with Students</b>	<p>Fifty percent of the observations communicated their expectations for student learning and activities. They stated the purpose of the lesson and clearly explained directions.</p> <p>However, in about half of the observations, the teacher did not communicate the lesson objectives, either orally or in writing. Many teachers never explained the goals of the lessons to the students or situated the current lesson in the larger framework of students' education. In the lowest scoring observations, even immediate directions were unclear, requiring repetition of instruction and causing student confusion.</p>	Limited	9%
		Satisfactory	41%
		Proficient	44%
		Exemplary	6%
<b>Using Questioning and Discussion Techniques</b>	<p>The teachers observed at WEDJ PCS struggled in Using Questioning and Discussion Techniques, with none of the teachers scoring exemplary in this domain. A few teachers used open-ended questioning or asked students to fully explain their reasoning behind answers, but these cases were limited.</p> <p>The majority of teachers, however, did not use questioning or discussion at all to support student comprehension of content. The questions posed, if any, required a single correct answer or repeat back. Teachers posed no questions that required high cognitive engagement or that required students to develop their answers.</p>	Limited	32%
		Satisfactory	39%
		Proficient	29%
		Exemplary	0%
<b>Engaging Students in Learning</b>	<p>Across WEDJ PCS, the ability of teachers to engage students in learning was mixed.</p> <p>Some teachers gave students choice of how to complete assignments or which tasks to tackle first. In these classrooms, pacing was appropriate and allowed time for students to work collaboratively. Teachers circulated throughout these classrooms to provide support and feedback.</p> <p>However, almost 60% of observations scored limited or satisfactory in Engaging Students in Learning. Teachers did not give students the flexibility to learn in different ways or through</p>	Limited	25%
		Satisfactory	34%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>different tasks. Pacing was poor: teachers rushed some classes at the end, another ended ten minutes early with no additional tasks. In one case, when the teaching assistant finished an activity with a group of students before the allotted time was complete, the group did not move on to another task, they just sat at their table. The QSR team observed ineffective use of instructional materials, particularly SmartBoards and projectors, which teachers did not consistently know how to use. In one particular case, instruction stopped for several minutes for technical difficulties with the SmartBoard.</p> <p>The QSR team observed much use of small groups, but students were not necessarily trained to work well together. In several classrooms, teachers and assistants worked exclusively with one or two small groups, largely ignoring many students.</p>	Proficient	34%
		Exemplary	6%
Using Assessment in Instruction	<p>The teachers who scored proficient in this indicator circulated regularly throughout their classrooms to monitor student understanding and provide regular, specific feedback. These teachers communicated their expectations for high quality work. They used questions, prompts, and feedback to diagnose learning and areas of misunderstanding.</p> <p>About 60% of the observed teachers, however, did not implement these strategies. It was unclear how students would be assessed on their assignments. Teachers did not assess student learning throughout the lesson or after each lesson's completion. Teachers assessed for understanding by using choral responses to their posed questions, preventing them from assessing individual students' answers; in many cases, students did not participate in the choral responses or gave incorrect responses, with no intervention from the teachers. Some teachers gave every student the same positive feedback, such as "Good try" even though some students got the answer right and others were incorrect. In the early childhood classrooms, teachers did not track student participation or accuracy in group activities, such as singing the A, B, Cs or pronouncing words from the Word Wall.</p>	Limited	19%
		Satisfactory	41%
		Proficient	41%
		Exemplary	0%

## APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
<b>Creating an Environment of Respect and Rapport</b>	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.
<b>Establishing a Culture for Learning</b>	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.
<b>Managing Classroom Procedures</b>	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.
<b>Managing Student Behavior</b>	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.

## APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
<b>Communicating with Students</b>	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 situated 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.
<b>Using Questioning and Discussion Techniques</b>	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 many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	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
<b>Using Assessment in Instruction</b>	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.



# Appendix V

## **WEDJ PTA Meeting Notes**

**November 8, 2011**

### **PTA Officers:**

- Jeanette Staton, PTA President
- Kamilah Wheeler, PTA Vice President
- Larissa Strickland, Secretary
- Franco Bujosa, Treasurer

### **Attendees:**

- 33 people were in attendance. 26 were parents and 7 were staff.
- Principal Henry will be supplied a copy of copy of the PTA Sign in Sheet

### **Notes:**

- Meeting was called to order at 6: 05PM
- Mr. Goldman was in attendance and updated the PTA on the following:
  - 3 conservatory teachers are being brought back in for the "Full of Drama" afterschool conservatory once the grant is awarded. The award date for grant has been pushed back a week from November 10.
  - Additional monies were found so the board is looking at options to restore the original conservatory schedule which was 2 conservatories a day.
- Mr. Goldman also mentioned that a second Town Hall Meeting is being scheduled for the week of November 14, 2011.
- Jeanette S. briefly gave a quick presentation on change. Please see attached document. The presentation was based off of William Bridges "Managing Transitions"
- Larissa S. discussed the coat drive and the annual canned food drive. It was encouraged that parents and teachers donate coats and canned foods for families in need. We also encouraged parents to inform the PTA officers of families who are in need who we could donate these items to.
- Parents raised concern that they were not informed about what clubs where out, when they started, what day they are being held on and if kids could still enroll in some of the after school clubs.
  - The PTA heard these concerns and contacted the school and had flyers sent out to parents letting them know what the schedule was for the programs that are still available and what the other programs were and that they are closed to enrollment. Please see attached flyer.
- PTA then talked about dues and basically just asked the parents what they would consider to be reasonable dues and what they would like to see the dues go towards.
  - There were questions about dues, and what they should be allocated for so the PTA is bringing in the DCPTA President to the next PTA meeting to discuss and answer all questions.
  - The PTA will also reveal their proposal for what the funds can go towards.
- Cards for Troops and Sick children. Larissa discussed how we can donate to an organization that works directly with sick children to send them holiday cards. Also the PTA will find an organization

to send the cards for the troops

- If any family knows a particular military troop that you can suggest for the PTA to send the cards to please let someone from the PTA know because that would be even more special. To personally send cards to a particular group.
  - PTA also agreed to look into having WEDJ students perform at children's.
- Jeanette informed the parents that the PTA is looking to have 2 meetings a month (not every month but like 3 times out the year).
  - One meeting would be informational and the other meeting would be social. Both meetings are not mandatory. The intent is to bring in families that might not come to one format but would attend another.
  - There are some parents that might prefer the social over the informative meeting and that is okay. We will be reaching two audiences and bonding with both to eventually create one WEDJ family.
  - PTA also took a vote by show of hands and the majority agreed to have the 2 meetings not every month but at least 3 times a year.
  - From this discussion parents asked for the PTA to send out weekly emails with updates on dates or things to know. Even if the PTA doesn't have anything we will still send an email out stating that there is no new information.
- Parents addressed issues on voting of the PTA officers. The PTA asked for a vote by a rising of hands on whether or not to move forward or to hold re-elections. The parents voted to keep moving forward with the PTA in office.
  - The PTA is currently working with the National and DC PTA and will be reporting out on updates at the next PTA meeting.
- YMCA Representative discussed child care for when school is out for holidays and summer; they even can take your child to school and take them back to the YMCA for after school pick up.
- Mr. Paul Jackson introduced himself and invited everyone to come together for fundraising. He informed us that he applied for a 2 million dollar grant and he is optimistic that we will receive the grant.
- Meeting adjourned at 7:27pm

## WEDJ PTA Meeting Notes

December 15, 2011

Hello and Happy Holidays! I hope you and yours are gearing up to spend time with your loved ones, and enjoying those small but memorable moments with your children. Attached is the agenda from the meeting. This was our first fun meeting so we really didn't talk shop. We addressed a few things. You can see what those were on the attached agenda. The most important things that we walked away with during our brief recap before the fun began were:

- The awarding of the 21 Century grant has been postponed again. That doesn't mean we don't have a strong chance of receiving the grant it just means that more time is needed before making a decision. But we still are confident about our chances.
- We talked about a few different fundraising options and we would like to raise money to give our eighth graders a prom and or even contribute some of the PTA dues to that effort
- We also mentioned that we will have set dues and the DC PTA president will hopefully be at our next meeting where we will present a small presentation on where we are going and the year ahead of us.
- The PTA was sworn in in the presence of the Mayor, National PTA and the DC PTA members. The DC PTA president will come to WEDJ to present our certificate in front of everyone at one of our PTA meetings. we are pushing for our January meeting.

Next I would like to thank everyone that stayed and created holiday cards. We had a good time. We laughed, talked and tapped into our creative sides. I have attached pictures of some of the cards.

### Holiday Cards for Childrens National:

For those that would like to come with the PTA to take the cards to Childrens Hospital below is the information:

We are going to depart the school on Wednesday December 21 at 12:45 (since this is our half day). We must be at the front office of the hospital at 1:30. We will not be able to give the cards directly to the children. If you are interested please email myself [jstaton715@hotmail.com](mailto:jstaton715@hotmail.com) and Ms. Wheeler [kamilah.wheeler@yahoo.com](mailto:kamilah.wheeler@yahoo.com) and let us know if you are coming. We will meet in front of the multi-purpose room and leave from there.

### Things to Remember:

- No after school activities or aftercare this week
- Tuesday **December 20, 2011** Picture retake for those children that parents requested them and **first time pictures for NW Pre-K ONLY! Money is due at time of service.** The NW Pre-K children were at the pumpkin patch on picture day so this is why they are just taking their pictures.
- Half day dismissal on Wednesday December 21 at 12:30pm
- Wednesday December 21 if you are coming to Childrens to drop off the holiday cards we are meeting in front of the multi purpose room and are leaving at 12:45

Thank you and please be safe during the holidays!  
Jeanette Staton, PTA President

## **PTA Minutes April 24, 2012**

Meeting was called to order at 6:08PM by the President

Agenda was given to the attendees

President discussed the PTA's donation of snacks from the Healthy Snack Store to the students in the Mulan show. President showed the attendees the survey that is going to be administered to students to get their opinions of snacks in the Healthy Snack Store.

The budget was discussed. We discussed what money would be allocated for certain things. Vice President discussed that we need volunteers for the Healthy Snack Store.

The 8<sup>th</sup> grade class is having a Prom and Class Trip to Kings Dominion. The date is tentative. If you are willing to help out or have a point of contact for the Prom (dresses, makeup, hair, etc) please contact the PTA.

Mr. White informed us of Mulan dates: June 5, 6 @ 10AM, 7PM

Secretary (Mrs. Christen) discussed PreK-Kindergarten classes are planning a trip in June to Sesame Place in PA.

WEDJ is working on building a new playground for the students to use. Building is expected to begin this summer.

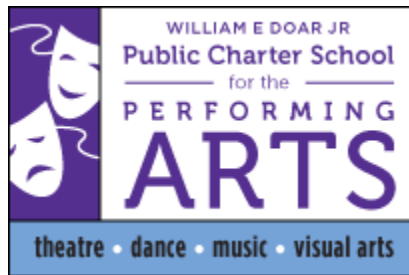
Reminder: WEDJ is a peanut-free school.

5-7<sup>th</sup> grade trip for Team Building is on May 24, 2012 at Hemlock Overlook.

Some attendees expressed their concerns that their students have not received music at all this year. They also expressed that they want to see foreign language and physical education classes for the students.

We are in the process of working on a date and location for a field day.

Meeting was adjourned at 6:58PM



## December 11, 2012 PTA Meeting Minutes

### Presentation by Body by Brian

#### Kid Friendly Activities:

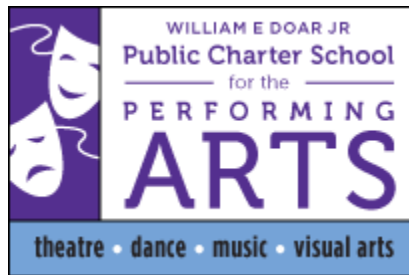
1. 10 push-ups
  - a. Three WEDJ students volunteered to demonstrate this exercise.
2. Run, walk and roll
3. Active play (slides, swings, sandbox, etc.)
4. Turn the music on and DANCE!
5. Make a game out of cleaning up

#### Examples of holiday work-out activities:

1. Fill a bottle of water and make a weight out of it
  - a. Sit in a chair with your arms on either side; lift each arm 12 times.
2. You can also work out your hamstrings during the holidays
  - a. Stand at the back of a chair and lift your leg as a curl; lift each leg 12 times.
3. Resistance bands are the way to go - you can do so many exercises with this equipment
  - a. Hold each handle in one arm, step on the center of the band with your feet shoulder length apart. Rotate arms to a 90 degree angle and lift and relax 8 times.
    - i. Note: This exercise is only for individuals aged 18 and older.
4. Shoulder exercises
  - a. Stand in the center of the resistance band with your feet together with an equal amount of slack on both sides. Raise your arms laterally 5 times.
5. For the ladies – Triceps Exercise
  - a. Lean forward on the edge of a chair to a 90 degree angle with your feet on the resistance band. Raise your arms up and down.

Dr. Smith volunteered to assist Mr. Brian with a demonstration exercise.

6. Start flat on your back. You can place your hands at your side or under your back. Raise your legs to a 90 degree angle if you can. Lower your legs to a 10 degree angle without touching the floor. Dr. Smith succeeded in 5 reps.



- a. You can also do this same technique on your side. Put one hand behind your head and raise your legs to a 30 degree angle. Dr. Smith did 5 reps on each side.

**NOTE: START AT YOUR OWN PACE. IT TAKES YOUR BODY ABOUT TWO WEEKS TO GET USED TO A NEW EXERCISE PROGRAM.**

### **Dr. Smith Announcements**

1. Parent survey: We would love and really need to have these results. We have been trying for 2 weeks for parents to go online but will send it home to parents as well. The survey is really easy and it will go home this week. It only takes 10 minutes to do.
2. Reminder than we have new info on website all the time. Please check it often.
3. We have a suggestion box so please help us by letting us know what you want. Or you can e-mail Dr. Smith directly at [bsmith@wedjschool.us](mailto:bsmith@wedjschool.us). Dr. Smith is very open to your questions and concerns.

### **Upcoming Holiday Community Events**

#### **Disney on Ice: Treasure Trove**

Verizon Center, Washington.

Disney on Ice: Treasure Trove will be at the Verizon Center in Washington, DC February 13 to 18, 2013 for a total of 10 shows. Tickets go on sale to the general public on December 31, 2012 and range in price from \$20 to \$80. Preferred presale takes place from November 11 to December 30, 2012.

#### **Harlem Globetrotters**

1st Mariner Arena, Verizon Center & Patriot Center

The Harlem Globetrotters head to the greater DC metro area and will perform at three local venues. Purchase tickets online starting Monday, October 8th at the Harlem Globetrotters website.

- 1st Mariner Arena on December 29, 2012 at 2 & 7pm.



- Verizon Center on March 2, 2013 at 1pm.
- Patriot Center on March 2 & 3, 2012 at 7:30pm and 2pm.

### Sesame Street Live! Can't Stop Singing

Patriot Center, Fairfax

Sesame Street Live! Can't Stop Singing is coming to the Patriot Center in Fairfax, Virginia December 13 to 16, 2012.

Purchase tickets online, ranging in price from \$15 to \$75 plus applicable service charges. Tickets are on sale to the general public on May 30, 2012; presale ongoing until then. "When Elmo gets his furry fingers on Abby Cadabby's magic wand, there's something in the air - and Sesame Street becomes a nonstop, all-singing, all-dancing musical montage!" Sesame Street Live! will also be at the Modell Performing Arts Center at the Lyric in Baltimore September 7 to 9, 2012. Please visit the website at Sesame Street Live! Can't Stop Singing.

### Stages for All Ages

Stages for all ages is back. Select DC-area theatres are offering a free ticket, for selected performances, for a young person 17 years of age or under with the purchase of a full price adult ticket. Visit [www.lowt.org/stages/](http://www.lowt.org/stages/) for more information. Please visit the website at Stages for All Ages.

