

ERNEST GREEN DC HIGH SCHOOL OF PUBLIC SERVICE

DC PUBLIC CHARTER SCHOOL APPLICATION

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APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School Ernest Green DC High School of Public Service

Name of Entity Applying for Charter Status Founding Group of Ernest Green DC High School of Public Service

Contact Person Helen McCormick

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Name of Person Authorized to Negotiate Helen McCormick

(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature _____

Proposed Start Date SY 2012-2013 Proposed Year 1 Budget \$1,838,008

Start Up Information

First-Year Enrollment: From age/grade 14/9th to age/grade _____ Number of students 120

Year Five Enrollment: From age/grade 14/9th to age/grade 18/12th Number of students 480

Location of school (address or area of city) 5171 South Dakota Ave NE, Ward 5

Names of Organizations Involved in Planning (if applicable): Teach for America, New Leaders for New Schools, and Charter Schools USA

Name of Educational Service Provider (if applicable): _____

Type of Application (Check One)

☐ Conversion of Existing Public School ☐ Conversion of Existing Private School ☒ New School

If conversion, name the school being converted: _____

Do you wish to retain the existing school site? ☐ Yes ☐ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? ☐ Yes ☒ No

EXECUTIVE SUMMARY

The Ernest Green DC High School of Public Service seeks approval from the District of Columbia Charter School Board to be established.

It is a great privilege for us to have chosen to name DC High School of Public Service in honor and recognition of Mr. Ernest Green.

Imagine that it's the night before your first day of High School. You're filled with excitement, fear and tension. You wonder what the school will be like. Will the classes be hard? Will the students like you? Will the teachers be friendly? You want to fit in. Your stomach is full of butterflies as you try to sleep and wonder what tomorrow will be like.

Now imagine that you are a black student in 1957 preparing to go to Little Rock Central High School to attempt what seemed impossible -- the integration of public schools. The only senior of the now world famous Little Rock Nine, Mr. Green and the other black students persevered through a year of daily harassment from peers. But finally, determination, hard work, confidence, and self-respect prevailed.

Ernest Green made history on May 27, 1958, when he became the first African-American to graduate from Little Rock's Central High School following a school year that began with a Constitutional crisis. Sitting with Mr. Green's family on his graduation day, was Martin Luther King, Jr., who attended virtually unnoticed. In an interview, Mr. Green said, "It's been an interesting year. I've had a course in human relations first hand." We should honor Mr. Ernest Green and his fellow student's courage and conviction because it is they, and people like them, who have shaped the way we live today. It is people who, living now, share their same ideals and courage that will shape the way we live in the future. Yes, we have come a long way from Central High in 1957 but we still have a long way to go. Mr. Ernest Green works and resides in Washington, DC.

ABOUT:

The Ernest Green DC High School of Public Service ("DC High") will prepare students for success in college and beyond through its rigorous standards-based, college preparatory curriculum and an enduring dedication to public service. Our goal is to form partnerships with universities to provide dual credit classes and a college-going experience for our students while developing partnerships with service organizations to foster service-orientation in students' character. This coalition will provide a distinct advantage for DC High to carry out both aspects of its mandate: college-based studies and public service-based learning. DC High School of Public Service is to be located at the University of District of Columbia campus at 5171 South Dakota Ave. NE, Washington, DC, 20017.

The report *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, forecasted that over the next eight years, 63 percent of all American jobs will require some sort of postsecondary education. What's more, American employers will need nearly 22 million new workers with postsecondary degrees. But the center's research shows that our higher education system will fall short of that mark by 3 million graduates (Georgetown University Center on Education and the Workforce, 2010). By preparing students in disenfranchised DC neighborhoods with opportunities to succeed in college and in 21st century careers, Ernest Green DC High seeks to restore value to the high school diploma. The power of Ernest Green DC High resides in the implementation of its core values and beliefs through its Theory of Action.

THEORY OF ACTION: Restore Value to the High School Diploma.

- **POWERED BY ACADEMICS:** To develop academically rigorous curricula that
 - meets or exceeds college-readiness standards
 - provides engaging and relevant instruction for 21st century learners
 - builds on student and community assets.
- **POWERED FOR SERVICE:** To build a reputation for taking action; designed for positive impact, no matter what assignment is given.
- **POWERED FOR SUCCESS:** Teacher and student accountability with progress monitoring and evaluation – one that recognizes the link between supportive relationships and high academic achievement.

POWERED BY ACADEMICS:

Following a planning year of 2011-2012, DC High proposes to start in the fall of 2012 with 120 students in grade 9, adding a class each year through grade 12. We will seek students who will benefit from a new, innovative school with high standards for all, opportunities for dual credit classes, and integrative experiences for public service internships.

Students in DC High will receive intensive instruction in core academics from highly qualified teachers recruited in part through Teach for America, led by administrators recruited through a national selection process that includes New Leaders for New Schools. These educators and students will co-construct learning experiences of interest within the core subjects.

POWERED FOR SERVICE:

The school's Capstone project requires students' participation in for-credit public service projects ranging in attempts to solve neighborhood problems, building healthy and vibrant communities, and demonstrating their ability to work effectively in public service. The Capstone projects can lead students into jobs following high school graduation.

The future of the local workforce in the District of Columbia will be enhanced with the infusion of Public Service into the classroom and the benefit of integrating partnerships with governmental and nongovernmental organizations for public service projects related to education, healthcare, the environment and the fight against hunger and poverty, among other areas. These field service components will enhance students' lives and educational skills, resulting in a more engaged lifestyle, stronger citizenship and vibrant community impact.

POWERED FOR SUCCESS:

A network of accountability at DC High functions across several dimensions: Educators are accountable to one another as professionals; students are accountable to their school and communities; school leaders and parent board representatives are accountable to the community; community stakeholders are accountable to schools; and finally, school leaders and community stakeholders are jointly accountable to DC Public Charter School Board.

DC High commits to offer broad opportunities for a diverse population that prepares them to succeed in college and the workplace, a promise we make to our students and their families.

A. EDUCATIONAL PLAN

1. MISSION AND PURPOSE OF THE PROPOSED PUBLIC CHARTER SCHOOL

a. Educational Needs of the Target Student Population:

Ernest Green DC High School of Public Service (“Ernest Green DC High”) will be a college preparatory, public service-based learning school in Washington, DC. Our anticipated enrollment for our opening semester is 120 students; made up of freshmen. We will add a grade each successive year with a full enrollment of 480 at capacity.

Ernest Green DC High’s five-year enrollment targets are as follows:

FIVE-YEAR ENROLLMENT TARGETS BY GRADE LEVEL AND SPECIAL NEEDS					
GRADE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
9 TH	120	120	120	120	120
10 TH		120	120	120	120
11 TH			120	120	120
12 TH				120	120
TOTAL STUDENTS	120	240	360	480	480
#S OF SPED (10% OF STUDENTS)	12	24	36	48	48
#S OF LEP/NEP (6 % OF STUDENTS)	8	16	24	32	32

Ward 5 is home to nearly 72,000 District residents of whom about one in five are children. Each neighborhood has unique characteristics that make Ward 5 one of the most diverse and interesting areas in Washington, DC. Census data for this area of the District shows that the population is over 81% African-American and we expect our student representation to reflect this. We will seek students in Ward 5 and the surrounding communities. Ernest Green DC High is open to all students in the District willing to make college and career ready their top priority. Hispanic figures point to 5.2%.

Other figures of unique demographics for this area show family risk factors, which can impact students’ potential to attend and excel in college, such as high poverty and unemployment rates and large percentages of persons without high school diplomas and children in poverty. In Ward 5, all risk factors are above the District average. These statistics suggest the challenges faced by the students in these neighborhoods, and the urgency for a college preparatory high school for these students.