### A Dickens Christmas

Music Center at Strathmore, Bethesda

Join the Cathedral Choral Society and Charles Dickens himself for a festive celebration of Christmas on Monday, December 17, 2012 at 7:30pm. Bring the whole family to join in on this new holiday tradition. Tickets range from \$25 to \$50. Please visit the website at A Dickens Christmas.

### A Christmas Carol





Ford's Theatre, Washington

A Christmas Carol returns to Ford's Theatre from November 16 to December 31, 2012. Come see the Ghosts of Christmas Past, Present and Future as they lead Scrooge on a transforming journey. The show is recommended for ages 5 and up. Tickets can be purchased

online or by phone at 202.547.1122. Tickets range in price from \$43 to \$87 depending on show date. Please visit the website at A Christmas Carol.

### Messiah Sing-Along

The Kennedy Center, Washington

The Messiah Sing-Along will be held on December 23, 2012 at 8pm in the Concert Hall. Free tickets will be given away beginning at 6pm on the day of the performance in front of the Concert Hall. ONE ticket per person in line will be distributed. Please visit the website at Messiah Sing-Along.

### National Philharmonic Handel's Messiah

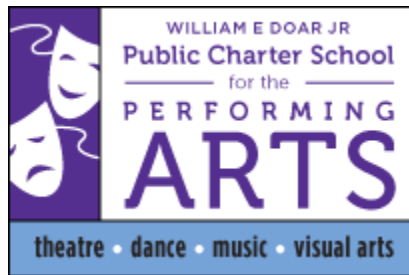
Music Center at Strathmore, Bethesda

The National Philharmonic presents Handel's Messiah on Saturday, December 8, 2012 at 8pm, Saturday, December 22, 2012 at 8pm and Sunday, December 23, 2012 at 3pm. Tickets range in price from \$28 to \$84 plus applicable service charges. Kids ages 7-17 are free. Please call the Strathmore Ticket Office directly at (301) 581-5100 to purchase Kids free tickets. Kids free tickets are not available for online purchase. Please visit the website at National Philharmonic Handel's Messiah.

### **"Parking Box" has been renamed!**

Initially when the parking box was mentioned we thought it was about parking. We have now renamed it. Do you have any other suggestions? We really want your feedback.

There was a request that we use more specific language in how we go about asking for feedback, maybe using specific words regarding particular subjects.



### **PTA Meeting Monthly Themes and Speakers**

For upcoming PTA meetings we will have monthly themes and a speaker. We want to bring people in. Some these are bullying, positive parenting, co-parenting, etc. If you have any ideas please let us know.

### **Treasurer's Report**

1. Reminder to register your Giant and Safeway cards with Escrips and to sign-up for Box Tops for Education.
2. If you haven't paid your PTA dues please do so. They are \$10.00 per school year.

### **Final Notes**

Mr. Manahan has requested that we set aside time for him during the next PTA meeting to discuss the following issue: the new re-enrollment procedure which will require all families (including those returning to the school) to have all their paperwork in no later than the 15th of March. This will be added to January's PTA meeting agenda, uploaded onto the PTA website and sent around to the classroom representatives for dissemination as well.

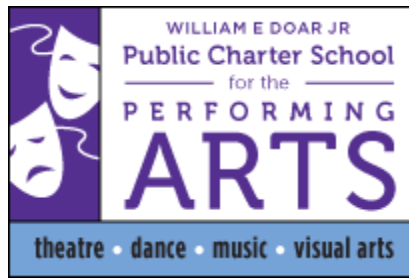
It was recommended that all PTA Board Member's e-mail addresses should be on the PTA website.

### **Upcoming Meeting**

The next PTA meeting is scheduled for January 8, 2012 at 5:15pm in the multi-purpose room. The theme and guest speaker will be announced on the PTA website.

### PTA MEETING 10/8/13 NOTES

- Spirit week Tee shirt, vote for your favorite shirt. The winner will be this years WEDJ spirit week shirt.
- The updated days for spirit week can be found on the principle points. Students are to wear the colors of the ribbons assigned for that day.
- School culture budget pays for the ribbons for PTA.
- A Pre-K fashion show will be October 29, 2013 for spirit week.
- An email should will go out to all volunteers for spirit week. If you have not received an email please contact Kiandra Willis. There will be another volunteer meeting will be held Thursday at 5:15. If you are unable to make it to the meeting, email Kiandra and she will update you.
- Jeanette Staton gave a presentation on DC Greens. If you spend \$10 in EBT you receive \$10 in bonus bucks at a farmers markets. These bucks can be used for any food item except hot prepared foods.
- Nominations for Officers:
- President-Mona Hutchinson
- Vice President-Monique Cavanaugh, Cynthia Jordan,
- Secretary:Kiandra Willis, Angela Washington
- Treasurer-Open



### **WEDJ PTA Meeting**

**November 12, 2013**

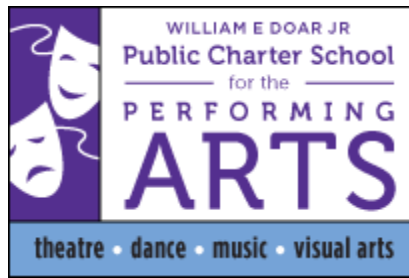
#### PTA Board Members in Attendance:

Cynthia Jordan – PTA President

Lauren Szewczyk – Vice President

Tiffani Nichole Johnson – Secretary

- I. The meeting was called to order at 5:31pm.
- II. Announcements
  - a. WEDJ Scholastic book fair is ongoing until 7pm this evening.
  - b. There have been some concerns regarding the phone blast messages not being received by some parents.
    - i. If you feel you are not receiving these messages please let the front office know and confirm that your correct contact information is on file.
  - c. Mr. Harris announced that the next WEDJ performance will be on December 18, 2013, at 7pm, at the Capital City Public Charter School - 1400 First Street NW
    - i. Stay tuned for more details.
  - d. The National Gallery of Art is loaning an exhibit to Wedj in 2014.
    - i. For more information contact Mr. Harris.
- III. Dr. Smith Announcements:
  - a. Spirit week was amazing! It was fun for the kids. Thank you to all who participated.
  - b. Testing coming up in December – we need 60% proficiency in reading. So kids need to READ!!!!
    - i. Tutoring is available!
  - c. Reminder - Drop off is at 8am. PLEASE BE ON TIME!!!
  - d. The WEDJ Spelling Bee is forthcoming.
    - i. There will be assistance in the afternoon for children who need it.
- IV. Dean Carter Announcements
  - a. WEDJ is hosting a turkey giveaway this year.
    - i. We already have 10 turkeys our goal is 50!!!! Contact Dean Carter for additional information.
  - b. Coat and shoe drive
    - i. Please bring in your gently used shoes and coats. Again contact Dean Carter for additional information.
- V. Treasury Report



- a. Current balance to date - \$139.22
  - b. Awaiting second installment of our Game on Grant.
  - c. Angela Washington (PTA Secretary-Elect) and Ms. Nikki Cavanaugh (PTA President-Elect) submitted an application for a Take Your Child to School Grant.
    - i. Follow-up to come.
- VI. Fundraising
  - a. Over 470 box tops turned in thus far. Next turn in date is April 2014.
  - b. Ms. Hamilton will continue to provide assistance with the Spirit Week t-shirts.
- VII. PTA Elections
  - a. President nominees (Individual elected is in bold)
    - i. Monica Hutchinson
    - ii. Cynthia Jordan
    - iii. **Monique Cavanaugh**
  - b. Vice President
    - i. **Rachelle Bynum**
    - ii. Cynthia Jordan
    - iii. Monique Cavanaugh
  - c. Secretary
    - i. Kiandra Willis
    - ii. **Angela Washington**
  - d. Treasurer
    - i. **Katrice Purdie**
- VIII. Final Announcements
  - a. Dr. Smith thanked the newly elected PTA Board for volunteering and reminded those in attendance that there are other ways to get involved in the school beyond involvement on the PTA Board.
  - b. Ms. Cavanaugh announced that she would like to have a meet and greet with the newly elected PTA Board and invited the retiring board to also attend this meeting.

# Appendix W

## PTA SEPTEMBER 2013 SIGN-IN

Name and email:

1. Dawan Jones    dawanjones@yahoo.com
2. Melinda Montgomery-Jones    melindam84@hotmail.com
3. Barbara Smith    [bsmith@wedjschool.us](mailto:bsmith@wedjschool.us)
4. DeShawn Folden    de\_shawn@live.com
5. Deana Kensler    dkensler@wedjschool.us
6. Monique Cavanaugh    mcavanaugh@wedjschool.us
7. Ashley Almonte    aalmonte@wedjschool.us
8. Tymika Bishop    Mikalc15@gmail.com
9. Nichelle Marks    [bbgsweets@gmail.com](mailto:bbgsweets@gmail.com)
10. Kelsey O'Boyle    ko'boyle@wedjschool.us
11. Teneisha Lane    tlane@wedjschool.us
12. Kelli Felton    kelifelton@aol.com
13. Sierra Wilson    si3rra1@yahoo.com
14. Jessica Rave    [jrave@wedjschool.us](mailto:jrave@wedjschool.us)
15. Miss Cookie    [miecookie2@yahoo.com](mailto:miecookie2@yahoo.com)
16. Faeshal Epps    [trulyblessedfaeshal@gmail.com](mailto:trulyblessedfaeshal@gmail.com)
17. Kamilah Wheeler    kamilah.wheeler@yahoo.com
18. Isaac Bell    [ibell@wedjschool.us](mailto:ibell@wedjschool.us)
19. Mohamed Kamara    mobetablu@gmail.com
20. Rasheedah Bey    r\_bey2001@yahoo.com
21. Kyla Tresvant    kylatresvant@aol.com
22. Tina Lee
23. Malinda Richard-Sia
24. Azure Drew
25. Roslyn Alford
26. E Exum
27. Charlene    Cummings
28. J Powell
29. Ms. Alberta
30. Dr. Willis
31. Mrs. Grace
32. Ms. Moore
33. Tony B. Broomfield, Jr
34. LaNita
35. Angela Washington
36. Wayne Graddy
37. J. Howard
38. S. Vernaiz
39. Ivy Hilay

40. S. Bose
41. S .Burrill
- 42.nycane berlin
- 43.warren Minor sr.
- 44.nicole troxl
- 45.Quinita Wooten
46. Gene Lee, Jr.
47. Erica McCoy-Owens
- 48.Rachelle Bynum
49. Mona Hutichinson
50. Nicole Lopez
51. Marquette Davis
52. Maria Najara
53. Lenovy Johnson
54. Talithia Palmer
55. Lindsey Joseph
56. Eric M Hamer
- 57.Gladis Perez
58. Mariane Newson
59. Mr. Carter
60. Howard Lee
61. Sherita Lewis
62. Lauren Willis
63. Rosalee Robison
64. audrey LeVault
65. Charlene Polk
66. Jennifer Forester
- 67marlon mckeiver
- 68.Marquita Clemonts
69. Stevonna Miles



**PTA MEETING SIGN-IN 10/8/13**

<b>NAME</b>	<b>EMAIL</b>
Sarah Hamilton	
<b>Monique Cavanaugh</b>	
Angela Washington	
<b>Deana Kensler</b>	
<b>Mariana Newsome *</b>	
<b>Nichelle Marks</b>	
<b>Talithia Palmer</b>	
<b>Stephanie Burrill</b>	
<b>Dr.Smith</b>	
<b>Wendie Willis</b>	
<b>Audrey LeVault</b>	
<b>LaNita Calhoun</b>	
<b>Kiandra Willis</b>	
<b>Ms.Moore</b>	
<b>Erica M. Hamer</b>	
<b>Lindsey Joseph</b>	
<b>Tanya Hales</b>	
<b>Terence Carter</b>	
<b>Teneisha Lane</b>	

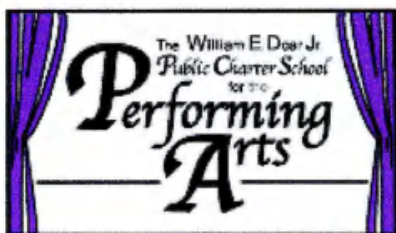
<b>NAME</b>	<b>EMAIL</b>

[illegible]

PTA Meeting  
Sign In  
February 11, 2014

First Name	Last Name	Number	Email	Parent	WEDJ Staff	PTA Officer
Monique	Cavanaugh	240-755-4297	[REDACTED]	x	x	x
Sheremeka	Ivy	202-569-0770	[REDACTED]		x	
Kenya	Brown	202-269-4646	[REDACTED]		x	
Kadeen	Menzie	202-660-8745	[REDACTED]	x		
Michael	Moore	202-528-1897	[REDACTED]	x		
Faeshal	Epps	202-471-0415	[REDACTED]	x		
Erwin	McClain	202-352-7392	[REDACTED]	x		
Lauren	Szewczyk	202-207-6878	[REDACTED]	x		x
Cookie	Butler	202-910-6902	[REDACTED]	x		
Marquetta	Davis	202-247-0341	[REDACTED]	x		
Brian	Harris		[REDACTED]		x	
Terence	Carter		[REDACTED]		x	
Barbara	Smith		[REDACTED]		x	
:						

# Appendix X



The William E. Doar, Jr. Public Charter School for the Performing Arts (WEDJ PCS)  
705 Edgewood Street, NE 2<sup>nd</sup> Floor  
Washington, DC 20017  
(202) 269-4646  
(202) 269-4155 fax  
[wedjpcs@wedjschool.us](mailto:wedjpcs@wedjschool.us)  
[www.wedjschool.us](http://www.wedjschool.us)

## Board of Director's Roster School Year 2009-2010

**ROBIN L. BRAMWELL-STEWART, J.D.** Community Member/Minority/Woman

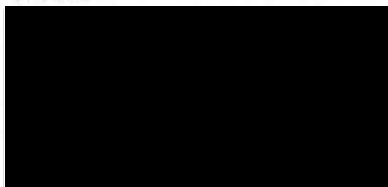
Chair

*Facilities Committee*

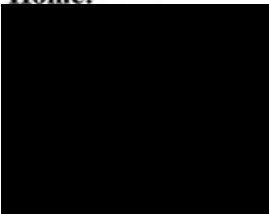
*Finance Committee*

*Grievance Committee*

**Work:**



**Home:**



**BRIAN D. CORMAN**

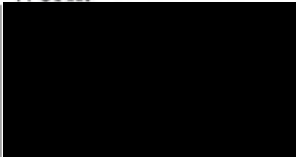
Community Member

*Accountability Committee*

*Governance Committee*

*Fundraising Committee*

**Work:**



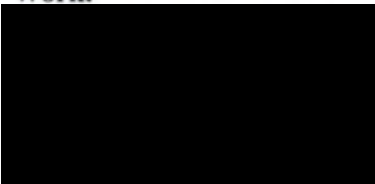
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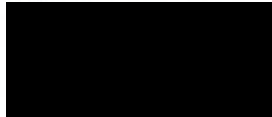
**KRISTIN K. GOING**  
**General Counsel**  
*Governance Committee*  
*Facilities Committee*  
*Grievance Committee*

Community Member/Woman

**Work:**



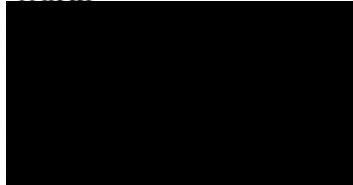
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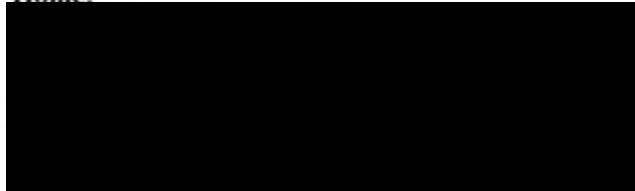
**SELINA A. JONES**  
*Fundraising Committee*

Community Member/Minority/Woman/District  
Resident/Parent

**Work:**



**Home:**

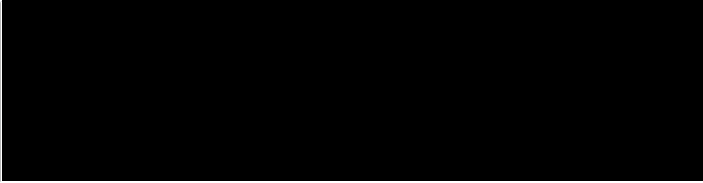


**MARCO W. McMILLIAN**  
**Secretary**

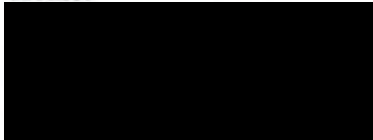
Community Member/Minority

*Governance Committee*  
*Finance Committee*  
*Fundraising Committee*

**Work:**



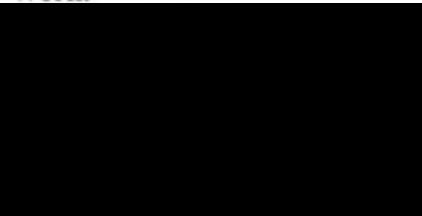
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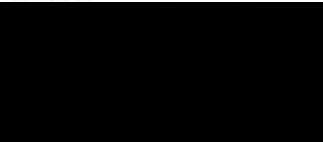
**JOYCE D. MOSSO**  
*Committee*  
*Finance Committee*

Community Member/Minority/Woman/District *Fundraising*  
Resident

**Work:**



**Home:**



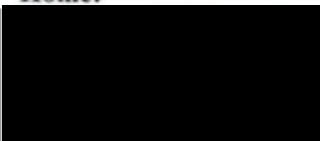
**ANDREA C. SHORTER**  
Treasurer

Community Member/Woman

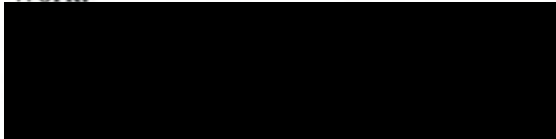
*Governance Committee*

*Finance Committee*

**Home:**



**Work:**



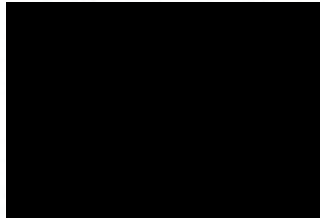


**LONNIE E. SUTTON**

Community Member/Minority/ District Resident

*Governance Committee*

**Work/Home:**



**G. KENNETH ROBINSON, III**

Community Member

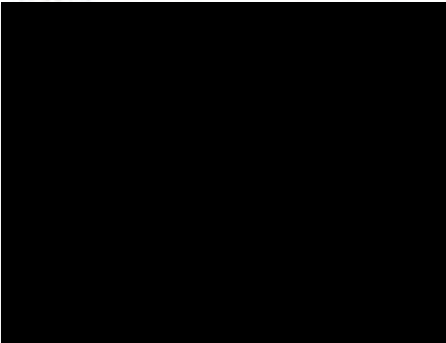
*Finance Committee*

*Audit Committee*

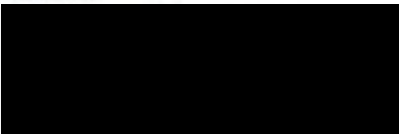
*Governance Committee*

*Fundraising Committee*

**Work:**



**Home:**



**KENNETH ADAMS**  
**Vice Chair**

Community Member/ District Resident

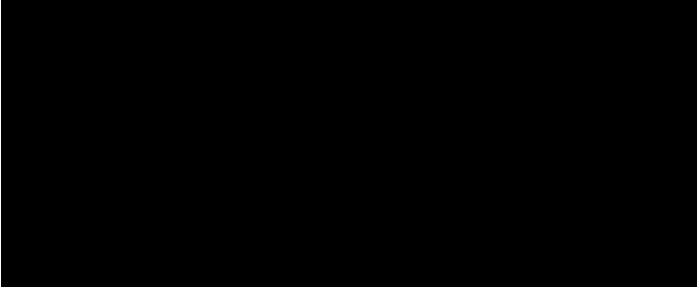
*Accountability Committee*

*Fundraising Committee*

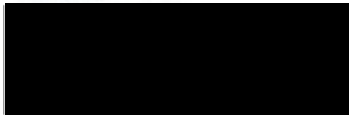
*Facilities Committee*



**Work:**



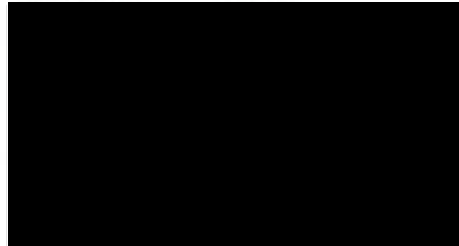
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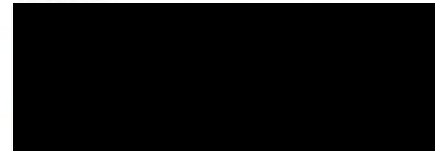
**LESLIE CRAWFORD**

Community Member

**Work:**



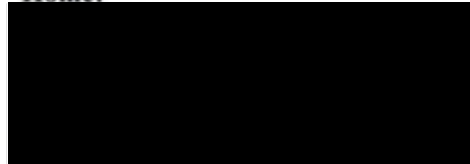
**Home:**



**TANYA S. WASHINGTON**

Community Member/ District Resident/Woman/Parent

**Home:**



**Advisory Members  
School Year 2009-2010**

**ELSTON JOHNSON**

Faculty/Staff Representative

**Home:**

7513 Maple Ave. #903  
Takoma Park, MD 20912  
301-891-8496  
[eejaye@yahoo.com](mailto:eejaye@yahoo.com)

**W. ERIC MAGWOOD**

*Finance Committee*

Community Member/Minority /District Resident

**Work:**



**Home:**

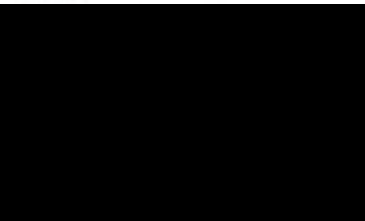


**BARBARA MCNEILL TUCKER**

*Finance Committee*  
*Fundraising Committee*  
*Governance Committee*

Community Member/Minority/Woman

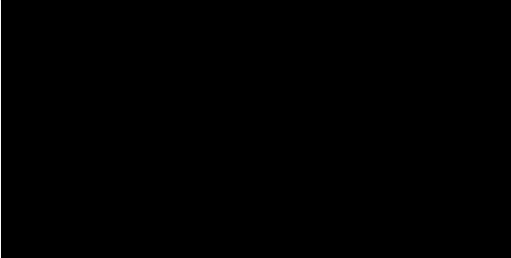
**Home:**



**GEOVETTE E. WASHINGTON, ESQ.**  
*Fundraising Committee*

Community Member/Minority/Woman/District Resident

**Work:**



**Home:**



## Board and School Leaders Listing and Contact Information

### *Board of Directors 2010-2011*

**Marco McMillian, Chairman**

Executive Director, Phi Beta Sigma  
Fraternity, Inc.  
DC Resident

**Leslie Crawford**

Deputy Director, ODEO, FDIC

**Tanya Hales**

Parent  
DC Resident

**Eric Key (New)**

Director  
University of Maryland University College,  
Arts Program  
DC Resident

**Andrew Rivers (New)**

Chief of Staff, Howard University  
DC Resident

**Samantha Smith (New)**

**Sandra Wallace (New)**

DC Resident

**Tanya S. Washington**

Parent  
DC Resident

**Robin Bramwell, Secretary (resigned)**

AttorneyBoard Chair (term expired  
November 2010)

**Ken Robinson, Vice Chair (resigned)**

National Tax Director - Health Plans  
US Tax Health Plans Sector Leader  
Health Sciences & Government  
Deloitte Tax LLP

**Andrea Shorter, Treasurer (resigned)**

ACS Business and Accounting Solutions,  
LLC

**Ken Adams (resigned)**

Senior Manager, Federal Technology Risk  
Management  
Deloitte Consulting LLP  
DC Resident

**Lonnie Sutton (term expired)**

Executive Vice President  
Providia Metropolitan  
DC Resident

**Joyce Mosso (term expired)**

Project Specialist  
EDJ Associates, Inc.

**Brian Corman (term expired)**

Middle School Teacher  
Merritt Academy

**Kristin Going (resigned)**

Drinker Biddle & Reath LLP

## WEDJ PCS Board and Staff (2011-2012)

### Board of Directors

Marco McMillian, Chair  
Executive Director  
Phi Beta Sigma Fraternity, Inc.  
Non-DC Resident

Andrew Rivers, Vice-Chair  
Chief of Staff  
Howard University  
DC Resident

Jeanette M. Staton, Parent  
DC Resident

Tanya Hales, Parent  
DC Resident

Eric Key  
Director  
University of Maryland University College  
Arts Program  
DC Resident

Leslie Crawford, Chairman  
Deputy Director, ODEO  
FDIC

Samantha Smith

Sandra Wallace  
DC Resident

Dr. Yolanda J. Butler

### Staff

#### *Leadership*

John Goldman, Acting Executive Director  
Ricardo Henry, Jr., Principal

#### *Teachers*

Larissa Christen	PreK
Karen Haskins	PreK
Talithia Palmer	PreK
Charlene Polk	PreK
Amiyra Collins	1st grade
Azure Drew	1st grade
Evelyn Exum	1st grade
Elston Johnson	2nd grade
Alyssa Schwenk	2nd grade
Tamika Clegg	3rd grade
Quiana Rowe	3rd grade
Rosalee Hanson-Robinson	5th grade
Arin Noble	5th grade
Deana Kensler	kindergarten
Lakeshia Bradshaw	multi-grades
Lupita-Maria Dehaney	English
Anthony Sessoms	science
Dontae Hamlett	music
Brandon White	drama
Aaron Jackson	drama
Stephanie Burrill	dance
Brian Harris	dance
Marsha Deguzman	special education
Santosh Kamalakar	special education
FrancoBujosa	English language learning

#### **Current Board of Directors (2012-2013)**

Andrew Rivers, Chair  
Chief of Staff  
Howard University

Tanya Hales, Secretary  
Parent

Eric Key  
Director  
University of Maryland University College  
Arts Program

Marco McMillian  
Executive Director  
Phi Beta Sigma Fraternity, Inc.  
Non-DC Resident

Samantha Smith  
Community Member

Jeanette M. Staton  
Parent

Sandra Wallace  
Community Member

### **Current Staff** (2012-2013)

#### *Leadership*

John Goldman, Acting Executive Director

Dr. Barbara Smith, Principal

John Manahan, Chief Operating Officer

#### *Teachers*

Ashley Almonte	Elementary
Franco Bujosa	ELL Teacher
Grace Cadag	Librarian/Media Manager
Larissa Christen	Pre-K
Keisha Cofield-Lynch	Visual Arts Teacher
Thomas Commeret	Middle School ELA
Debra Corcoran	Elementary
Azure Drew	Elementary
Evelyn Exum	Elementary
Sarah Hamilton	Pre-K
Rosalee Hanson-Robinson	Elementary
Brian Harris	Dance
John Howard	Elementary
Alexandra Huddleston	Elementary
Candice Iloh	Pre-K
Santosh Kamalakar	SPED - Elementary
Deana Kensler	Elementary
Talithia Long-Palmer	Pre-K
Natasha Mason	Elementary
Lakisha Moore	Middle School Math
Tanisha Nugent	Elementary
Charlene Polk	Pre-K
Jermal Powell	Elementary
Jessica Rave	Middle/Elementary School Social Studies
Melanie Roberts	SPED - Middle
Anthony Sessoms	Middle/Elementary Science
Lakesha Simmons-Bradshaw	Elementary
Shiryl Vernaiz	Elementary

expected to have daily lesson plans that lead to the exit tickets (Backward Design). The data from the all the exit tickets will be monitored and analysis will inform future curriculum revisions.

### **C. Unique Accomplishments**

- Charter School Association Middle School Student of the Year (Joshua Reynolds), Parent of the Year (Cynthia Jordan)
- Student dance troop selected to present at Charter Board Association
- Authors/International Leaders Educational visit school (Dr. Michael Thompson; Dr. David Booth)
- Accepted for candidacy for Middle State Accreditation
- St. Jude's MathAthon – community raised \$1500 for local hospital
- 4 National Young Scholars selected to represent WEDJ this summer
- Double Dutch Team – 6<sup>th</sup> place in the US National Championship
- 11 teachers accepted to attend Harvard University (Project Zero – summer 2013)

### **D. List of Donors**

- Technology Competitive Grant (Parmethian Boards, IPAD Labs and carts )
- D'Addario Music Foundation (arts grant) (\$2000)
- SOAR Grant - Special Populations (\$50,000)
- SOAR Grant – Academic Quality (\$100,000)
- Music and Arts grant (\$2000)
- Big Lots (\$2000)
- Exxon-Mobil Spousal Donation Support (\$1200 split up quarterly)
- Barbara Smith (\$6000) – sent 3 students to National Leadership Camp
- Barbara Smith (\$15,000) – donation towards PK Playground that cost \$24,500
- Game On Grant \$2000

## **Appendix A: List of WEDJ Board of Directors (2012-2013)**



*John Goldman, Chairman,* [REDACTED]

*Mark Carnes,* [REDACTED]

*Justin Rydstrom,* [REDACTED]

*Jeanette M. Staton, Parent,* [REDACTED]

*Lauren Szewczyk , Parent,* [REDACTED]

#### **List of WEDJ Board of Director (2013-2014)**

*John Goldman, Chairman* [REDACTED]

*Mark Carnes* [REDACTED]

*Jeri Epstein,* [REDACTED]

*Justin Rydstrom* [REDACTED]

*Jeanette M. Staton, Parent* [REDACTED]

*Lauren Szewczyk , Parent* [REDACTED]

*Tammy Daub,* [REDACTED]

*Cindy Gertz,* [REDACTED]

#### **Appendix B: List of WEDJ Leadership (2012-2013)**

# Appendix Y



**William E. Doar School of the Performing Arts Public Charter School**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	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	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**William E. Doar School of the Performing Arts Public Charter School**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	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	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	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	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	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	



**William E. Doar School of the Performing Arts Public Charter School**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	In progress	Board is being restructured. School has obtained Charter Board Partners for assistance. John Goldman will be new Board Chair.
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	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	

# Appendix Z

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Charter Application Approval (Full)	<input type="checkbox"/> Enrollment Ceiling Increase
<input type="checkbox"/> Charter Application Approval (Conditional)	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Charter Application Denial	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Charter Continuance	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Lift Board Action	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Board Action, Charter Warning	
<input checked="" type="checkbox"/> Board Action, Notice of Concern	
<input type="checkbox"/> Board Action, Notice of Deficiency	
<input type="checkbox"/> Board Action, Notice of Probation	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Other—Discussion Item	

**PREPARED BY:** Rashida Kennedy – Equity & Fidelity Team

**SUBJECT:** Notice of Concern – William E. Doar Jr. PCS: Compliance Review

**DATE:** February 25, 2013

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### Proposal/ Request

PCSB staff requests that the Board issue a Notice of Concern to schools which failed to adequately address issues found in the 2012-2013 Compliance Review. William E. Doar Jr. Public Charter School was not rated compliant for its board roster. It failed to meet the requirements for a sufficient board according to the School Reform Act, with mandates a majority of DC residents and at least two parent representatives. The school did not develop a sufficient board within 60 days, which was the amount of time PCSB granted for schools to address all issues found during the Compliance Review.

As of this writing our understanding is that the William E. Doar Jr. PCS board consists of a single individual, Mr. John Goldman.