- Poverty rate 19%

- Unemployment rate 13%
- Persons without HS diploma 19%
- Children in Poverty 21%

A survey of 125 households in Ward 5 expressed a 98% positive response in favor of Ernest Green DC High in their community. In an effort that requires everyone's support to be fully effective, Ward 5 Councilmember Harry Thomas, Jr. wants his communities to access the opportunity of Ernest Green DC High to succeed in school and life and extends his support for high school reforms in this quality high school devoted to developing public servants (see Appendix J). The entire survey is available upon request.

Demographic indicators demonstrate the tremendous potential for Ernest Green DC High School of Public Service to close the achievement gap, promote civic and personal growth, and ensure that all high school age students are ready for college, careers and active civic participation.

b. Mission and Philosophy:

Mission. The mission of Ernest Green DC High is to close the achievement gap by developing all students for college readiness and workplace success with a strong focus in public service.

Our Beliefs. We believe that:

- Every student can consider higher education.
- Every student can make a significant contribution to the community and school.
- All of us can find a special cause with which we can share our experiences.
- We can actively connect students with resources, guidance, and information needed to assist them in accomplishing their academic goals.

Our Philosophy. Martin Luther King, Jr. said, "Everyone can be great, because everyone can serve." Our philosophy is that we believe all students can achieve their highest potential of learning by becoming productive citizens, designed for impact through a public-service commitment to enhance mankind.

Core Values: SERVE represents the essence of the Ernest Green DC High culture. Integral to Ernest Green DC High's mission is the notion set forth by Dr. Martin Luther King, Jr. - "strong mind and tender heart" - the idea that a complete education includes the development of intellectual competence as well as the nurturing of fine character. Our emphasis on universal human values and timeless wisdom prepares students to become informed, concerned citizens who are successful in work and in life. An emphasis on the SERVE values is integrated into the academic courses and throughout the school culture. It is what we want each student to do on a regular basis as well as each individual value included in the acronym. The values expressed in

the acronym itself will be used on a daily basis as an overall roadmap or guide for behavior and achievement.

- **SELF-CONFIDENCE** is having pride in my academic and behavior choices.
- **ENTHUSIASM** is having excitement for and interest in my learning.
- **RESPECT** is treating others and myself with politeness, consideration and appreciation.
- **VOLUNTEERISM** is consistently working for the good of others or a particular cause.
- **EXCELLENCE** is striving for the highest standard in my academic and daily actions at all times.

Purposeful recruiting and training of teachers and leaders for Ernest Green DC High will ensure that all staff members work collaboratively, with like mind and purpose, to achieve success for the students of Ernest Green DC High. The following chart shows the common mission and values of potential staffing organizations:

TEACH FOR AMERICA	NEW LEADERS FOR NEW SCHOOLS	ERNEST GREEN DC HIGH SCHOOL OF PUBLIC SERVICE
<p>APPROACH: Teach For America provides a critical source of well-trained teachers who are helping break the cycle of educational inequity.</p> <p>CORE VALUES:</p> <ul style="list-style-type: none"> • Relentless pursuit of results: We assume personal responsibility for achieving ambitious, measurable results in pursuit of our vision. We persevere in the face of challenges, seek resources to ensure the best outcomes, and work toward our goals with a sense of purpose and urgency. • Sense of possibility: We approach our work with optimism, think boldly, and greet new ideas openly. • Disciplined thought: We think critically and strategically in search of the best answers and approaches, reflect on past experiences and data to draw lessons for the future, and make choices that are deeply rooted in our mission. • Respect and humility: We value all who are engaged in this challenging work. We keep in 	<p>MISSION: To ensure high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale.</p> <p>CORE BELIEFS:</p> <ol style="list-style-type: none"> 1. Every student can achieve at high levels 2. All adults must take personal responsibility for student learning and achievement 3. Great schools are led by great leaders 4. With access to outstanding public education, all students can unlock their fullest potential in the classroom and in life 5. Delivering high-quality public education to all students is critical to a just society 	<p>MISSION: The mission of DC High is to close the achievement gap by developing all students for college readiness and workplace success with a strong focus in public service.</p> <p>CORE VALUES:</p> <ul style="list-style-type: none"> • SELF-CONFIDENCE is having pride in my academic and behavior choices. • ENTHUSIASM is having excitement for and interest in my learning. • RESPECT is treating others and myself with politeness, consideration and appreciation. • VOLUNTEERISM is consistently working for the good of others or a particular cause. • EXCELLENCE is striving for the highest standard in my academic and daily actions at all times.

mind the limitations of our own experiences and actively seek out diverse perspectives. <ul style="list-style-type: none"> • Integrity: We ensure alignment between our actions and our beliefs, engage in honest self-scrutiny, and do what is right for the broader good 		
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c. Educational Focus:

Ernest Green DC High is an innovative, college preparatory school with opportunities for dual credit classes, as well as integrated experiences for public service internships.

Guaranteed & Viable Curriculum. The Guaranteed and Viable Curriculum ensures academic excellence in every classroom and encourages steady academic progress as students build their knowledge and skills from one year to the next.

Ernest Green DC High’s Guaranteed and Viable Curriculum is aligned with DC Learning Standards and Common Core College Readiness standards. It is the framework for what is taught at each grade-level. A month-by-month scope and sequence is created for all subjects aligned to the DC Learning Standards. To ensure student achievement, the Guaranteed and Viable Curriculum assures the following:

- The content considered essential for all students to learn versus the content considered supplemental has been identified and communicated to teachers
- The amount of essential content that has been identified can be addressed in the instructional time available to teachers.
- The essential content is organized and sequenced in a way that students have ample opportunity to learn it.
- Minimized interruptions and the proactive scheduling of non-instructional activities during the school day protects the instructional time available to teachers

After clear guidance is given to teachers regarding the content to be addressed in specific courses and at specific grade levels, the school leader and Curriculum Resource Specialist monitor learning so that the academic content necessary for achievement within each grade is not disregarded or replaced. See Appendix K for an example of the GVC Curriculum Map.

Ernest Green DC High’s curriculum is designed to ensure that the needs of all students are met. The foundational principal will guide Ernest Green DC High educators that with appropriate services and supports, students with disabilities can learn, function as responsible citizens, and actualize their potential. Students at Ernest Green DC High receiving special education services shall be provided with a free and appropriate education (FAPE) in accordance with statutory special education rules and regulations, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Through the use of the Guaranteed and Viable Curriculum, students will be taught in accordance with the DC Learning Standards and Common Core State Standards (CCSS).

Accelerated Degree Program. Each year, Ernest Green DC High will prepare high performing ninth grade applicants to participate in the accelerated degree program, beginning their junior year in the 2-plus-4 model through the University of District of Columbia. Students who demonstrate extreme maturity and academic dedication begin taking classes in their junior year toward a bachelor's degree from UDC. After their senior year, they will receive two diplomas: an associate's degree and a high school diploma.

Literacy in the Content Area. Ernest Green DC High's emphasis on literacy reflects the school's college preparatory focuses, given the clearly established link between advanced reading skills and college preparedness.¹ The literacy demands of a college preparatory high school curriculum are significant, and the fact that underprepared students are unable to navigate these demands remains one of the major reasons that students choose to drop out from high school.²

As identified by Fisher and Ivey in Evaluating the Interventions for Struggling Adolescent Readers, in the Journal of Adolescent and Adult Literacy (2006, November), all students will be provided with the "two nonnegotiable features of the learning environment—access to high-quality, readable texts and instruction in strategies to read and write across the school day," Through Ernest Green DC High's Guaranteed and Viable Curriculum, high quality readable text will be aligned to DC Learning Standards and Common Core College Readiness standards and sequenced such that students have the opportunity and time needed to attain the necessary skills. The Ernest Green DC High Reading challenge encourages students to read books of their own choosing.