### Background

According to the School Reform Act Section 38-1802.05, each LEA's board must be comprised of a majority of DC residents, an odd number, and at least two parent representatives.

As part of the Compliance Review, schools were required to upload documents to address compliance indicators into Epicenter (an electronic database). These indicators include

critical aspects specified in the School Reform Act, the school's charter agreement, and PCSB policies and procedures. Documents were reviewed for accuracy, content and completion. As a result, each indicator received a rating of received a rating of *compliant*, *in progress*, or *not compliant*. A rating of *compliant* means the school has satisfied the compliance standards. A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner. A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

An email to school leaders informed them that for any *in progress* or *not compliant* ratings, they will have 60 days to correct the issues or a Notice of Concern would be issued.

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____
_____



# Appendix AA



Public Charter School Board Annual Report 2010-2011

for

The William E. Doar Jr. Public Charter School  
for the Performing Arts

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*Submitted by Marco McMillian, Chairman*

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## Board and School Leaders Listing and Contact Information

### *Board of Directors 2010-2011*

**Marco McMillian, Chairman**

Executive Director, Phi Beta Sigma  
Fraternity, Inc.  
DC Resident

**Leslie Crawford**

Deputy Director, ODEO, FDIC

**Tanya Hales**

Parent  
DC Resident

**Eric Key (New)**

Director  
University of Maryland University College,  
Arts Program  
DC Resident

**Andrew Rivers (New)**

Chief of Staff, Howard University  
DC Resident

**Samantha Smith (New)**

**Sandra Wallace (New)**

DC Resident

**Tanya S. Washington**

Parent  
DC Resident

**Robin Bramwell, Secretary (resigned)**

AttorneyBoard Chair (term expired  
November 2010)

**Ken Robinson, Vice Chair (resigned)**

National Tax Director - Health Plans  
US Tax Health Plans Sector Leader  
Health Sciences & Government  
Deloitte Tax LLP

**Andrea Shorter, Treasurer (resigned)**

ACS Business and Accounting Solutions,  
LLC

**Ken Adams (resigned)**

Senior Manager, Federal Technology Risk  
Management  
Deloitte Consulting LLP  
DC Resident

**Lonnie Sutton (term expired)**

Executive Vice President  
Providia Metropolitan  
DC Resident

**Joyce Mosso (term expired)**

Project Specialist  
EDJ Associates, Inc.

**Brian Corman (term expired)**

Middle School Teacher  
Merritt Academy

**Kristin Going (resigned)**

Drinker Biddle & Reath LLP

## ***School Administration 2010-2011***

Dr. Maia McKinney, Interim Executive Director (July 2010 - June 2011)

John Goldman, Acting Executive Director

Mary Robbins, Upper School Principal/Founder (July 2010 - June 2011)

Ricardo Henry, Jr., Principal, Northeast Campus Elementary

Craig Barnes, Principal, Northwest Campus Elementary

Derrick Cromer Middle School Administrator

## **Current Leadership**

John Goldman, Acting Executive Director (started 2011)

Ricardo Henry, Jr., Principal, Northeast Campus

Derrick Cromer, Assistant Principal NE

Craig Barnes, Principal, Northwest Campus

## **Teaching Staff Listing**

### **Northwest Campus 2010-2011 Teaching Staff**

<b>Name</b>	<b>Assignment</b>
Charlene Polk	PreK 3/4 Teacher
Janel Williams	Teacher Assistant
Lashonda Franklin	PreK 3 Teacher
Theresa Strawbridge	Teacher Assistant
Talithia Palmer	PreK 4 Teacher
Camille Robbins	Teacher Assistant
Rosalee Robinson	Kindergarten Teacher
Azure Drew	1 <sup>st</sup> Grade Teacher
Alyssa Schwenk	2 <sup>nd</sup> Grade Teacher
Julienne Doyle	3 <sup>rd</sup> Grade Teacher
Gloria Pringle	4 <sup>th</sup> Grade Teacher
Arin Noble	5 <sup>th</sup> Grade Teacher
Adkin Adepetu	6 <sup>th</sup> Grade Teacher
Randall Holloway	Art Teacher
Timothy Bias	Music Teacher
Tourey Gatson	Sign Lang. Teacher
Brian Harris	Dance Teacher

### **Northeast Campus 2010-2011 Teaching Staff**

<b>Name</b>	<b>Assignment</b>
Kenya Brown	PreK teacher
Desiree Berryhill	PreK teacher
Karen Haskins	PreK teacher
Evelyn Exum	Kindergarten Teacher

Deana Kensler	Kindergarten Teacher
Amiyra Collins	1st Grade Teacher
Herbert Dixon	2nd Grade Teacher
Elston Johnson	3rd Grade Teacher
Lakeshia Bradshaw	4th/5th Grade Teacher
Tanisha Nugent	4th/5th Grade Teacher
Lori Daniels	Art Teacher
Marva Gibbs	Drama Teacher
Michael Swaby	Music Teacher
Roslyn Alford	Teacher Assistant
Khadijah Chaney	Teacher Assistant
Lenora Johnson	Teacher Assistant
Taneisha Lane	Teacher Assistant
Lakesha Lucas	Teacher Assistant
Marlon McKeiver	Teacher Assistant
Kelly Pleasant	Teacher Assistant
Ebby Shifferdecker	Teacher Assistant
De'Andre Williams	Teacher Assistant
Santosh Kamalakar	SPED Teacher
Franco Bujosa	ESL Teacher
<b><i>NE Upper School</i></b>	
Robin Couch	ELA Teacher
Keisha Dunston	Math teacher
Dontae Hamlett	Music teacher
Brian Hammond	PE/Health teacher
Torrey Hawkins	Math teacher
Patricia Hudson-Henry	ELA Teacher
Aaron Jackson	Drama Teacher
Tyra Jackson	Dance Teacher
Laura Martin	ELA Teacher
Demetrius McDade	Math Teacher
Todd Mitchell	SS/History Teacher
Yasmin Rice	ELA Teacher
Quiana Rowe	Social Studies Teacher
Anthony Sessoms	Science Teacher
Javon Smith	Technology Teacher
Cordel Smith-Shaw	Spanish Teacher
Tracy Wigfall	Science Teacher
Shirley Wilkerson	Spanish teacher
Marsha Deguzman	SPED Teacher
John Coughlin	SPED Teacher
Franco Bujosa	ESL Teacher
Khadijah Chaney	Teacher Assistant
Taiesh Green	Teacher Assistant

# Annual Report Narrative

## ***School Description***

### **Mission**

The William E. Doar Jr. Public Charter School for the Performing Arts will foster a safe, creative, enjoyable and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the global society.

### **School Programs**

*Program descriptions reflect 2010-2011 programs, some of which no longer exist because of the subsequent closure of the upper school (grades 9-12).*

For the 2010 -2011 year, WEDJ PCS operated two campuses serving students from pre-school to 12<sup>th</sup> grade. WEDJ PCS is unique among DC's charter and public schools because of its focus on the performing arts: developing young musicians, dancers and actors. WEDJ develops both the scholar and the artist by matching academic coursework with high-quality music, dance, and theatre instruction.

Concurrent with its emphasis on the performing arts, WEDJ PCS provides a college-preparatory, standards-based academic curriculum. Students attend school five days per week, receive academic tutoring, attend mandatory rehearsals, and occasionally attend special events in the evening and on Saturdays. Students in grades PreK3 through 6 must participate in the full production of at least one public performance per year. This includes actors on stage as well as lighting and sound crew and other backstage personnel. Performances for the 2010-2011 year included: *Crossroads of Character*, *Narratives of Art*, *Grandparents Day*, Holiday performance, *History of Black Broadway*, Poetry for Black History Month, *Emancipation Day*, *Rapunzel*, Harlent Renaissance, and *Pinocchio*. Students in grades 7 through 12 are required to participate in the full run of at least two public performances per year. The 2010-2011 performances for the upper school included: *Take a Chance and Dance* and the Black History Month performance.

Linked closely to the curriculum, the content of performances often mirrors literature or lessons taught in the classroom, so topics are reinforced for students participating in plays. Conservatory teachers collaborate closely with classroom teachers on units related to plays, so classroom teachers receive intensive and expert arts-based support for areas of instruction that will be brought to the stage.

By participating in preparation for, rehearsal of, and production of plays, students learn teamwork, responsibility, poise, and the importance of discipline and commitment. They experience the opportunity to share what they've learned with their peers and the community.

### **Curriculum**

WEDJ PCS was chartered as an America's Choice® School. America's Choice was created by the National Center on Education and the Economy as a comprehensive school design in

response to the needs of American schools as outlined in the 1983 report *A Nation at Risk: The Imperative for Educational Reform* commissioned by the US Department of Education. As an America's Choice School, WEDJ PCS is committed to this well-researched, internationally benchmarked model and ensures that all programs stem from the mission of America's Choice and WEDJ PCS.

In 2006, WEDJ PCS was nominated as an America's Choice Model School, a distinction accorded to only a dozen schools in the United States. WEDJ was recognized because it made Adequate Yearly Progress (AYP) in its third year of operation. One standout statistic that demonstrates our success is that 70% of returning students are on or above grade level in reading.

## **Course Requirements**

Courses offered at WEDJ run on two parallel tracks: Academic and Artistic. Academic content areas include but are not limited to: mathematics, English, language arts, social studies, technology, and science.

### **Mathematics**

Given the unique attributes of WEDJ's student population (under-resourced and under-educated urban minority students) we know that what holds many of our students back is not only a lack of knowledge, but also flawed or incomplete knowledge they have developed over the years. For students to succeed, interventions must not only build skills and problem solving, but also identify and address misconceptions. America's Choice Response to Intervention (RTI) model with its tiered set of programs helps us to provide differentiated instruction that unravels past misconceptions and advances students at the right pace for them.

We use Everyday Math as our mathematics curriculum. The America's Choice workshop model of teaching, which is embedded in all subjects, including math, is an important element of our math instruction. We also use Math Navigator.

### **English**

We use the Guided Reading curriculum to provide differentiated instruction. In upper elementary and middle school, we use Words Their Way as an intervention for students who are struggling in reading.

### **Language Arts**

We use Literacy Navigator.

### **Social Studies**

We follow the America's Choice curriculum for social studies. We use the text *Teaching Reading in Social Studies and Science* to infuse reading in those subjects.

### **Technology**

We use Skills Tutor as our technology curriculum.



## **Science**

We follow the America's Choice curriculum for science. We also use Skills Tutor for fifth grade only because fifth grade is a DC-CAS testing grade. We use the text *Teaching Reading in Social Studies and Science* to infuse reading in those subjects.

**The Arts:** The artistic content areas include: movement and dance, drama, music, visual art, and world languages.

## **Movement and Dance**

The dance program helps dancers become proficient and well-rounded artists who are prepared for the challenges of a public performance because of the rigors of dozens of hours of training and rehearsal. A modern dance based program encourages versatility. Frequent collaboration with other arts disciplines and challenging academics provide students with a cross-disciplinary education that promotes development as artists and thinkers. While many DC students only participate in physical education once a week, WEDJ students take dance and movement classes daily, resulting in better physical fitness.

## **Drama**

The Theatre Arts program is designed for young actors who are serious about their craft. Through challenging coursework and guidance from actor-educators, students develop their skills in all aspects of acting and theatre. Each year, the program presents a dozen full productions, giving students a chance to explore a wide variety of repertoire and roles. The performance training incorporates techniques designed to help the students discover the full potential of their own unique resources. When students leave, they have a broad range of experiences.

## **Music**

Music instruction is given to all students, and includes music theory, composer study, playing recorder, instrumentation (for older students), MIDI lab, and chorus. Members of the elementary and middle school choirs perform in school and for community residents. As in the drama program, classroom music lessons are aligned with music taught for the productions, so concepts are reinforced.

## **Visual Arts**

All students take general art classes, where they are exposed to a variety of art concepts and techniques. Lessons learned in the classroom are emphasized during production for shows, when students are involved in all aspects of set design and construction.

## **World Languages**

During 2010-2011, WEDJ offered Spanish and American Sign Language.

Additionally, WEDJ PCS participates in a web-based health education program and is a member of the Middle School STEM Alliance.

## **Homework**

WEDJ PCS is a 100% homework school, which means that all students have homework every school day and all students have homework over every holiday and break. The only exception to

the homework policy is during performance nights and then only the students in the show are exempt, which occurs no more than nine days per year per student.

Homework is mandatory for many reasons:

- It helps to reinforce lessons through at-home practice
- It provides a link to home for parents to keep abreast of student work
- It helps students develop skills in memory, organization, planning and self-discipline
- It provides an opportunity for students to complete pre-assessments for further review in class
- It allows for extended learning opportunities to help our students catch up with their global competitors

Students are able to access Skills Tutor if they have internet access at home. WEDJ also sponsors a homework hotline that parents can call in to find out students' assignments.

## **Literacy**

In direct response to data that demonstrates gaps in student literacy, WEDJ has developed a major emphasis on reading, writing, and the study of literacy and literary arts throughout the school. Literacy is a focus in every classroom and with every staff member. Our literacy activities include the 30-book campaign, the Book of the Month program, and the author of the year program. Every student reads, writes, and discusses literacy with a teacher every day.

During a two-and-a-half hour literacy block every day, students read, write, and learn about literature. Students are engaged in writer's workshops every day and study at least two genres throughout the year at every grade level. Students participate in reading conferences with teachers daily to monitor progress toward meeting standards. Guided reading is another focus based on an RTI. Within the workshop, students participate in skill-specific activities based on their independent reading levels.

In response to past test scores, WEDJ has placed a heavy emphasis on informational texts. We ordered new curriculum materials for language arts, science, and social studies. We provide all students with the periodicals *Time for Kids* and *National Geographic for Kids*. We've ordered each classroom library a new set of informational texts. We use Skills Tutor modules to focus on informational text.

All WEDJ students are engaged in the 30-book campaign. Teachers collectively encourage, motivate, and provide reporting opportunities for student participation in the campaign. In addition to completing homework every night, all students are required to read or be read to for 30 minutes every night. Note that DC requires students to read 25 books per year, but WEDJ requires 30 books. We encourage all staff and parents to also participate in the 30-book campaign.

This campaign is part of RTI, and one of our intervention programs from America's Choice. Students are given incentives, such as bookmarks, pizza coupons, gift cards, and awards during assemblies, for completing books. At every grade level students also participate in author studies. Authors we focused on last year were:

Kindergarten—Eric Carle  
First grade—Mem Fox

Second grade—Vera B. Williams  
Third grade—Allen Say  
Fourth grade—Chris Van Allsburg  
Fifth grade—Roald Dahl  
Sixth grade—Gary Paulsen  
Seventh grade—Virginia Hamilton  
Eighth grade—Walter Dean Myers

Through our Book of the Month initiative, every month during the school year, literacy coaches select high-quality children's books for students with powerful messages. The school community then participates in a month-long conversation about the book and its message. Students are able to hear and watch fluent readers who demonstrate how to read clearly and with the inflection that brings subjects alive. In exposing students to great writing, these read-out-louds also strengthen students' vocabulary, reading comprehension, and listening skills. School-wide discussions of Books of the Month send students a powerful message about the importance of reading. Depending upon its length, the Book of the Month may be read aloud in one session or in multiple sessions. Once students have listened to their teachers read the Book of the Month, they participate in a wide range of follow-up classroom activities during the next month. The activities involve both discussions, additional reading and writing, and they involve the entire school, a particular grade level, just one class, or any combination of these.

Teachers lead students in Book of the Month conversations that encourage students to respond responsibly to books and to what other students have said about them. Teachers demonstrate the sorts of thoughtful commentary on the books that they want students to emulate, and they encourage and challenge students to produce thoughtful Book of the Month commentary of their own. Students also take part in writing activities involving the Book of the Month. Students' responses are displayed on bulletin boards in each classroom and on a school wide bulletin board each month. The Book of the Month takes reading at WEDJ beyond the confines of English language arts classes and elevates it to school wide status. WEDJ's literacy efforts

- send a strong message to students about the importance of reading
- reinforce literacy standards
- draw students, teachers, administrators, and parents into a shared educational enterprise that helps build a strong sense of community within school.

Books of the Month 2010-2011 Theme: Great Characters

September

Grades: K – 3

*The New Bear At School* by Carrie Weston

Grades: 4 & 5

*Joey Pigza Swallowed the Key* by Jack Gantos

October

Grades: K – 3

*Pumpkin Soup* by Helen Cooper

Grades: 4 – 5

*Extra Credit* by Andrew Clements

November

Grades: K – 3

*Thelonius Turkey Lives!* by Lynn Rowe Reed

Grades: 4 – 5

*Thanksgiving On Thursday* by Mary Pope Osborne

December

Grades: 4 - 5

*The Trees of the Dancing Goats* by Patricia Palacco

Grades: K - 2

*A Charlie Brown Christmas* by Charles Schutz

January

Grades: K – 2

*Flat Stanley: His Original Adventure* by Jeff Brown

Grades: 4 – 5

*Adventures of Huckleberry Finn* by Mark Twain & Raymond Burns

February

Grades: K – 5

*Freedom on the Menu “The Greensboro Sit-In”* by Carole Boston Weatherford

March

Grades: K – 3

*Happy Birthday To You* by Dr. Seuss

Grades: 3 – 5

*Hooray For Diffendoofer Day* by Dr. Seuss with help from Jack Prelutsky & Lane Smith

April

Grades: K – 2

*The Story of Babar, the Little Elephant* by Jean de Brunhoff

April and May

Grades: 3 - 5

*Phineas L MacGuire Erupts!* By Frances O’Roark Dowell

May

Grades: K – 2

*David Gets In Trouble* by David Shannon

June

Grades: K – 5

*Last Day Blues* by Julie Danneberg

## **Extracurricular**

Students at William E. Doar Jr. Public Charter School for the Performing Arts may participate in extracurricular athletic or club programs. WEDJ offers a variety of after-school activities for students in grades PreK through 8.

### ***Northwest campus extracurricular activities included:***

- Co-ed soccer
- Girls on the Run mentoring program
- Afterschool tutoring

### ***Northeast Campus extracurricular activities included:***

- Co-ed soccer
- Cheerleading and Pom-Pom Squad
- Double-Dutch Team
- Dance Club
- Music Lessons

## **Support Programs**

***DC College Access Program (DC CAP):*** WEDJ partnered with DC CAP in order to provide college preparation and application services. Twenty-five students participated from grades 11 and 12. WEDJ staff assisted by scheduling and registering students for all necessary standardized tests, financial aid assessments and applications, and helped students complete college applications.

***Student Support Team (SST):*** SST provides students who are at-risk of behavioral, attendance, and academic struggles with the support of WEDJ's professional expertise and family participation. WEDJ maintains the philosophy that the collective expertise outweighs the single voice. Therefore SST consists of academic coaches, deans, social workers, a psychologist, principals, teachers, parents, and students when appropriate. The team addresses concerns raised by WEDJ staff, parent/legal guardian and/or the student; develops a comprehensive six-week strategic plan and provides deep follow-up until the plan is complete and next steps are defined.

***Counseling Services:*** Free counseling services are primarily obtained by going through the SST process and are an identifiable strategy developed by the SST. Counseling involves intake, treatment planning, explanations of HIPPA, and individual and/or group counseling services. Counseling can address a range of areas, including: anger management, truancy, drugs and alcohol, ADHD, school motivation and organization, grief and loss, and self-esteem and social skills. We offer a range of counseling groups that reflect the need of the student population. Confidentiality is absolutely maintained unless there is a suspicion of physical, sexual, or emotional abuse or physical or academic neglect. If there is a suspicion of abuse or neglect, WEDJ staff is obligated by law to report these suspicions to the Child Family Services Administration of Washington, DC. In cases of suicidal or homicidal ideation or intention, WEDJ staff is mandated to address these concerns by involving the proper authorities and service administrations.

**English Language Learner Services:** English Language Learner services are offered to students who have speaking, reading, or writing challenges because English is their second language. Students are flagged by the Home Language Survey and subsequently screened to determine eligibility. Parents are notified of their child's eligibility and have the opportunity to accept or decline these free services. Parents may request ELL services outside of this screening process. If services are approved, the ELL Teacher provides academic support through an inclusion model. Services are based on an academic plan consistent with the America's Choice Model.

**Special Education Services:** Using an inclusion model, Special Education Services are provided to students who have sufficient academic, developmental, behavioral, emotional, speech, or medical challenges that impede their ability to access the general education curriculum. Testing is completed through the District of Columbia Public School System (DCPS). If a child is deemed eligible, a multidisciplinary team including parents will determine the child's needs and subsequent objective and measurable goals. Eligible services can include specialized instruction; speech-language, occupational, and physical therapy; counseling; and assisted technology services. The inclusion model can incorporate up to and including: co-teaching and/or co-planning with a special education teacher, as well as small group work.

## **Other Programs**

### **Summer School**

WEDJ provides two tracks of summer school: enrichment, leadership, and arts programming for students who choose to attend, and traditional summer school that represents an extension of the regular school year for students who need additional help.

Both programs operate from the first week in July through early August, with academics from 9am to 1pm, and enrichment activities from 1pm to 4pm.

The voluntary program includes games, field trips, leadership development, team building, group projects, and arts classes. This session culminates in a public performance. There is no tuition for this program, but there is a registration fee.

The mandatory program is for students who need extra support, based on teacher recommendations upon evaluation of student data in the spring. Through the online EdOps program, students can complete an entire semester's worth of work in one six-week summer session. There is no tuition for this program.

### **Before and After Care**

Before care is available for students in grades PreK through 8. Before care is from 7am to 8am. After care is available for students in grades PreK through 8. After care is from 4:15pm to 6pm. Before and after care include teacher-led activities, homework time, supervised art projects, snacks, and recess time. After care includes holiday and year-end arts demonstrations.

### **School Staff**

*Note that last year Robin Couch was both an English teacher and Director of Curriculum. This year she serves just Director of Curriculum.*

In addition to teaching faculty listed above, WEDJ staff at the Northwest campus included:

- Frank Hall, Dean of Students
- Claude Summers, Lunch/Maintenance/Security

Additional staff at the Northeast Campus included:

- Lezeete Allen, Literacy Coach
- Terence Carter, Dean of Students
- Tamika Clegg, Math Coach
- Robin Couch, Director of Curriculum and Instruction
- Derrick Freeman, Arts Integration Coach
- Ricardo Henry Jr., Principal
- Francesca Thompson, Counselor
- Derrick Cromer, Upper School Assistant Principal
- Patricia Hudson-Henry, Science Coach
- Sadiqua Long, Counselor
- Laura Martin, Literacy Coach
- Mary Robbins, Upper School Principal
- Robert Williams, Upper School Dean of Students
- Nikkiya Wyatt, Counselor

## ***Student Characteristics***

### **Northwest Campus**

Student Characteristics Table:	
Number of students enrolled, by grade level	Preschool: 32 PreK: 21 K: 23 Grades 1-3: 51 Grades 4-5: 35 Grades 6-8: 16 Total = 178 students
Student attrition rate during the 2010-2011 school year	12% (for both campuses)
Student re-enrollment rate	Elem: 57%
Demographics (Race, Ethnicity, and Gender)	93% African-American 7% Hispanic
Percentage of limited- and non-English proficient students	2% (both campuses)
Percentage of students with special education IEPs	7% (both campuses)
Percentage of students qualifying for free or reduced lunch	65% (both campuses)
Average daily membership	NW Elem: 91.3%, Middle: 87.7% Upper: 78.8%
Average daily attendance	NW Elem: 92.2%, Middle: 88.6% Upper: 79.7%
Promotion Rate	97.8%



## Northeast Campus

Student Characteristics Table: William E. Doar Jr. Public Charter School	
Number of students enrolled, by grade level	Preschool: 25 PreK: 28 K:42 Grades 1-3: 86 Grades 4-5: 60 Grades 6-8: 82 Grades 9-12: 163 Total = 486 students
Student attrition rate during the 2010-2011 school year	12% (for both campuses)
Student re-enrollment rate	Elem.: 42% MS: 55% HS: 57%
Demographics (Race, Ethnicity, and Gender)	99.2% African-American 0.4% Hispanic 0.4% Other
Percentage of limited- and non-English proficient students	2% (both campuses)
Percentage of students with special education IEPs	7% (both campuses)
Percentage of students qualifying for free or reduced lunch	65% (both campuses)
Average daily membership	NE Elem: 90.3%
Average daily attendance	NE Elem: 91.2%
Promotion Rate	97.8%
Student attrition rate during the 2010-2011 school year	12%

## High Schools

Total Number of students taking PSAT	57
Average PSAT Scores	Critical Reading 32, Math 34, Writing Skills 33
Number of students taking SAT	12
Average SAT Scores	Critical Reading 380, Math 375, Writing Skills 372
Number of AP	0
Number students enrolling in AP courses	0
Number of students passing AP exams	0
Percent of 9 <sup>th</sup> grade students on track to graduation	37%
Graduation Rate	50%
Number of students accepted into a two or four year college	12

***Governance***

WEDJ began the 2010-2011 school year with a full board roster, including a slate of officers. During the course of the year, a conflict between the school's founders and the Board of Trustees disrupted the normal operations of the Board. The school's founders asked the entire board to resign. Many board members left. The dispute was ultimately settled in a court of law, with the Board of Trustees prevailing and founders resigning. The board, led by Marco McMillan, is currently rebuilding its committee structure and working to recruit additional members. We understand that the Public Charter School Board is fully aware of the governance and leadership challenges faced by WEDJ during the 2010-2011 and the ongoing investigation into possible wrongdoing by former leaders.

## ***Financial Statements***

<b>William E. Doar, Jr. Public Charter School for the Performing Arts</b>	
<b>Profit &amp; Loss</b>	
<b>July 2010 - June 2011</b>	
	Total
Income	
Per Pupil Charter Payments	7,447,831
Per Pupil Facilities Allowance	1,984,110
Federal Entitlements	636,753
Other Government Funding/Grants	782,800
Private Grants & Donations	30,542
Activity Fees	88,926
Other Income	11,672
Total Income	10,982,634
Gross Profit	10,982,634
Expenses	
Personnel Salaries and Benefits	6,697,505
Direct Student Expense	223,587
Occupancy Expenses	1,725,213
Office Expenses	444,442
General Expenses	585,714
Depreciation Expense	247,488
Interest Payments	127,880
Total Expenses	10,051,829
Net Operating Income	930,805
Net Income	930,805

<b>William E. Doar, Jr. Public Charter School for the Performing Arts</b>	
<b>Balance Sheet</b>	
<b>As of June 30, 2011</b>	
	Total
<b>ASSETS</b>	
Current Assets	
Bank Accounts	965,095
Accounts Receivable	342,406
Other Current Assets	28,885
Total Current Assets	1,336,386
Fixed Assets	1,551,332
Other Assets	226,695
<b>TOTAL ASSETS</b>	<b>3,114,413</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	624,745
Other Current Liabilities	555,834
Total Current Liabilities	1,180,579
Long Term Liabilities	2,781,237
Total Liabilities	3,961,816
Equity	(847,403)
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>3,114,413</b>

## **Annual Report Narrative:**

### ***School Performance: Academic***

WEDJ staff and students worked toward three main goals last year, based on our School Intervention Plan.

Our goals were to achieve Safe Harbor status in reading and math and improve attendance.

#### **Achieve Safe Harbor in Reading**

Our target was to achieve 56% proficiency by the end of the year. According to our internal assessments (Scantron), we achieved 61% proficiency. We met all internal quarterly objectives. However, according to the DC-CAS, we did not achieve Safe Harbor status.

#### **Achieve Safe Harbor in Math**

Our target was to achieve 48% proficiency by the end of the year. According to our internal assessments (Scantron), we achieved 53% proficiency. We met all internal quarterly objectives. However, according to the DC-CAS, we did not achieve Safe Harbor status. We did achieve a 13% increase in proficiency in math at our Northeast campus.

#### **Attendance:**

Our third goal was to increase attendance to a 90% daily average attendance rate. We met that target.

In order to address gaps in reading and math, we implemented the following interventions.

1. We used Skills Tutor, a web-based remediation program, to provide students with reading and math activities to increase their proficiency. We renewed our contract with Skills Tutor for 2011-2012. Students are also able to access Skills Tutor activities at home if they have computers and internet access. Activities are tailored to meet student needs and are aligned to Common Core Standards. Skills Tutor has been effective because it helps students address the specific skills they are struggling with and helps teachers and parents understand exactly where students are in their progress and what additional help they may need. Students are given pre- and post-lesson assessments for every skill. They are able to use Skills Tutor during class time and workshop time. The program generates reports that teachers can use to work further with students. Teachers post information on classroom data walls and use daily conferences to let students know whether or not they met their goals.

We found that students enjoyed the technology component of Skills Tutor, which motivated them to complete the activities. The Skills Tutor modules, pacing, and reports also enable students to take more ownership of their learning. All students in math classes use Skills Tutor.

2. Math coaches pull small groups of students from class to work with them on specific skills, as identified by quarterly internal assessments. Tutorials use America's Choice

safety net activities and coaches track students' progress. Students working with math coaches are typically below grade level in math.

3. WEDJ has increased professional development support we receive from America's Choice. The additional support will be provided during our monthly whole staff professional development workshops, centered on the understanding and implementation of the Common Core Standards. America's Choice will also provide additional support to principals and teacher effectiveness. This was in response to the Diagnostic Assessment Tool, the monitoring tool that America's Choice uses.
4. We have aligned our curriculum materials in English language arts and math to the Common Core Standards. Using Everyday Math materials, we have provided new teacher and student resources in every math classroom. All teachers received training from Everyday Math in how to use those materials. All curriculum materials have English Language Learners component. We are receiving support from America's Choice on implementation of new materials and standards.
5. Building on the 60-minute math block that existed for K-5 and the 90-minute math block that existed for middle school, we have added a 30-minute math block so students receive 90 to 120 minutes of math instruction daily, depending on their grade level. During the skills block, students are engaged in activities from the America's Choice safety net, Math Navigator. This program is also used during summer school and the Saturday program. Math Navigator provides students with a deeper understanding of the skills needed to reach grade level standards. All students are given pre- and post-lesson assessments.
6. A monthly data utilization planning meeting occurred at each campus, for all grades, facilitated by the Director of Curriculum and Instruction. These meetings provided teachers with time and support to analyze their students' data to plan for instruction.
7. Because informational text was a weak area for our testing grades last school year, we decided to add additional materials, training, and Skills Tutor to our reading program. Teachers of upper elementary and middle school students now use Words Their Way as additional phonics support. All students are given pre- and post-lesson assessments.

### ***PMF Descriptors: Indicators and Measures***

#### **Student Progress: Elementary, Middle, and High School: Median Growth Percentile**

Based on our assessments of returning students:

- Students are 45% proficient in math and 55% proficient in reading
- 25% of students moved up at least one proficiency level in math and 27% did so in reading
- 19% of our students had greater than 10% growth in math, and 17% in reading.