All students are expected to read a specific number of books at their independent level throughout the year as part of the Guaranteed and Viable Curriculum.

The school leadership will foster collaboration among relevant departments to further ensure literacy within content areas. Content area teachers will receive professional development in reading instruction such as:

- Writing to learn,
- Concept mapping,
- Reciprocal teaching
- PRC2 – Partner Reading in the Content Areas
- 6-step Vocabulary from Robert Marzano's Building Academic Content Vocabulary.

According to the following table:

¹ *Reading between the Lines: What the ACT reveals about College Readiness in Reading.* (2006).

² Kamil, M.L. (2003) *Adolescents and Literacy Reading for the 21st Century.* Washington, D.C.: Alliance for Excellent Education

Grade Level	Number of Books
9 th – 12 th Grade	15 novels

Teachers monitor students' independent reading through a variety of methods and celebrate progress toward the school-wide goal through hallway or classroom displays.

d. Goals:

At Ernest Green DC High, preparing every student for college, careers and citizenship is our overriding goal. Our Theory of Action leads us to three key goals.

- **POWERED BY ACADEMICS:** We seek for all Ernest Green DC High graduates to achieve college matriculation.
- **POWERED FOR SERVICE:** We seek for all Ernest Green DC High students to enhance society through their Capstone project.
- **POWERED FOR SUCCESS:** We seek for Ernest Green DC High to achieve Adequate Yearly Progress consistently.

Goal-Setting & Personalized Learning Plans. Goal setting is viewed as a catalyst for the cohesion of the school as a team working toward the same goals. After Benchmark Assessments, school leadership teams will hold Data Summits. Following the collaborative analysis of student achievement data, teachers meet with students to set personal goals. These goals are academic-driven and allow students to track their own progress giving them a sense of success. Goal setting is also used after formative assessments as a means to track improvement on academic standards.

Included within goal setting is the development of a Personalized Learning Plan for each student. The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses, and cumulative progress in attaining a year's worth of learning at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement. The Personalized Learning Plan identifies the student's strengths and weaknesses, and lists goals for improvement.

The following information is considered when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment
- The results of any diagnostic assessments, achievement testing and classroom assessments
- Non-assessed student work and project-based learning
- Student information about what they like to learn and parent information about how their child learns best (e.g., in a quiet place, working in groups, etc.)
- Reports and observations from the student's teachers

- Information and suggestions from the student's parents and the student

A measure of each student's rate of academic gains will be determined at the end of the year, and a comparison of learning gains made throughout the year.

2. CHARTER SCHOOL CURRICULUM

a. Student Learning Standards:

Ernest Green DC High will prepare students for college success by ensuring that students demonstrate mastery of the DC Learning Standards and Common Core State Standards. In addition to the traditional graduation requirements, students at Ernest Green DC High will participate in college readiness courses such as SAT/ACT prep, Essay Writing, and AP courses.

TRADITIONAL DIPLOMA		ERNEST GREEN DC HIGH DIPLOMA	
COURSES	CREDITS	COURSES	CREDITS
Art	0.5	Art	0.5
Music	0.5	Music	0.5
Electives	3.5	Electives	3.5
Health and Physical Education	1.5	Health and Physical Education	1.5
English	4.0	English	4.0
Mathematics (including Algebra I, Geometry, Algebra II)	4.0	Mathematics (including Algebra I, Geometry, Algebra II)	4.0
Science (including 3 lab sciences; biology is a State requirement)	4.0	Science (including 3 lab sciences; biology is a State requirement)	4.0
Social Studies (including World History I and II, DC History, US government, US History)	4.0	Public Service Focused Social Studies (including World History I and II, DC History, US government, US History)	4.0
World Languages (2 years of the same language)	2.0	World Languages (2 years of the same language)	2.0
		Capstone Service Project	2.0
TOTAL	24.0	TOTAL	24.0
Students must also meet the following requirements: <ul style="list-style-type: none"> • At least 2.0 credits of the 24.0 required credits must be identified AP, HISCIP, CTE, and/or other college-level courses. • 100 hours of Community Service 		Students must also meet the following requirements: <ul style="list-style-type: none"> • At least 4.0 credits of the 24.0 required credits must be identified AP, HISCIP, CTE, dual-enrollment, and/or other college-level courses. • 140 hours of Community Service 	

We have increased the number of college-level courses and infused the study of public service into the social studies instruction. Taking a foreign language enhances the benefits of the sequence, and the upper-level mathematics and science courses have cross-disciplinary benefits.

b. Resources and Instructional Materials:

As mentioned, the Guaranteed and Viable Curriculum at Ernest Green DC High provides opportunity to learn all the given standards for a particular course. Curriculum maps describe the Essential Questions and Enduring Understandings broken down into specific vocabulary, skills, and content within each unit of study. The following chart describes potential academic departments at Ernest Green DC High and the general plan for curriculum therein.

ERNEST GREEN DC HIGH RESOURCES AND INSTRUCTIONAL MATERIALS	
ENGLISH	<p>Ernest Green DC High will work to accomplish the English Language Arts goals of district and Common Core State Standards. Student course paths will be increasingly rigorous in order to prepare all students for success in college-level reading and writing. Courses support teaching literacy skills through the implementation of the following guidelines:</p> <ul style="list-style-type: none"> • Reading skills are introduced through the most important age appropriate literary genres and vocabulary development. Reading is further enhanced by the integration of literacy into the content areas of science and social studies. • Students develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. • Classes provide a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing need in college. • Students will refine and master previously learned skills in increasingly complex reading selections, presentations, and written compositions. • Through targeted research activities, students will learn to collect and interpret information and then communicate their findings through age-appropriate media productions, research reports, and projects.
FOREIGN LANGUAGE	<p>The primary goal of the foreign language program is to develop within the student the ability to communicate in languages (other than English) through listening, speaking, reading, and writing. The program is designed to meet the foreign language guidelines for academically able students.</p> <p>Students will learn to exchange information with peers orally and in writing. Students to further develop their communication skills in front of an audience regarding various topics will conduct presentations in the foreign language.</p>

ERNEST GREEN DC HIGH RESOURCES AND INSTRUCTIONAL MATERIALS

MATHEMATICS	<p>Ernest Green DC High will work to accomplish the numeracy & mathematics goals of the State including mastery of the Geometry, Algebra, and Calculus requirements. Additionally, student course paths will be increasingly rigorous in order to prepare all students for success in college-level mathematics.</p> <ul style="list-style-type: none"> • Whenever appropriate to the content, students will use hands-on application such as measuring quantities and objects in the real world and using the measurements to solve problems. The hands-on application through project-based learning will be the basis for higher order thinking skills including illustrations of the ways in which shapes can be combined, subdivided, and changed. • Using strategies, skills, concepts, and technology, students will move beyond a particular problem, generalizing to other situations, and will experience the integration of mathematics into as many areas of study as possible.
SCIENCE (BIOLOGY, CHEMISTRY, PHYSICS)	<p>The primary goal of the science and technology program is to provide instruction through the Grade Level Expectations that uses a discovery instructional process with emphasis on scientific thinking skills and real world experiences. Future career opportunities rely on a student's ability to solve problems. Problem solving skills include process skills from the National Science Foundation and the National Association for the Social Sciences.</p>
TECHNOLOGY	<p>Using technology is essential for real-world applications. Incorporation of word processing in addition to presentation tools and research skills prepare students for success in high school and beyond. Technology, like other subject areas, is departmentalized and offers specific courses for study. These courses may include a culminating project that demonstrates their computer literacy. Examples of such projects are PowerPoint presentations, creation of a desktop published document, effective use of a spreadsheet to track data, podcasts, and webpage design.</p>
HISTORY, GOVERNMENT, ECONOMICS	<p>The primary goal of the social studies program is to provide instruction in geography, civics, economics and history according to the grade level expectations of DC Learning Standards with an explicit connection to public service. Students will be able to describe and demonstrate how history is the story of events, peoples, and places and place these events and activities in chronological order. Students will investigate beliefs and principles of major religions, ethical systems, philosophies, and ideologies that have shaped economic, social, and political institutions and influenced the course of history.</p>
THE ARTS	<p>The primary goal of the Arts program is to provide instruction in the Arts and its application to life. The Arts encompass music, visual arts, theatre, and dance. The Arts are serious and rigorous academic subjects with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and</p>

ERNEST GREEN DC HIGH RESOURCES AND INSTRUCTIONAL MATERIALS	
	cooperative learning skills. Study of the Arts has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth.
HEALTH AND PHYSICAL EDUCATION	<p>The primary goal of the physical education program is to provide students the opportunity to develop and continually enhance life management skills necessary for healthy, active living according to the grade level expectations of the DCPS. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors. Health Education instruction will address the following topic areas:</p> <ul style="list-style-type: none"> • Alcohol, Tobacco, and Other Drug prevention • Disease Prevention • Effective Communication • Environmental Health • Healthy Eating • Healthy Relationships • Personal Health Practices • Physical Activity • Physical Health/Growth and Development • Safety Practices and Injury Prevention • Social, Mental and Emotional Health • Violence/Bullying Prevention
SAT/ACT PREPARATORY READING & MATH	The purpose of this course is to enable students to develop and strengthen advanced reading and math skills in preparation for postsecondary education.

Resources. Teachers at Ernest Green DC High will have access to textbook resources to provide rigorous college-preparatory instruction. Instruction will be targeted to meet the learning standards and objectives. Teachers will then determine which curricular resources and instructional strategies will be most effective to teach those standards. A list of possible resources to which teachers may utilize is as follows:

ERNEST GREEN DC HIGH POSSIBLE RESOURCES	
ENGLISH	<p>Grade 9: Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer, Marshall. <u>The Language of Literature</u>. Diamond, Garza, Golub, McBride, Sicinski-Skeans. McDougal Littell: Evanston: 2002.</p> <p><i>Romeo and Juliet</i>, <u>To Kill a Mockingbird</u>, <u>The House on Mango Street</u>, and <u>Lord of the Flies</u></p>

ERNEST GREEN DC HIGH POSSIBLE RESOURCES

	<p>Grade 10: Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer, Marshall. <u>The Language of Literature: World Literature</u>. Diamond, Garza, Golub, McBride, Sicinski-Skeans. McDougal Littell: Evanston: 2002. <i>Julius Caesar</i>, <u>Things Fall Apart</u>, and <u>Cry, the Beloved Country</u></p> <p>Grade 11: Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer, Marshall. <u>The Language of Literature: American Literature</u>: Diamond, Garza, Golub, McBride, Sicinski-Skeans. McDougal Littell: Evanston: 2002. <u>The Scarlet Letter</u>, <u>The Adventures of Huckleberry Finn</u>, <u>The Great Gatsby</u>, and <u>Their Eyes Were Watching God</u>.</p> <p>Grade 12: Applebee, Bermudez, Blau, Caplan, Elbow, Hynds, Langer, Marshall. <u>The Language of Literature: British Literature</u>. Diamond, Garza, Golub, McBride, Sicinski-Skeans. McDougal Littell: Evanston: 2002. <u>Sons and Lovers</u> and <u>Sense and Sensibility</u> .</p>
MATHEMATICS	<p>Textbook being considered: Calculus: An Applied Approach 8th Ed., Larson, (Houghton Mifflin), 200</p> <p>Geometry Concepts & Skills by Larson, Boswell, & Stiff (McDougal Littell), 2005.</p> <p>Pre Algebra Concepts & Skills by Larson, Boswell, Kanold, & Stiff (McDougal Littell)</p> <p>Precalculus with Limits: A Graphing Approach by Larson, Hosteltler, & Edwards (Houghton Mifflin); 5th ed, 2008</p> <p>Algebra I Concepts & Skills by Larson, Boswell, Kanold, & Stiff (McDougal Littell), 2004.</p> <p>Algebra II by Larson, Boswell, Kanold, & Stiff (McDougal Littell), 2004.</p> <p>Trigonometry, 7th Ed. by Larson and Hostetler (McDougal Littell), 2007.</p> <p>Understanding Basic Statistics, 4th Ed., by Brase (McDougal Littell)</p> <p>College Algebra, 7th Ed., by Pearson Custom Publishing by Sullivan, (Prentice-Hall, 2005).</p>
SCIENCE	<p>Biggs, Alton, Hagins, Whitney C., et al., (2004). <u>Biology: The Dynamics of Life</u>. New York: Glencoe</p> <p>Namowitz, Samuel N., Spaulding, Nancy E. (2005). <u>Earth Science</u>. Evanston, Illinois: McDougal Littell</p> <p>Faughn, Jerry S., Serway, Raymond A. (2002) <u>Physics</u>. Austin: Holt, Rinehart and Winston</p> <p>Castka, Joseph F., Davis, Raymond E., Metcalfe, H. Clark, Williams, John E. (2002).</p> <p><u>Modern Chemistry</u>. Austin, TX: Holt, Rinehart and Winston</p> <p>Lewis, Rick. (2004). <u>Human Genetics: Concepts and Applications</u>. New</p>

ERNEST GREEN DC HIGH POSSIBLE RESOURCES

	<p>York: McGraw-Hill</p> <p>Saferstein, Richard. (2004). <u>Criminalistics: An Introduction to Forensic Science</u>. Upper saddle River, New Jersey: Person Prentice Hall</p> <p>Campbell, Neil A., Mitchell, Lawrence G., and Reece, Jane B. (1999). <u>Biology 5th ed.</u> Menlo Park, CA: Addison Wesley Longman, Inc.</p>
SOCIAL STUDIES	<p>Ellis, Elizabeth Gaynor Ellis and Anthony Esler. <u>World History: Connections to Today</u>. Upper Saddle River NJ: Prentice Hall, 2003</p> <p>Beck, Roger B., et al. <u>Modern World History: Patterns of Interaction</u>. Evanston, IL: McDougal Littell, 2005.</p> <p>Danzer, Gerald A., et al. <u>The Americans</u>. Boston: McDougal Littell, 2003.</p> <p>Supplementary materials include:</p> <p>DuBois, W.E.B. <u>The Souls of Black Folk</u>. New York: Bartleby.com, 1999.</p> <p>Woodson, Carter G. <u>Miseducation of the Negro</u>. New York: African Tree Press, 2006</p> <p>Socrates, <i>The Apologia</i> (excerpt)</p> <p><u>City of Magnificent Intentions</u>, 1770-1995, Intac, Inc.</p> <p><u>The Washington, D.C. Story Continues</u>, 1996-2006</p> <p><u>From Slavery to Freedom</u> by John Hope Franklin and Alfred A. Moss Jr.</p> <p>Supplementary materials include:</p> <p>“Letters From a Birmingham Jail” <u>The Atlantic</u> April 1963</p> <p>Excerpts from the <i>Federalist Papers</i> and <i>Washington, D.C. Past and Present</i></p>

Advanced Placement Program. Ernest Green DC High’s Advanced Placement Program consists of college level courses and exams that cross subject areas. Participation in AP courses gives students an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the national AP exam may result in college credit or advanced placement in college courses at many colleges and universities. Advanced Placement courses are offered to all interested and qualified students wishing to pursue the most rigorous course of study. The prerequisites vary according to each discipline. Students who select an AP course are expected to complete the course and sit for the AP Exam.