**Student Achievement:** Elementary, Middle, and High School:

## Elementary and Middle: DC-CAS Overall Proficiency

	NW	NW	NE	NE
	reading	math	reading	math
3 <sup>rd</sup>	31%	0%	29%	38%
4 <sup>th</sup>	32%	11%	61%	68%
5 <sup>th</sup>	71%	36%	60%	48%
6 <sup>th</sup>	20%	10%	41%	35%
7 <sup>th</sup>	50%	17%	41%	29%
8 <sup>th</sup>	n/a	n/a	59%	44%

**Gateway: Elementary, Middle, and High School**

Elementary: DC CAS 3rd Grade (Reading)

Northeast campus: 24%

Northwest campus: 31%

Middle School: DC CAS 8th Grade (Math) 44%

High School:

Total Number of students taking PSAT	57
Average PSAT Scores	Critical Reading 32, Math 34, Writing Skills 33
Number of students taking SAT	12
Average SAT Scores	Critical Reading 380, Math 375, Writing Skills 372
Number of AP	0
Number students enrolling in AP courses	0

**Leading Indicators:**Elementary, Middle, and High School Attendance, 9<sup>th</sup> grade re-enrollment, 9<sup>th</sup> grade on-track to graduate

Attendance: NE Elem. 91.2%, NW Elem: 92.2%, Middle: 88.6%, Upper: 79.7%

9<sup>th</sup> grade on track to graduate: 37%**Overview of Accountability Plan Descriptors: Indicators & Measures: Early childhood**

Our major goals for progress in our early childhood education program were as follows.

- 70% of Pre-Kindergarten four-year-olds will increase their upper-case letter recognition by 13 letters. This target was successfully met.
- 70% of Preschool three-year-olds will increase their upper-case letter recognition by 13 letters. This target was not met.
- 70% of Kindergarten students will increase 3 DRA reading levels. This target was successfully met.
- 70% of 1<sup>st</sup> grade students will increase 5 DRA reading levels. This target was successfully met.
- 70% of 2<sup>nd</sup> grade students will increase 3 DRA reading levels. This target was not met.
- 70% of 1<sup>st</sup> - 2<sup>nd</sup> graders will read on or above grade level on their DRA assessment. This target was successfully met.
- Students in grades K-2<sup>nd</sup> will be present 92% or more of the time.
- 100% of PreK classes will score a minimum of 3.0 (Basic) on the Average General Classroom Environment Subscale (Section I and II) Score of the ELLCO. This target was successfully met.
- 100% of PreK classes will score a minimum of 3.0 (Basic) on the Average Language and Literacy Subscale Score (Section III and V) of the ELLCO. This target was successfully met.

### ***Additional Narrative Content***

Discuss activities, strategies, and interventions implemented related to the school's NCLB designation. Explain what worked, what didn't work, and why.

### **Professional Development**

- We have made significant changes and improvements to our professional development plan and activities. We now promote daily teacher collaboration, which includes joint lesson planning, strategizing, goal setting, and discussing student needs.
- Teachers meet with academic coaches to discuss students who need special help and develop plans to address needs and gaps. Coaches help teachers better implement America's Choice models and modules.
- To help teachers make better use of instructional time through data-driven planning, we offer improved access to data and guidance analyzing it, including daily student work, quarterly assessments using Scantron, and standardized tests.
- We hold monthly data utilization meetings across multiple grade levels where we analyze interim assessments. We plan for re-teaching of skills based on how students scored on assessments.



- We focused more on math, which resulted in making AYP for math on our Northeast campus.
- We focused more on supporting special education students based on staff requests.
- This year's professional development calendar focuses heavily on core standards planning.

### **Parental Involvement**

- We created a parent involvement committee comprising school leadership, teachers, and parents. The committee met four to five times during the year to develop and approve the School Improvement Plan.
- We developed the Alert Now communications system to alert parents to special school events, meetings, and emergencies. Parents gave positive feedback on the system.
- We sponsored Grandparents Day, Muffins for Moms, and Doughnuts for Dads, all activities where family members could come to school, socialize with other families, and do classroom activities with their children.
- We set up parent resource centers on each campus. These are designated areas where parents have access to information on special events, newsletters, notifications, and outside resources.
- A Parent Teacher Association supported both campuses. The PTA helped with the book fair and held a chocolate fundraiser.

### ***Public School Choice Transfer Option & Supplemental Educational Services***

#### **Intervention programs using Title I funds**

- 2010-2011 the Northeast elementary campus was designated as a "Year 2 School Improvement" school, which means we set aside 20% of certain Title I funds to offer free tutoring to students who are economically disadvantaged.
- School was required to offer Supplemental Education Services to kindergarten through fifth grade students
- 22 eligible students participated in the four-month program tutoring that met twice a week.
- All students displayed moderate to significant growth over the four months of the program.
- WEDJ partnered with Greater DC Cares to recruit tutors.

#### **Race To The Top**

- WEDJ used Scantron as a means of conducting interim assessments between DC-CAS tests. Scantron tests were administered quarterly and used in developing the School Improvement Plan. Scantron results were immediately available for teacher use. Parents

were notified of student scores during parent teacher conferences. Students and teachers conference daily as part of the America's Choice workshop model so teachers can apprise students of test results and set goals as a result.

- In direct response to our November 2010 Program Development Review, WEDJ funded the position of Academic Data Technology Manager and Coach. The Academic Technology Manager is responsible for organizing, coordinating, implementing and evaluating the academic technology programs. This individual works with all staff to train teachers in use of data tools and analysis of data. He has assisted in day-to-day usage of PowerSchool and helps teachers organize and access electronic grading and attendance tools. He manages data from all testing, including DC-CAS and Scantron, and all systems concerning student data.
- Focused staff on improving student achievement by differentiating instruction based on results data from Scantron, Skills Tutor assessments, and DC-CAS.
- Aligned 50% of teacher and principal evaluations to student growth assessments.
- Focused professional development on Common Core standards.

## **Students with Disabilities**

Most students who have Individual Educational Plans have met the majority of their goals.

## **English Language Learners**

For the academic year 2010-2011, WEDJ had 14 students who qualified to receive ELL services. However, the parents of 3 of the 14 students declined these services.

Of the 11 students who received services, 7 of them improved their ACCESS score while 4 exhibited a decreased ACCESS score. Of the two lowest scores, one student declined to complete the ACCESS assessment and the other student's score was incorrectly recorded.

In conclusion, of the aforementioned 11 students, 9 or 78% of the ACCESS scores truly demonstrate an increase in academic English-language acquisition.

## **Non-Academic Performance**

WEDJ received ratings of adequate, proficient, and exemplary on the vast majority of indicators in the Program Development Review. In the areas where we received limited ratings, such as board-related indicators, we have overhauled the governance of our organization and a new group of leaders is invested in overseeing the school. Other areas of recommendation included making better use of data, which we have achieved through hiring an Academic Data Technology Manager and Coach,

*Describe general governance practices, successes and challenges that the school's Board of Trustees experienced during the 2010-2011 school year.*

See governance section on page 18.

All authorizations included in appendix.

*What issues, if any, were encountered in collecting and reporting data for applicable performance management framework(s) and/or accountability plans?*

None.

*What is the school's status in implementing its School Improvement, Corrective Action or Restructuring Plan?*

School has yet to determine Corrective Action

## **Successes**

- Fifth-grade student at Northwest Campus Imari Galloway won DC's Father of the Year Essay Contest.
- NW students participated in the Armed Forces commemorative event of the unveiling of the golden dollar coin, in remembrance of President Abraham Lincoln's birthday.
- Students from Northwest Campus performed in the Black history program at the Soldier's home base that featured the first black graduate from the Naval Academy.
- Cinco de Mayo Celebration well-attended by parents.
- International Day Celebration as classes represented and featured various countries.
- The Purple Post, developed by and managed students and upper school ELA teacher, a blog spearheaded by an upper school English teacher to showcase student work such as poetry and essays. Presented to community and parents.  
(<http://thepurplepost.blogspot.com/2011/03/introducing-coachs-corner.html>)
- Coaches' Café, developed by instructional coaches, where students showcase for live student performances where students sing, recite poetry, read short stories and more. English and math coaches coordinated in-school performances held weekly on Fridays throughout the Spring semester.
- Double Dutch team performed at Annual White House Easter egg roll.
- Northwest teachers participated in Girls on the Run, a national health program
- 2 Northeast teachers matriculated with their students for three consecutive years, which resulted in increased DC CAS scores.
- WEDJ upper school students and community members performed in a regional performance of *The Wiz*, directed by Arts Integration Coach.
- 11 student performances, including *Rapunzel* and *The Emperor's New Clothes*.
- NE elementary achieved AYP in math.

## Budget

### William E. Doar, Jr. PCS for the Performing Arts 2011-12 Budget

REVENUE	
Per Pupil Charter Payments	\$8,009,520
Federal Entitlements	\$766,501
Income from Grants and Donations	\$20,000
Activity Fees	\$52,622
Other Income	\$0
<b>TOTAL REVENUE</b>	<b>\$8,848,642</b>
ORDINARY EXPENSES	
Personnel Salaries and Benefits	\$5,611,168
Direct Student Expense	\$337,260
Occupancy Expenses	\$1,565,463
Office Expenses	\$372,810
General Expenses	\$624,401
<b>TOTAL ORDINARY EXPENSES</b>	<b>\$8,511,102</b>
<b>NET ORDINARY INCOME</b>	<b>\$337,541</b>
Depreciation Expense	\$216,260
Interest Expense	\$111,048
<b>NET INCOME</b>	<b>\$10,232</b>

# Appendix

## Certificate of Occupancy

Department of Commerce and Regulatory Affairs  
Building and Land Regulation Administration  
341 North Capitol Street N.E., Room 2100  
Washington D.C. 20002  
Tel: (202) 462-4475 Fax: (202) 462-3852

Government of the District of Columbia  
DCAL/PLA

**C of O**

**CERTIFICATE OF OCCUPANCY**

PERMIT NO. **CO 138474**

THIS PERMIT IS VALID ONLY FOR THE PREMISES OF THE PROJECT ADDRESS

DATE : 3/2/2007

ADDRESS: <b>755 EDGERWOOD ST NE</b>	FLOOR: <b>2ND FLOOR</b>	FCLID: <b>3636</b> <small>square</small>	-0000-	08-10 <small>day</small>
		WARD: <b>5</b>	ZONE: <b>CM2</b>	

PERMISSION IS HEREBY GRANTED TO: <b>CORPORATION : WILLIAM E DOAR JR. PUBLIC CHARTER SCHOOL</b> <b>ID No.: 242078</b>	TRADING AS: <b>WILLIAM E DOAR JR PUBLIC CHARTER SCHOOL</b>
APPROVED USES: <b>PUBLIC SCHOOLS</b>	PREVIOUS USES: <b>PUBLIC SCHOOLS</b>

TYPE: <b>NEW C/O</b>	SQA NO:	SCORED SQ. FOOTAGE: <b>2,189</b>	OCCUP. LOAD: <b>550</b>	EXPIRATION DATE: <b>NONE</b>
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DESCRIPTION OF USE: <b>PUBLIC CHARTER SCHOOL WITH ACCESSORY GARTRERUM 550 STUDENTS/ GRADES PRE-K THRU 6TH AND 32 TEACHERS AND STAFF 21 parking spaces</b>	FEE: <b>\$75.00</b>
--	------------------------

THIS CERTIFICATE SHALL BE FORCED CONFORMANCE BY THE ABOVE PREMISES BY ALL THINGS IN WHOLE OR IN PART, within an expiration date to extend, VALID ONLY for the premises at the above address or part thereof, and for the purposes, indicated above, and IS NOT TRANSFERABLE to another person or premises under ANY circumstances. ANY CHANGES to the type of business, ownership of business, or part of premises used therein, will render this Certificate VOID and a new Certificate must be obtained.

Issued On: <span style="background-color: black; color: black;">[REDACTED]</span>	PERMIT CLERK: <b>JOSEPH BAKER</b> <span style="background-color: black; color: black;">[REDACTED]</span>
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## Business License

<b>GOVERNMENT OF THE DISTRICT OF COLUMBIA</b> Adrian M. Fenty, Mayor	<b>Department of Consumer and Regulatory Affairs</b> <b>Business License Center</b> 1100 4th Street, S.W. Washington, D.C. 20024	* Date Issued: 05/03/2010 11:51 AM Business ID/BLA: 20080XXXX-68001585 Category: 112A License Period: 03/01/2010-02/29/2012														
<b>BASIC BUSINESS LICENSE</b>																
<b>Licensee Name and Address</b> WILLIAM E. DOAR JR PUBLIC CHARTER SCHOOL JULIE DOAR-SINKFIELD 705 EDGEWOOD ST NE WASHINGTON, DC 20017	<b>Premises/Residence's Name and Address</b> 705 EDGEWOOD ST NE WASHINGTON, DC 20017	<b>Registered Agent's Name and Address</b> DOAR SINKFIELD, JULIE WILLIAM E. DOAR JR PUBLIC CHARTER SCHOOL 705 EDGEWOOD ST NE WASHINGTON, DC 20017														
<b>Owner's Name:</b> Corp. Name: WILLIAM E. DOAR, JR PUBLIC CHARTER SCHOOL Trade Name:																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Co/Off / HOME: CD138474</td> <td style="width: 15%;">Square:</td> <td style="width: 10%;">Lot:</td> <td style="width: 10%;">Bldg:</td> <td style="width: 10%;">Zone:</td> <td style="width: 10%;">Ward:</td> <td style="width: 10%;">ANC:</td> </tr> <tr> <td>Units:</td> <td>Kitchens:</td> <td>SQ FT:</td> <td>Perm No.:</td> <td>Tab First:</td> <td>Tab Last:</td> <td>VNS#</td> </tr> </table>			Co/Off / HOME: CD138474	Square:	Lot:	Bldg:	Zone:	Ward:	ANC:	Units:	Kitchens:	SQ FT:	Perm No.:	Tab First:	Tab Last:	VNS#
Co/Off / HOME: CD138474	Square:	Lot:	Bldg:	Zone:	Ward:	ANC:										
Units:	Kitchens:	SQ FT:	Perm No.:	Tab First:	Tab Last:	VNS#										
<b>PUB HEALTH: FOOD EST RET</b> <b>PUBLIC SCH CAFETERIA</b>																
--THE LAW REQUIRES THIS LICENSE TO BE POSTED IN A CONSPICUOUS PLACE ON THE PREMISES																
		Linda K. Argo Director														
<small>* License Effective from the date of Issued or Start of License Period Date</small>																
<b>ADDENDUM</b>																
<small>It is a violation of the DC regulations 75-02 Human Rights Law to discriminate for any reason other than bona fide work, including but not limited to discrimination by reason of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, marital status, political affiliation, physical handicap, ancestry of income, and place of residence or business. Violating or refusal to comply with the above shall be a proper basis for the revocation or suspension of this license.</small>																

## 30

## 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.**

The Mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional and artistic development as rapidly as their talents permit. Combining a rigorous program with high educational standards, the school is committed to graduating well-rounded, responsible young men and women.

**2. Please choose your Campus/LEA's School 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).**

**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

	<b>YES X</b>
	<b>NO</b>
<b>Additional Comments</b>	American Academy for Liberal Education March 2008-March 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.**



<b>Name</b>	William West
<b>Title</b>	Academic Technology Manager
<b>School Street Address</b>	705 Edgewood Street, NE Washington, DC
<b>School Zip</b>	20017
<b>School Ward</b>	5
<b>Direct Phone Number</b>	202-269-4646
<b>Email</b>	<a href="mailto:wwest@wedjschool.us">wwest@wedjschool.us</a>

**5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.**

<input checked="" type="checkbox"/>	<b>PK3</b>
<input type="checkbox"/>	<b>PK4</b>
<input type="checkbox"/>	<b>K</b>
<input type="checkbox"/>	<b>1</b>
<input type="checkbox"/>	<b>2</b>
<input type="checkbox"/>	<b>3</b>
<input type="checkbox"/>	<b>4</b>
<input type="checkbox"/>	<b>5</b>
<input type="checkbox"/>	<b>6</b>
<input type="checkbox"/>	<b>7</b>
<input type="checkbox"/>	<b>8</b>
<input type="checkbox"/>	<b>9</b>
<input type="checkbox"/>	<b>10</b>
<input type="checkbox"/>	<b>11</b>
<input type="checkbox"/>	<b>12</b>
<input type="checkbox"/>	<b>Adult Ed</b>
<input type="checkbox"/>	<b>GED Progra m</b>

**6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.**

	<b>PK3</b>
	<b>PK4</b>
	<b>K</b>
	<b>1</b>
	<b>2</b>
	<b>3</b>
	<b>4</b>
	<b>5</b>
	<b>6</b>
	<b>7</b>
	<b>8</b>
	<b>9</b>
	<b>10</b>
	<b>11</b>
x	<b>12</b>
	<b>Adult Ed</b>
	<b>GED Progra m</b>

**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" format (See "Definitions")

8:30 AM

**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")

4:00 PM

**9. Enter any additional comments regarding Start time/End time for Regular School Day.**

Extending the regular school day by 60 minutes results in the opportunity for students to spend 90 minutes per day in conservatory classes--intensive study of the performing arts. This longer day also enables WEDJ to provide additional tutoring to students who need help, especially in math. Just one more hour per day of education adds up to nearly five extra weeks of instruction.

**10. Please enter the Start and End Dates for the 2010-2011 School Year.**

<b>Start Date</b>	August 29, 2010
<b>End Date</b>	June 22, 2011

**11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?**

	<b>YES</b> (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
<b>X</b>	<b>NO</b>
<b>Additional Comments</b>	

**12. Average class size and teacher-student ratio for 2010-2011 school year**

*Northwest Campus*

Average class size: 18 for PreK, 19 for K-7

PreK ratio - 1:18

Kindergarten ratio - 1:11 with teacher and a teacher assistant

Grades 1-7 ratio - 1:18

*Northeast Campus*

NE Elementary Campus

Average class size: 17 for PreK, 22 for K-5

PreK ratio: 2:17

K ratio: 1:12







1-5: 1:17

NE Upper School Campus

Average class size: 22 for 6-8, 16 for 9-12

Ratio 6-8: 1:16 and 9-12: 1:16

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

 <b># Transferring out of school/Withdrawals (total students)</b>	Elem. 22, Upper School 42
 <b># Short-Term Out of School Suspensions (5 days or less)</b>	Elem. 173, US 122
 <b># Long-Term Out of School Suspensions (more than 5 days)</b>	Elem. 4, US 14
 <b># of Expulsions (total students)</b>	Elem. 0, US 9
 <b># of Dropouts (total students)</b>	Elem. 9, US 1
 <b># Retained at grade level (total students)</b>	Elem. 6, US 8

(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)

**Questions 14-28: 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	1	1	1			
Principal	3	3	3	3			
Assistant Principal	1	1	1	1			
Classroom Teachers	26	26		26			
Special Subject Teachers	14	14		14			
Bilingual/ESL	1	1	1	1	1	1	

Teachers							
Special Education Teachers	0	0	0	0	0	0	
Vocational/Career Teachers	0	0	0	0	0	0	N/A
Building Resource Teachers	8	8		8	0	0	
Counselors	2	2	2	2	2	2	N/A
Librarians/Media Specialists	0	0	0	0	0	0	N/A
Coordinators	1	1	1	1	1	1	
Classroom Aides	11	N/A	N/A	N/A	N/A		
Title I Educational Aides		N/A	N/A	N/A	N/A		

**29. Are you a single-campus LEA or a central office?**

<input checked="" type="checkbox"/>	<b>YES</b> Skip to Question 28
<input type="checkbox"/>	<b>NO</b> Skip to Question 29

**30. Please complete the following entries regarding staffing and salary.**

<input checked="" type="checkbox"/> Staff Attrition Rate	9%
<input checked="" type="checkbox"/> Number of Teachers	49
<input checked="" type="checkbox"/> Salary Range for Teachers	\$25,500-\$74,000
<input checked="" type="checkbox"/> Average Teacher Salary	\$65,500
<input checked="" type="checkbox"/> Number of School Support Staff	6
<input checked="" type="checkbox"/> Salary Range for School Support Staff	\$30,000-\$55,500
<input checked="" type="checkbox"/> Average School Support Staff Salary	\$40,735
<input checked="" type="checkbox"/> Number of School Administrators	4

<input checked="" type="checkbox"/> <b>Salary Range for School Administrators</b>	\$70,086-\$83,946
<input checked="" type="checkbox"/> <b>Average School Administrator Salary</b>	\$77,008
<input checked="" type="checkbox"/> <b>Number of Central Office Administrators</b>	3
<input checked="" type="checkbox"/> <b>Salary Range for Central Office Administrators</b>	\$87,000- \$110,000.
<input checked="" type="checkbox"/> <b>Average Central Office Administrator Salary</b>	\$91,000

**31. 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, Business Manager, Special Education Coordinator, and Attendance Manager.**

<input checked="" type="checkbox"/> <b>Board Chair Name</b>	Marco McMillan
<input checked="" type="checkbox"/> <b>Board Chair Title</b>	Board Chair
<input checked="" type="checkbox"/> <b>Board Chair Email</b>	<a href="mailto:mmcmillian@wedjschool.us">mmcmillian@wedjschool.us</a>
<input checked="" type="checkbox"/> <b>Board Chair Phone</b>	202-726-5434
<input checked="" type="checkbox"/> <b>Board Chair Mailing Address</b>	705 Edgewood Street NE
<input checked="" type="checkbox"/> <b>Board Chair Mailing City, State</b>	Washington, DC
<input checked="" type="checkbox"/> <b>Board Chair Mailing Zip</b>	20017
<input checked="" type="checkbox"/> <b>Exec. Director Name</b>	John Goldman
<input checked="" type="checkbox"/> <b>Exec. Director Title</b>	Acting Executive Director
<input checked="" type="checkbox"/> <b>Exec. Director Email</b>	<a href="mailto:jgoldman@wedjschool.us">jgoldman@wedjschool.us</a>
<input checked="" type="checkbox"/> <b>Exec. Director Phone</b>	202-258-3529
<input checked="" type="checkbox"/> <b>Exec. Director Mailing Address</b>	705 Edgewood St NE
<input checked="" type="checkbox"/> <b>Exec. Director Mailing City, State</b>	Washington, DC
<input checked="" type="checkbox"/> <b>Exec. Director Mailing Zip</b>	20017
<input checked="" type="checkbox"/> <b>Principal Name</b>	Craig Barnes
<input checked="" type="checkbox"/> <b>Principal Title</b>	Principal, Northwest Campus
<input checked="" type="checkbox"/> <b>Principal Email</b>	<a href="mailto:cbarnes@wedjschool.us">cbarnes@wedjschool.us</a>
<input checked="" type="checkbox"/> <b>Principal Phone</b>	202-882-1930
<input checked="" type="checkbox"/> <b>Principal Name</b>	Ricardo Henry Jr.
<input checked="" type="checkbox"/> <b>Principal Title</b>	Principal, Northeast Campus

 <b>Principal Email</b>	<a href="mailto:rhenry@wedjschool.us">rhenry@wedjschool.us</a>
 <b>Principal Phone</b>	202-269-4646
● <b>Asst. Principal Name</b>	Derrick Cromer
● <b>Asst. Principal Title</b>	Assistant Prinicipal
● <b>Asst. Principal Email</b>	<a href="mailto:dcromer@wedjschool.us">dcromer@wedjschool.us</a>
● <b>Asst. Principal Phone</b>	202-557-8920
 <b>Business Manager Name</b>	Rita Lawson
 <b>Business Manager Title</b>	Business Manager
 <b>Business Manager Email</b>	<a href="mailto:rlawson@wedjschool.us">rlawson@wedjschool.us</a>
 <b>Business Manager Phone</b>	202-882-4894
 <b>Business Manager Mailing Address</b>	705 Edgewood Street NE
 <b>Business Manager Mailing City, State</b>	Washington, DC
 <b>Business Manager Mailing Zip</b>	20017
 <b>Special Ed Coordinator Name</b>	Stevonna Miles
 <b>Special Ed Coordinator Title</b>	Special Ed
 <b>Special Ed Coordinator Email</b>	<a href="mailto:smiles@wedjschool.us">smiles@wedjschool.us</a>
 <b>Special Ed Coordinator Phone</b>	202-269-4646
 <b>Attendance Manager Name</b>	Lilly Morgan
 <b>Attendance Manager Title</b>	Registrar
 <b>Attendance Manager Email</b>	<a href="mailto:lmorgan@wedjschool.us">lmorgan@wedjschool.us</a>
 <b>Attendance Manager Phone</b>	202-269-4646
 <b>Admissions Manager Name</b>	Lilly Morgan
 <b>Admissions Manager Title</b>	Registrar
 <b>Admissions Manager Email</b>	<a href="mailto:lmorgan@wedjschool.us">lmorgan@wedjschool.us</a>
 <b>Admissions Manager Phone</b>	202-269-4646

**32. 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 2011-2012 school year.**

<b>Campus/LEA Staff Member Name</b>	John Goldman
<b>Campus/LEA Staff Member Title</b>	Acting Executive Director
<b>Campus/LEA Staff Member Phone</b>	202-258-3529
<b>Campus/LEA Staff Member Email</b>	<a href="mailto:jgoldman@wedjschool.us">jgoldman@wedjschool.us</a>
<b>Board Member Name</b>	Marco McMillan
<b>Board Member Title</b>	Chairperson
<b>Board Member Phone</b>	202-726-5434
<b>Board Member Email</b>	<a href="mailto:mmcmillan@wedjschool.us">mmcmillan@wedjschool.us</a>
<b>Additional Campus/LEA Staff Member Name</b>	Ricardo Henry
<b>Additional Campus/LEA Staff Member Title</b>	Prinicipal
<b>Additional Campus/LEA Staff Member Phone</b>	202-269-4646
<b>Additional Campus/LEA Staff Member Email</b>	<a href="mailto:rhenry@wedjschool.us">rhenry@wedjschool.us</a>



# Appendix BB

## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Staff Proposal	School Request
<input type="checkbox"/> Board Action	<input type="checkbox"/> Enrollment Ceiling Increase
<input checked="" type="checkbox"/> Notice of Concern	<input type="checkbox"/> Change in LEA Status
<input type="checkbox"/> Notice of Deficiency	<input type="checkbox"/> Lift Board Action
<input type="checkbox"/> Notice of Probation	<input type="checkbox"/> Approve Accountability Plan
<input type="checkbox"/> Charter Warning	<input type="checkbox"/> Operate in a New Location
<input type="checkbox"/> Proposed Revocation	<input type="checkbox"/> Charter Amendment
<input type="checkbox"/> Revocation	<input type="checkbox"/> Approve E-Rate Plan
<input type="checkbox"/> Charter Continuance	
<input type="checkbox"/> Charter Approval (Full)	
<input type="checkbox"/> Charter Approval (Conditional)	
<input type="checkbox"/> Charter Denial	
<input type="checkbox"/> Proposed Revisions to PCSB Existing Policy--Vote	
<input type="checkbox"/> New PCSB Policy—Open for Public Comment	
<input type="checkbox"/> New PCSB Policy—Vote	
<input type="checkbox"/> Read Into Record	

**PREPARED BY:** Charlotte Jarvis-Cureton - Equity and Fidelity Assurance Team

**SUBJECT:** William E. Doar, Jr. School of the Performing Arts Public Charter School

**DATE:** September 17, 2012

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### **PROPOSAL**

William E. Doar, Jr. Public Charter School (WEDJ PCS) is a candidate to receive a Notice of Concern for failure to comply with the Open Enrollment requirements as outlined in the District of Columbia School Reform Act of 1995 (SRA). WEDJ PCS failed to adhere to the random selection process by holding a lottery for students applying to the school for School-Year 2012-2013.

### **BACKGROUND**

The SRA §38-1802.06 (b) states that if there are more applications to enroll in a public charter school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission may be given to an applicant who is a sibling of a student already attending the school for admission to the public charter school in which the

applicant is seeking enrollment. WEDJ PCS did not conduct a lottery for enrollment for School-Year 2009-2010 and School-Year 2010-2011, as they did not have more applications than available slots. For this school year, however, the school had a large number of applicants apply and they did not hold a transparent, random lottery to determine which students would be accepted. Instead, WEDJ PCS first accepted all students without realizing that they were over-enrolled and then, to rectify the situation, un-enrolled some of them and put them on a wait list.

WEDJ submitted to PCSB on September 4 a comprehensive description of its future enrollment process that adheres to the criteria of the School Reform Act for students who will enroll in future years.

The board may elect to either

- a. Issue a notice of concern for past actions and immediately lift this notice based on the new procedures; or
- b. Simply note the matter for the record

Date: _____
PCSB Action: _____ Approved _____ Approved with Changes _____ Rejected
Changes to the Original Proposal/Request: _____
_____
_____
_____

# Appendix CC

September 23, 2009

Robin L. Bramwell-Stewart  
Board Chair  
William E. Doar, Jr. PCS for the Performing Arts  
705 Edgewood Street, N.E.  
Washington, DC 20017

Dear Ms. Bramwell-Stewart:

This letter serves to inform you that in its public meeting held on September 21, 2009, the District of Columbia Public Charter School Board (PCSB) issued a Notice of Concern to William E. Doar, Jr. PCS (WEDJ) based on the failure to pass the Initial Screen stage of the Performance Management Framework (PMF) Non-Academic Compliance Review. The PMF is the PCSB's new accountability system aimed to provide a set of standard measures for each public charter school to ensure that school leaders and their boards have a clearer understanding of performance expectations and enable them to use the information obtained from the PMF to make necessary adjustments to their programs.

WEDJ did not submit the required document(s) and/or the required documentation was not submitted in a timely manner with accuracy and completeness to address the following compliance indicators:

- The school should be prepared to identify ELL students' needs and provide the appropriate services. Develop written procedures and a process for the following: educational approach, identification process, assessment process, placement and services, staffing and resources, transition/exiting, and monitoring (Edgewood and Soldier's Home Campuses).
- Submit an updated Staff Handbook, which includes key section policies for sexual harassment, equal opportunity hiring, drug-free workplace, termination policies monitoring (Edgewood and Soldier's Home Campuses).
- Submit current Insurance Certificate with approved limits to PCSB (Soldier's Home Campus).

The PCBS will conduct Triage, which is the second stage of the compliance review, to address outstanding compliance issues by October 13<sup>th</sup>. If all outstanding concerns are successfully resolved by that date, the PCSB will lift the Notice of Concern at the October board meeting. However, if the issues remain unresolved, then a Notice of Deficiency will be issued and a Deep Dive on-site review will be conducted.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the PMF Non-Academic Compliance Review process as one that assesses a school's ability to operate lawfully in the District of Columbia. The PCSB appreciates the efforts of your Board of Directors, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,



Thomas A. Nida  
Chair

cc: School Leader

# Appendix DD



November 4, 2009

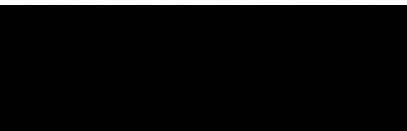
Robin Bramwell-Stewart, Chairwoman  
William E. Doar, Jr. PCS  
843 Park Place  
Brooklyn, NY 11216

Dear Ms. Bramwell-Stewart:

This letter serves to inform you that in its public meeting held on October 26, 2009, the District of Columbia Public Charter School Board (PCSB) voted to lift the Notices of Concern issued to William E. Doar, Jr. PCS for failure to pass the Initial Screen stage of the Performance Management Framework (PMF) Non-Academic Compliance Review. William E. Doar, Jr. PCS successfully submitted required documents to address the outstanding compliance issues during the Triage Stage.

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the PMF Non-Academic Compliance Review process as one that assesses a school's ability to operate lawfully in the District of Columbia. The PCSB appreciates the efforts of your Board of Directors, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,



Thomas A. Nida  
Chair

cc: J. Doar-Sinkfield



# Appendix EE

# Reevaluation Student Noncompliance: Quarter 3 (October 1, 2012-December 31, 2012)

Agency: William E. Doar Jr PCS  
Initial Release Date: 5/17/2013  
Date of Notification: 7/15/2013  
Days Remaining: 132

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation §300.303(b)(2)	1	0	0	1	0.00%	Complete the evaluation and upload into SEDS.