Honors Program. Honors courses will also be offered in most subjects for students wishing to pursue a more rigorous course of study. Placement in Honors courses is based upon many factors including previous academic record and standardized test results. All students are strongly urged to challenge themselves by attempting Honors level courses.

Public Service Theme:

Social Studies and Public Service

While the primary goal of the social studies program is to provide instruction in geography, civics, economics and history according to the grade level expectations of DC Learning Standards, Ernest Green DC High provides an explicit connection to public service.

Example course descriptions that include the public service theme are as follows:

WORLD GEOGRAPHY: Credit 1, Grade 9

World Geography will provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not be limited to, an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study of the following world regions: Western Europe, Eastern Europe, Anglo-America, Latin America, North America, North Africa and the Middle East, Sub-Saharan Africa, Southern and Eastern Asia, and Oceania.

Sample Public Service Theme: Students will analyze the impact of current international service organizations such as Peace Corps, World Aid, and design a service project to target the specific needs of a group of people internationally (for example, a project to increase educational opportunities for young women in Afghanistan).

WORLD HISTORY: Credit 1, Grade 10

World History will provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation.

Sample Public Service Theme: Students will analyze the impact of historical events on the conditions of people today and design a service project to educate and increase awareness of the needs of a particular group (for example, project to educate people in Israel about the needs of Holocaust survivors).

AMERICAN HISTORY: Credit 1, Grade 11

American History will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.

Sample Public Service Theme: Students will analyze the effect of historical policies on the conditions of people and the environment and design an alternative policy for preventing damage to a particular group or the environment (for example, alternative policy to handling Japanese Americans during and after WWII).

AMERICAN GOVERNMENT: Credit 1, Grade 12

Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of

the Declaration of Independence the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes.

Sample Public Service Theme: Students will analyze citizen rights and responsibilities as they relate to the various levels and branches of government and develop an action plan for a service oriented special interest group (for example, petition to the DC city council to provide more funding for organizations that provide services to the homeless of DC).

Public Service Subunits: In addition to the social studies and public service explicit connection, other courses will develop subunits including public service. Example subunits for various departments are as follows:

- *Mathematics:* Supporting students in mastering number sense and operations, Designing community gardens using geometry, Analyzing demographic data of various neighborhoods to determine need
- *Science:* Supporting students in the application of the scientific method, Environment analysis of local parks and water sources, Service partnerships with local zoos and environmental organizations
- *English:* Supporting students in fluency and comprehension skills through shared reading, Book drives for local homeless and domestic violence shelters, Persuasive writing and debate topics related to public service
- *Electives:* Participation in charity walks or races, Graphic design projects for non-profit organizations, Participation in musical benefit concerts or events

Public Service Capstone Projects. Students are required to design and execute a public service project for credit in order to graduate. Students will work with a Service Project teacher to research a partner organization and design a service project to meet the needs of a target population. Students will present the need and potential impact, implementation and effectiveness, and suggestions for future projects before a committee such as teachers,

representatives from non-profit organizations, community leaders, public officials, and parents. Students will spend class time working directly on their project (i.e. planning, communication, materials, etc.) and developing their written analysis and oral presentation.

Extracurricular Community Service Requirements. Each year, students will be required to complete a minimum of 35 community service hours, totaling 140 hours before graduation. During the leadership/homeroom period, students will share their experiences and progress toward this goal and their impact on community. Ernest Green DC High will establish partnerships with local non-profit organizations to provide community service opportunities for students. For example, Ernest Green DC High students may participate in tutoring students at local K-8 preparatory charter schools DC Prep or after-school programs such as Beacon House. Other partnerships with organizations such as The Coalition for the Homeless, So Others Might Eat, City Year, and AmeriCorps will provide Ernest Green DC High students to serve the community in the way that is most connected to their interests and passions.

c. Methods of Instruction:

“One must learn by doing things, for though you think you know it, you have no certainty until you try.” – Greek philosopher, Aristotle.

The purpose of the school is to produce high academic achievement for all learners, and thereby meeting the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through a curriculum rooted in solid educational research aligned to the DC Learning Standards and Common Core College Readiness standards and the CSUSA Educational Model, continuous assessment of data related to student performance, analysis of student learning gains and a staff that understands that without student engagement, learning will not be successful as described above.

The research-based instructional strategies listed below in conjunction with the implementation of the research of Robert J. Marzano, in The Art and Science of Teaching, by Robert J. Marzano, as well as the research of Jay McTighe in, Understanding by Design, can greatly influence and assist teachers in planning lessons that truly meet the learning needs of all students. Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. Each of the strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

According to Marzano (2003) there are many research based instructional strategies that can be implemented in the classroom that have shown to positively impact student learning. The innovative learning methods listed are applicable to K-12 education. The implementation of each strategy is associated to specific behaviors to be exhibited by teachers appropriate to the grade level and course. Each behavior is adaptable and guides teachers as to the most appropriate use of research-based instructional strategies to meet the needs of students at each grade level. Teachers at the School will utilize these strategies within their classroom during the

school year. The Principal will monitor planning and instruction to ensure implementation of the appropriate instructional strategies. Charter Schools USA will provide staff development, data analysis, and feedback based upon school visits to support effective classroom instruction at the School. The School will be supported through professional development to be able to successfully apply the innovative learning methods listed, including:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework for practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

Professional development, specific to the grade level, is provided to help teachers create and implement an instructional framework specific to the grade level that guides them as to the most appropriate use of the research-based instructional strategies and innovative learning methods.

CATEGORIES OF INSTRUCTIONAL STRATEGIES THAT AFFECT STUDENT ACHIEVEMENT	
CATEGORY	SPECIFIC LEARNING METHODS
IDENTIFYING SIMILARITIES AND DIFFERENCES	<ul style="list-style-type: none"> • Assigning in-class and homework tasks that involve comparison and classification • Assigning in-class and homework tasks that involve metaphors and analogies
SUMMARIZING AND NOTE TAKING	<ul style="list-style-type: none"> • Asking students to generate verbal summaries • Asking students to generate written summaries • Asking students to take notes • Asking students to revise their notes, correcting errors and adding information
REINFORCING EFFORT AND PROVIDING RECOGNITION	<ul style="list-style-type: none"> • Recognizing and celebrating progress toward learning goals throughout a unit • Recognizing and reinforcing the importance of effort • Recognizing and celebrating progress toward learning goals at the end of a unit

HOMEWORK AND PRACTICE	<ul style="list-style-type: none"> • Providing specific feedback on all assigned homework • Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
NONLINGUISTIC REPRESENTATIONS	<ul style="list-style-type: none"> • Asking students to generate mental images representing content • Asking students to draw pictures or pictographs representing content • Asking students to construct graphic organizers representing content • Asking students to act out content • Asking students to make physical models of content • Asking students to make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
COOPERATIVE LEARNING	<ul style="list-style-type: none"> • Organizing students in cooperative groups when appropriate • Organizing students in ability groups when appropriate
SETTING OBJECTIVES AND PROVIDING FEEDBACK	<ul style="list-style-type: none"> • Setting specific learning goals at the beginning of a unit • Asking students to set their own learning goals at the beginning of a unit • Providing feedback on learning goals throughout the unit • Asking students to keep track of their progress on learning goals • Providing summative feedback at the end of a unit • Asking students to assess themselves at the end of a unit
GENERATING AND TESTING HYPOTHESES	<ul style="list-style-type: none"> • Engaging students in projects that involve generating and testing hypotheses through problem solving tasks • Engaging students in projects that involve generating and testing hypotheses through decision-making tasks • Engaging students in projects that involve generating and testing hypotheses through investigation tasks, experimental inquiry tasks, system analysis tasks, and invention tasks
QUESTIONS, CUES AND ADVANCE ORGANIZERS	<ul style="list-style-type: none"> • Prior to presenting new content, asking questions that help students recall what they might already know about the content • Prior to presenting new content, providing students with direct links with what they have studied previously • Prior to presenting new content, providing ways for students to organize or think about the content

Teachers will employ four planning questions that frame the nine instructional strategies and provide a guide for effective classroom curriculum design:

- What will students learn
- Which strategies will provide evidence of student learning
- Which strategies will help students acquire and integrate learning
- Which strategies will help students practice, review, and apply learning

Having teachers reflect on classroom practices, procedures and what instructional strategies they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction. The four planning questions help guide the teacher in making good decisions about when it is appropriate to use certain strategies.