# Reevaluation Student Noncompliance: Quarter 4 (January 1, 2013-March 31, 2013)

Agency: William E. Doar Jr PCS  
Initial Release Date: 6/6/2013  
Date of Notification: 7/15/2013  
Days Remaining: 132

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation §300.303(b)(2)	1	0	1	0	0.00%	Complete the evaluation and upload into SEDS.

# Reevaluation Student Noncompliance: FFY13 Quarter 1

Agency: William E. Doar Jr PCS  
Initial Release Date: 8/27/2013  
Date of Notification: 9/11/2013  
Days Remaining: 190

The percent compliant =  $\#C / (\#C + \#NC)$  Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation §300.303(b)(2)	1	0	1	0	0.00%	Complete the evaluation and upload into SEDS.

# Appendix FF



## ATTACHMENT B: LEA PERFORMANCE RUBRIC

William E. Doar PCS	Target	LEA Performance	Compliance Flag?
<b>Element 1:</b> Blackman Jones Accuracy Audit Performance: Related Service Delivery			
Performance on related service component of the BJ Accuracy Audit (calculated as a percentile of all LEA performance)	>1 <sup>st</sup> quartile	3 <sup>rd</sup> quartile	
<b>Element 2:</b> OSEP compliance indicator 5c (least restrictive environment)			
Percentage of students educated in separate settings	<25%	n/a <sup>1</sup>	
<b>Element 3:</b> OSEP compliance indicator 11 (initial evaluation timeliness)			
Percentage of evaluations completed timely (120 days)	> or = 75%	n/a	
<b>Element 4:</b> OSEP special conditions compliance initial evaluations backlog			
Number of overdue student records as of December 31, 2012	0	0	
<b>Element 5:</b> OSEP special conditions compliance re-evaluations backlog			
Number of overdue student records as of December 31, 2012	0	1	<b>X</b>
<b>Element 6:</b> Hearing Officer Decision (HOD) Backlog			
Number of Overdue HODs as of February 2013	0	0	

<sup>1</sup> This data is not disaggregated by dependent charter LEA when reported.



# Appendix GG

William E Doar PCS: 5 YEAR BALANCE SHEET ANALYSIS			
	2009	2010	2011
<b>Assets</b>			
<b>Current Assets:</b>			
Cash/Cash equivalents	\$ 106,591	\$ 292,906	\$ 966,874
Accounts receivable	\$ 875,556	\$ 857,956	\$ 69,193
Contributions receivable, net	-	-	
Prepaid expenses	\$ 13,800	\$ 1,400	\$ 27,105
<b>Total Current Assets</b>	<b>\$ 995,947</b>	<b>\$ 1,152,262</b>	<b>\$ 1,063,172</b>
<b>Noncurrent Assets:</b>			
Deposits	\$ 232,333	\$ 211,513	\$ 226,695
Property and equipment, net	\$ 1,850,728	\$ 1,730,179	\$ 1,544,409
<b>Total Noncurrent Assets</b>	<b>\$ 2,083,061</b>	<b>\$ 1,941,692</b>	<b>\$ 1,771,104</b>
<b>Total assets</b>	<b>\$ 3,079,008</b>	<b>\$ 3,093,954</b>	<b>\$ 2,834,276</b>
<b>Liabilities and Net Assets</b>			
<b>Current liabilities</b>			
Accounts payable	\$ 505,335	\$ 1,099,236	\$ 723,217
Accrued payroll and related liabilities	-	-	\$ 331,752
Accrued interest payable	\$ 10,000	\$ 10,000	\$ 3,728
Deferred revenue	\$ 766,223	\$ 357,829	\$ 224,082
Current portion - Long-term debt	\$ 2,184,042	\$ 2,114,862	\$ 120,818
<b>Total current liabilities</b>	<b>\$ 3,465,600</b>	<b>\$ 3,581,927</b>	<b>\$ 1,403,597</b>
<b>Noncurrent Liabilities</b>			
Long-term debt minus current portion	\$ 1,405,098	\$ 1,290,237	\$ 2,660,419
<b>Total non-current liabilities</b>	<b>\$ 1,405,098</b>	<b>\$ 1,290,237</b>	<b>\$ 2,660,419</b>
<b>Total liabilities</b>	<b>\$ 4,870,698</b>	<b>\$ 4,872,164</b>	<b>\$ 4,064,016</b>
<b>Net Assets:</b>			
Net Income	\$ (708,819)	\$ 13,480	\$ 975,266
Beg. Net Assets	\$ (1,194,641)	\$ (1,791,690)	\$ (1,892,489)
<b>Total Net Assets (Ending Net Assets)</b>	<b>\$ (1,791,690)</b>	<b>\$ (1,778,210)</b>	<b>\$ (917,223)</b>
<b>Total liabilities and net assets</b>	<b>\$ 3,079,008</b>	<b>\$ 3,093,954</b>	<b>\$ 3,146,793</b>



<b>Net-working capital:</b>	\$ (2,469,653)	\$ (2,429,665)	\$ (340,425)
<b>Liquidity ratio:</b>	0.29	0.32	0.76

2012	2013
\$ 737,177	\$ 1,312,983
\$ 62,465	\$ 79,910
\$ 331,872	\$ 204,079
\$ 61,715	\$ 96,010
\$ 1,193,229	\$ 1,692,982
\$ 251,916	\$ 299,662
\$ 1,388,771	\$ 1,524,015
\$ 1,640,687	\$ 1,823,677
<b>\$ 2,833,916</b>	<b>\$ 3,516,659</b>
\$ 552,684	\$ 331,993
\$ 260,332	\$ 291,216
\$ 3,728	\$ 13,281
\$ 271,473	\$ 356,841
\$ 63,534	\$ 299,412
<b>\$ 1,121,751</b>	<b>\$ 1,292,743</b>
\$ 2,596,885	\$ 2,297,481
\$ 2,596,885	\$ 2,297,481
<b>\$ 3,718,636</b>	<b>\$ 3,590,224</b>
\$ 32,503	\$ 811,155
\$ (917,223)	\$ (884,720)
\$ (884,720)	\$ (73,565)
<b>\$ 2,833,916</b>	<b>\$ 3,516,659</b>

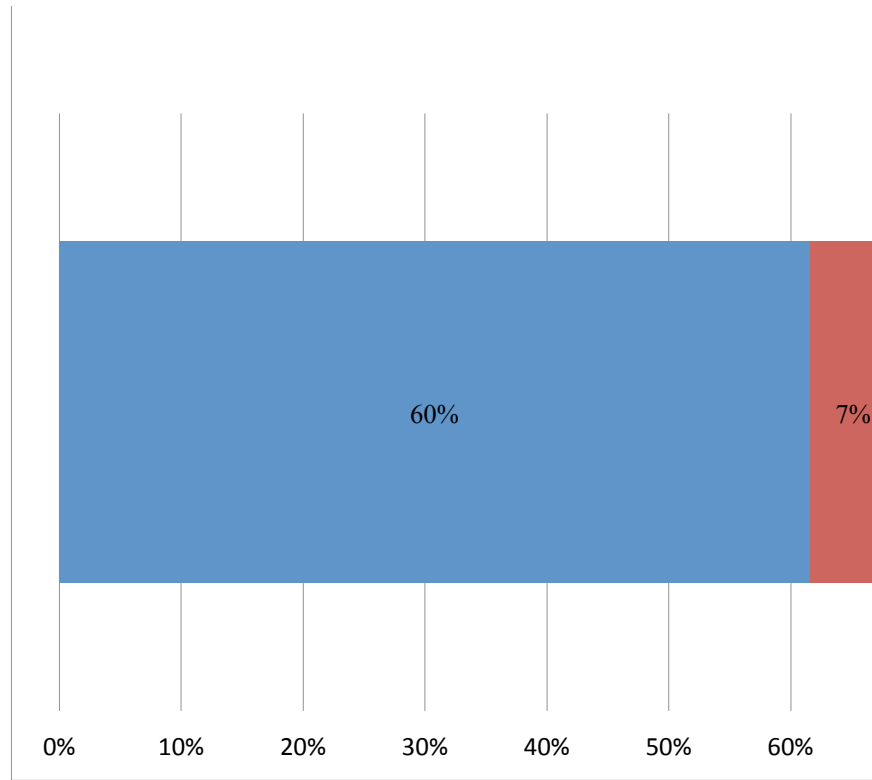
\$	71,478	\$	400,239
	1.06		1.31

William E Doar PCS: 5 YEAR INCOME STATEMENT		
	2009	2010
<b>Revenue:</b>		
Support and revenue:		
Fees and grants from government agencies	\$ 9,227,693	\$ 10,296,205
Contributions from donors	\$ 2,500	\$ 154
Miscellaneous Income	\$ 94,417	\$ 76,072
<b>Total revenue</b>	<b>\$ 9,324,610</b>	<b>\$ 10,372,431</b>
<b>Expenses:</b>		
Personnel salaries and benefits	\$ 5,824,791	\$ 6,789,300
Direct student costs	\$ 391,269	\$ 338,267
Occupany expenses	\$ 1,666,541	\$ 1,597,482
Office and General expenses	\$ 2,150,828	\$ 1,633,902
<b>Total expenses</b>	<b>\$ 10,033,429</b>	<b>\$ 10,358,951</b>
<b>Net Income</b>	<b>\$ (708,819)</b>	<b>\$ 13,480</b>
Beginning Net Assets	\$ (1,194,641)	\$ (1,791,690)
<b>Total Net Assets (Year End Balance)</b>	<b>\$ (1,903,460)</b>	<b>\$ (1,778,210)</b>
<b>Personnel expenses/Total revenue</b>	<b>62%</b>	<b>65%</b>
<b>Direct student costs/Total revenue</b>	<b>4%</b>	<b>3%</b>
<b>Occupany expenses/Total revenue</b>	<b>18%</b>	<b>15%</b>
<b>Office and General expenses/Total revenue</b>	<b>23%</b>	<b>16%</b>

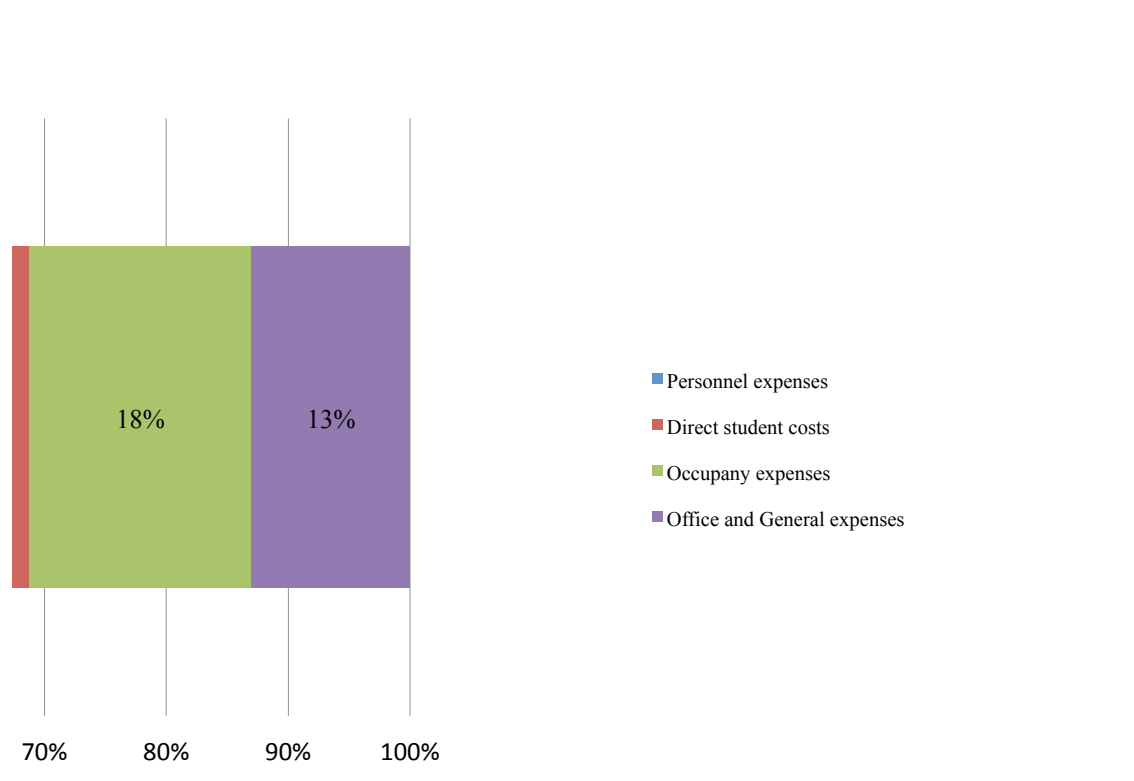
Personnel expenses	<b>60%</b>
Direct student costs	<b>7%</b>
Occupany expenses	<b>18%</b>
Office and General expenses	<b>13%</b>

**Expenditures as % of Revenue**



T ANALYSIS		
2011	2012	2013
\$ 10,868,268	\$ 7,097,227	\$ 7,275,257
\$ 87,280	\$ 60,399	\$ 168,145
\$ 93,675	\$ 60,683	\$ 101,067
<b>\$ 11,049,223</b>	<b>\$ 7,218,309</b>	<b>\$ 7,544,469</b>
\$ 6,738,697	\$ 4,508,709	\$ 3,679,865
\$ 545,300	\$ 565,309	\$ 1,100,896
\$ 2,019,668	\$ 1,441,634	\$ 1,342,870
\$ 770,292	\$ 670,154	\$ 609,683
<b>\$ 10,073,957</b>	<b>\$ 7,185,806</b>	<b>\$ 6,733,314</b>
\$ 975,266	\$ 32,503	\$ 811,155
<b>\$ (1,892,489)</b>	<b>\$ (917,223)</b>	<b>\$ (884,720)</b>
<b>\$ (917,223)</b>	<b>\$ (884,720)</b>	<b>\$ (73,565)</b>
<b>61%</b>	<b>62%</b>	<b>49%</b>
<b>5%</b>	<b>8%</b>	<b>15%</b>
<b>18%</b>	<b>20%</b>	<b>18%</b>
<b>7%</b>	<b>9%</b>	<b>8%</b>

ues (FY2009 - FY2013 averages)



Fiscal Period		2009	2010	2011
	Operating Result	\$ (708,819)	\$ 13,480	\$ 975,266
	EBAD	\$ 5,256	\$ 345,961	\$ 1,222,754

Fiscal Period		2009	2010	2011
Aggregated 3-Year Total Margin		N/A	N/A	0.91%

Fiscal Period		2009	2010	2011
	Net Assets	\$ (1,903,460)	\$ (1,778,210)	\$ (917,223)
	Primary Reserve Ratio	-0.19	-0.17	-0.09

Fiscal Period		2009	2010	2011
	Liquidity ratio	0.29	0.32	0.76
	Days of Cash on Hand	4	10	35

Fiscal Period		2009	2010	2011
	Cash Flow from Operations	\$ 205,145	\$ 582,288	\$ 1,376,471
	Multi-Year Cumulative Cash Flow	N/A	N/A	\$ 860,283

Fiscal Period		2009	2010	2011
Debt Ratio		1.58	1.57	1.43



2012	2013
\$ 32,503	\$ 811,155
\$ 283,318	\$ 1,084,328

2012	2013
3.57%	7.05%

2012	2013
\$ (884,720)	\$ (73,565)
-0.12	-0.01

2012	2013
1.06	1.31
37	70

2012	2013
\$ (12,922)	\$ 1,053,206
\$ 444,271	\$ 346,109

2012	2013
1.31	1.02