The table below illustrates this alignment:

THE FOUR PLANNING QUESTIONS AND CORRESPONDING INSTRUCTIONAL STRATEGIES	
PLANNING QUESTION	INSTRUCTIONAL STRATEGIES
What will students learn?	<ul style="list-style-type: none"> • Setting objectives
Which strategies will provide evidence of student learning?	<ul style="list-style-type: none"> • Providing feedback • Providing recognition
Which strategies will help students acquire and integrate learning?	<ul style="list-style-type: none"> • Cues, questions, and advance organizers • Nonlinguistic representation • Summarizing and note taking • Cooperative learning • Reinforcing effort
Which strategies will help students practice, review, and apply learning?	<ul style="list-style-type: none"> • Identifying similarities and differences • Homework and practice • Generating and testing hypothesis

The effective and systematic use of the nine research-based instructional strategies in correlation with the research of Jay McTighe provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.

Classroom Technology. To aid teachers in delivering instruction to students, 21st century technology components will be used. Teachers and students will have technology integrated in the classroom through a variety of modalities such as:

- Laptop Computers
- Interactive White Boards

- Audio Stations
- Interactive Tablets
- Computers
- Learner Response Devices
- Headphones
- Document Camera
- Microphones
- Ipods

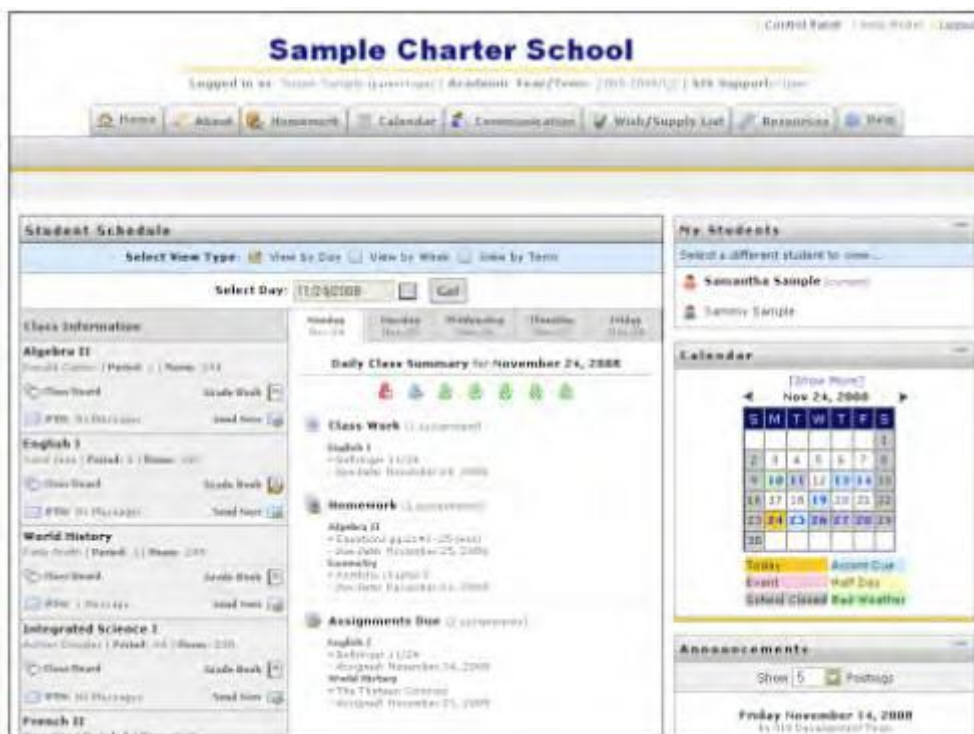
As stated by Marzano, in his work, “Teaching with Interactive White Boards,” using learner response devices, graphics and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. In particular, the use of interactive white boards in the classroom has been shown to have a 16-percentile point gain in student achievement (Marzano, 2009). The use of interactive white boards not only prepares students with 21st technology skills, but also increases students’ achievement. Teachers will be trained to infuse technology into student learning to reach academic achievement for each student. The goal of technology usage within a classroom is to take it out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment.

Learning by Doing. We seek to inspire in our students a passion for inquiry and a genuine love of learning. Ernest Green DC High aims for a higher standard: students who think critically, argue passionately, and take ownership of their learning. We also want to ensure that our students attain proficiency in basic knowledge and skills, so we have designed a core set of standards all students must master, exams they must pass, and content they must learn.

Student Information System. The Rapid-Response Diagnostic Assessment system is supported by the use of the Student Information System, which offers teachers and administrators the capability of disaggregating data by individual student, by individual class, by grade level. It also offers teachers, parents, and students online real-time web access to student data. Student achievement data will be included in each student’s portfolio and will make year-to-year evaluation and tracking of benchmarks more efficient. It also provides students, parents, teachers, and administrator’s information to make decisions about differentiating instruction for each student.

Student Information System for Parents & Students. Parents of students who attend Ernest Green DC High use the Student Information System to login any time day or night, entering a confidential user name and password and gain real-time access to various pieces of information regarding their children and events happening at the school. Also, the system includes a student message board. The home page contains student’s schedules by class including what students learned in class each day as well as homework and long-term assignments, which helps parents, keep the family organized.

Announcements from the School Principal can be viewed and teachers can be emailed directly. Parents login to check messages, assignments, and grades.



Questioning and Connecting. Teachers engage students continuously with questions that probe for understanding so that instruction can be adjusted in response to the students' needs. Across subject areas, when teachers ask higher-order questions and provide opportunities for students to develop deep explanations, learning is enhanced. Higher-order questions often start with question stems like: why, what caused, how did it occur, what if, how do they compare, or what is the evidence? When teachers ask higher-order questions and encourage explanations, they are helping their students to develop important critical thinking skills.

There are a number of ways teachers can encourage their students to develop explanations. During class discussions, homework assignments, or while reading, teachers can encourage students to explain their thinking out loud or in writing. Units of study that begin with a provocative question, or set of questions, will also encourage students to develop explanations and deepen their understanding of key content.

Embedded in lesson/unit planning, helping students ask better questions is another aspect of our instruction strategy. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Students should be engaged in disciplined inquiry, which requires problem-solving, higher-order thinking, and the capacity to construct rather than merely reproducing knowledge. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning.

Differentiated Instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out

to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- **CONTENT** – what the student needs to learn or how the student will get access to the information;
- **PROCESS** – activities in which the student engages in order to make sense of or master the content;
- **PRODUCTS** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **LEARNING ENVIRONMENT** – the way the classroom works and feels.

Content. Examples of differentiating content include the following:

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using peer reading and reciprocal teaching; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process. Examples of differentiating process or activities include the following:

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers or projects that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulative or other hands-on supports for students who need them;
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products. Examples of differentiating products include the following:

1. Giving students options of how to express required learning (e.g., create a script or skit, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning environment. Examples of differentiating learning environment include:

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).³

Progress Monitoring. Ernest Green DC High student progress will be evaluated by analysis of formative and summative assessments at Data Summits. Teachers are required to monitor and assess students throughout the year in order to target learning gaps, and improve achievement for students. This process includes collecting and analyzing data from formative assessments in the Student Information System, making appropriate changes to individual student or class instruction, teach, re-teach, assess, and again modify or intensify instruction to meet the needs of students. Personalized Learning Plans (PLP) will also be formulated and student progress monitored, from benchmark to benchmark. The PLP contains assessment data on each student's skill level, and a goal based on student need. The PLP requires the measurement of learning outcomes to determine if the student has made progress, and/or mastery of a specific skill. The plans are developed for each content area. The Student Information System provides for comparison of student performance to the State, local and key comparison schools.

Data Summits will be held throughout the year with school administrators and teachers. The summit enables school administrators and teachers to analyze data, drive instruction, and track student progress based on the needs of the class, grade-level, and school. The collection of data permits administrators and teachers to closely compare student populations. The evaluation of student data is vital to the success of the student. It is through the analysis and evaluation of data that administrators, teachers, parents, and students are able to devise an academic plan for each

³ Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

student to achieve substantial learning gains. Ernest Green DC High will monitor learning gains in reading for every student using assessments such as the following:

Rapid-Response Diagnostic Assessments. At Ernest Green DC High, teachers and administrators do not wait for midterms or final exams to determine students' needs. Instead, teachers will give frequent, diagnostic assessments that indicate specific skill deficits for remediation and reteaching – while there is still time to address the deficits. The data we gather will drive our instruction, enabling teachers to adjust quickly in class and to provide immediate, targeted tutoring in those areas in which students need extra help. Ernest Green DC High will operate one Saturday per month to address the needs of students falling below our academic goals.

Integrated Character Education. Ernest Green DC High will implement an integrated character education that includes a character model to instill strong character and citizenship. An example character model is Schools Taking Responsibility for Important Values of Excellence or “STRIVE.” STRIVE is a unique character education model created by Charter Schools USA through a partnership with the Clarion Council for Educational Greatness. The STRIVE Model will be implemented fully in the Ernest Green DC High public service model. For more detailed information regarding the STRIVE model, please see Appendix K.

Public Service Theme: Communities of Character Program. Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. Therefore, we will implement the Communities of Character program to integrate the public service theme in character education. These communities integrate a focus on academic rigor, good citizenship, and opportunities for real-world experiences.

The Communities of Character program provides teachers and students the opportunity to apply character education in a real community environment set up within and external to the school. Teachers oversee students who are practicing their content skills and knowledge (education curriculum) in a mock community environment where each student has a responsibility to function within the group. Teachers will maximize the effectiveness of the Leadership/Homeroom period in order to develop the Communities of Character Program. Students will create, govern and support the daily operation of their Communities of Character, known as a learning group. The goal of this program is to teach, practice and instill good citizenship within each person in the entire educational environment. With the oversight and guidance of teachers, the Communities of Character program is designed to be a microcosm of the global world within the school environment, run by students. Ernest Green DC High will create simulated real-world environments wherein students interact daily with other students regarding real-world issues. The Communities of Character will provide students with a safe environment for taking risks and making errors while they grow in their knowledge of the world around them. Further, the Communities of Character will be made up of learning groups where students will further explore and apply their learning. The learning groups will function as independent communities within a larger community taking responsibility for their contribution as a member of the larger communities.

d. Students with Exceptional Needs:

Ernest Green DC High will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities, directing special education and related services that meet all state and federal special education guidelines and regulations, including the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA).

Parents are encouraged to schedule a meeting with the Student Support Team (SST) to discuss the student's needs in a general education setting prior to a student being evaluated for Special Education Services. Once students are identified for further evaluation, a certified licensed professional will administer and interpret tests based on intellectual functioning.

After a formal evaluation of the student, results are given to an Individual Education Program (IEP) Team for evaluation. An IEP Team is comprised of the minimum staff persons: Ernest Green DC High Special Education Coordinator (SEC), the school's student with disabilities teacher, psychologist, administrator, parent, and regular classroom teacher(s). The IEP Team will determine a student's eligibility for services based on the results of the psychologist's formative assessment. Placement of the student in Special Education Services will be designed in the least restrictive environment. The IEP Team will:

- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's Individual Education Plan
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines.
- Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for Special Education Services. Services will be provided through contracts with The DC Co-operative organization, which will provide fee-based services to assist Ernest Green DC High provide high quality special education services and comply with federal and state special education regulations.

Appropriately certified teachers will serve students meeting the eligibility criteria for special education in Ernest Green DC High's educational program, as specified in the students' Individualized Education Plan (IEP). Based on the enrollment of students with disabilities, we will hire and train the appropriate number of teachers/ para-professionals, to ensure adherence to the Federal and state guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

The school will include among its staff, teachers who will be certified/endorsed and who will participate in staff development opportunities with the State and with District schools to ensure that guidelines and procedures established by the District are implemented and followed.

The school will also participate in the necessary training provided by the district for data systems, compliance, reporting, and implementation of necessary Students with Disabilities

services. The School will participate in the district contact meetings for Students with Disabilities services to foster clear communication and implementation of necessary services.

We will utilize a service delivery model of inclusion for students with disabilities in order to support them in the least restrictive environment. The School believes that it is very important that each student has the opportunity to learn and grow within their community so that they will be productive citizens upon graduation from the school. We will employ or contract with the necessary personnel to provide Speech and Language services, Occupational Therapy and Physical Therapy as required by the student's IEP. In providing for the educational needs of the exceptional student, the principal, students with disabilities teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA.

Ernest Green DC High will develop and oversee an annual strategic plan for students with disabilities services that includes (1) how students will be identified and evaluated for exceptionalities, (2) the procedures for developing and implementing IEPs, (3) how students with exceptionalities will be integrated in the school's instruction and culture, and (4) specific procedures and expectations for including parents and other stakeholders in the process of delivering special services. Further, the lead responsibilities will include assembling IEP team, coordinating the meeting and activities of the IEP team, coordinating staff professional development regarding the delivery of special services, encouraging the participation of stakeholders such as regular education teachers, parents, and administrators in decisions about a student's exceptionality, ensuring delivery of IEP services, and ensuring compliance with all reporting and documenting requirements.

Our Special Education Coordinator (SEC) will be responsible for coordinating services for exceptional student in the classroom, interacting with the regular education teacher to optimize the inclusion of exceptional students in regular classroom activities, and reviewing lesson plans and strategizing ways to integrate special services seamlessly into classroom activities.

Assessments. Ernest Green DC High students that are identified as severe cognitive disabilities and are unable to participate in the general assessment of the DC-CAS with accommodation, the DC Comprehensive Assessment System-Alternate Assessment Portfolio (DC CAS-Alt) will be administered. DC CAS-Alt is a portfolio assessment that teachers administer over the course of the year, focusing on required state standards. Ernest Green DC High will coordinate with the Office of the State Superintendent of Education (OSSE) to determine eligibility for and administration of the DC CAS-Alt. DCPS is responsible for administering the assessment.

Gifted. For students identified as gifted, Ernest Green DC High Gifted Curriculum objectives are focused on developing cognitive, learning, research and reference, and metacognitive skills at each grade level, using principles of differentiation, in one or more of the following content areas: mathematics, science, language arts, social studies, foreign language, fine arts and vocational/technical education.

In addition to continuously monitoring the Educational Plans of our gifted students, teachers will analyze the benchmark test results of our gifted student population each quarter. After

determining enrichment areas, teachers will work with the Guaranteed and Viable Curriculum to determine instructional focus, strategies, and curriculum resources for enrichment during the six weeks between benchmark tests.

Ernest Green DC High will ensure all identification, screening, parental involvement, and procedural safeguard requirements are followed in accordance all State and federal guidelines. Incoming students with an EP identifying them as gifted will receive a re-evaluation. For non-identified students suspected of being gifted, the committee will draw upon information from a variety of sources, including state standardized and internal interim assessments, parent input, and teacher recommendations. If a student is determined to be gifted, the SEC will develop a new EP as well as coordinate the development and delivery of differentiated curricula to meet the needs of gifted students.

Our School will be a member of the DC Special Education Co-operative. The Co'ops compliance and Program Quality services will help Ernest Green DC High design and implement high quality special education programs.

e. English Language Learners:

The mission of the English Language Learners (ELL) program is to prepare and successfully equip bilingual, bicultural, and bi-literate students to meet the needs of their global community. In order to support our ELL students, Ernest Green DC High will equip them with targeted instructional support necessary for their academic success. Ernest Green DC High will use a structured English immersion methodology to fulfill this goal, as this strategy has been shown to demonstrate the best results with English language learners. In addition, our extended school day and school year will provide needed additional learning time for these students.

For parents whose English proficiency is also limited, we will make sure that all school information is translated using a document service company or a staff member fluent in a particular language. Ernest Green DC High will actively recruit staff members that are native speakers or fluent in the prevalent non- English languages of our student population.

ELL students will be identified in the initial assessments administered upon enrollment and through a Home Language Survey. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. The assessment will determine students' need for ELL Services. If the survey indicates that the student might qualify for ELL services, Ernest Green DC High will assess the listening, speaking, reading, and writing through the English language screener proficiency test W-APT. Once the assessment results are collected, an instructional plan for the students who qualify will be created including the integration of scaffolding methods to address the ELL and set goals for achieving proficiency. As prescribed by law, intervention will be administered that facilitates growth in English mastery, while promoting content knowledge.

In order to promote both literacy and proficiency, the ELL program will provide English language development instruction that is age and grade appropriate and is tailored to the

student's English proficiency level. ELL program will be in a climate that promotes not only listening, speaking and reading, but also writing skills. ELL Students will receive comprehensible instruction for the core curriculum so that they can make academic progress comparable to that of native English speakers as documented by individual and group data.

Ernest Green DC High offers ELL students' instructional services through an English Immersion program mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

Ernest Green DC High will meet all requirements based on Title VI of the Civil Rights Act of 1964 requires ELL students to have programs based on: 1) sound educational theory, 2) adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success, and 3) periodically evaluated and, if necessary, revised. If ELL students enroll who speak another language that our staff members do not, the school will hire the appropriate staff to support the students' educational requirements.

f. Strategies for Providing Intensive Academic Support:

Ernest Green DC High's admission policy welcomes and encourages the enrollment of students of all learning profiles. The school's marketing strategy and materials will include a complete explanation that the school is a "tuition-free" public charter school that welcomes students with "exceptionalities," "disabilities," and "limited English proficiency." At the heart of the Education Model's design is analyzing data, sharing this data with parents and students, and then planning for progress leading to the success of each student. Each student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning or more at a specific grade level is tracked and reviewed with parents and students. Ernest Green DC High will use the Personalized Learning Plan design that includes analyzing data, sharing this data with parents and students and then planning for progress leading to the success of each student to attract and retain students with disabilities by publicizing the benefit of individualized learning plans. Through understanding the process of individualized data analysis and goal-setting parents of students with disabilities will wish to continue their success within the student body of Ernest Green DC High.

Ernest Green DC High will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read two or more years below grade level through additional instructional minutes using a research-based intervention program. Students will receive more frequent progress monitoring to ensure accelerated progress toward mastery of standards. Ernest Green DC High will utilize the Schoolwide Application Model (SAM), response to intervention (RtI) model, which provides school leaders and teachers with resources to aid in the use of individual student achievement and behavior data to identify the

supports students need to progress and meet grade level expectations. SAM is supported by frequent and ongoing assessments, which assist to determine the instructional approaches best suited to meet each student's needs.

The McGraw Hill Corrective Reading program for high school students will be used to aid in individual student achievement. The McGraw Hill Corrective Reading was designed and written for students who experience difficulty reading accurately and fluently and who have failed to learn in other programs. The program embraces students who have limited recall and minimal attention spans, who fail to remember and follow instructions, and who read without understanding. Corrective Reading allows students to work in a comprehension strand, a decoding strand, or both strands thus meeting the individual needs of students. The fast-paced program provides a unique blend of teacher-directed instruction and high frequency practice to accelerate progress. This proven, research-based intervention program progresses smoothly and quickly from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows students and teachers to consistently monitor progress and inform instruction.

Ernest Green DC High will meet the individual needs of students through targeted intervention during the school day for students based on diagnostic data and benchmark data. Students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the basic courses in times such as before and after school, during enrichment activities or lunch, and any other opportunity to support student achievement of individual learning goals. Research based programs that the teacher may utilize include Reading Plus, Unique Reader Secondary, Discovery Education and Study Island.

Extended Day. Ernest Green DC High will use an Extended Day in schools to ensure that individual student needs can be met for college and career readiness.

Additional Help. Homework and class work help is offered during specific office hours throughout the week to assist students in need of extra practice. Teachers make themselves available during a time that is outside of the instructional block. Teachers at Ernest Green DC High will have a school issued smart phone and their students and families will know each classroom instructor's number. This additional contact with the student is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process. Additional instruction can be delivered in schoolwork to prepare students for post-graduation challenges. Ernest Green DC High will operate one Saturday per month to address the needs of students falling below our academic goals.

Tutoring. When learning gains are not progressing at an agreed upon rate for all stakeholders there are additional resources available. For students that require additional intervention, tutoring will also be available at our school. These sessions are derived from our operating budget and are applied to those students requiring extra intervention to bring them up to grade level expectations. Teachers use a set curriculum in small group setting targeted to students' skill deficiencies as determined by diagnostic and formative data.

3. STUDENT PERFORMANCES

a. Student Progress and Achievement:

OBJECTIVE I: MEASUREMENT AND REPORTING

Ernest Green DC High's performance-based goals and objectives are designed to focus all stakeholders on areas of public interest such as student academic achievement, student character and citizenship. Rigorous academic goals based on established district and national data, coupled with individual student goal-setting and parent support of academic growth with specific strategies, ensure improved student achievement. Additionally, the goals of Ernest Green DC High ensure that students continue to make continuous academic progress towards meeting the increasingly rigorous requirements of the Elementary and Secondary Education Act (ESEA) as currently defined by No Child Left Behind (NCLB) as represented by the Adequate Yearly Progress determination.

Students' scores from the previous year's administration of the DC CAS/ DC CAS-Alt, where available, will serve as a baseline for student performance. The results of the current year's DC CAS/ DC CAS-Alt will serve as a post-test to measure how well students have performed. Ernest Green DC High will provide an annual report to the DCPCS Board. The school will also make copies of the report available to parent. The annual report will outline progress made in the previous year in the meeting of performance based goals identified in the charter and include all district-mandated assessment scores and district mandated accountability indicators.

OBJECTIVE II: ASSESSMENT MEASURES

Ernest Green DC High will conduct all student assessments mandated by law as well as student and stakeholder satisfaction surveys. All students in tenth grade will participate in the yearly DC CAS/ DC CAS-Alt as well as all grades will participate in periodic CSUSA Benchmark Assessments. Ernest Green DC High will strive to make gains towards achieving Adequate Yearly Progress, as defined by the Office of the State Superintendent of Education (OSSE), in the areas of student reading and mathematics proficiency, student participation rates on the reading, mathematics, and biology DC CAS/DC CAS-Alt, and average daily attendance. At no time will Ernest Green DC High be rated as School Improvement II, Corrective Action, Restructuring I, or Restructuring II.

Ernest Green DC High has set the following achievement goals for its overall student population based on the DC CAS / DC CAS-Alt and the student population enrolled:

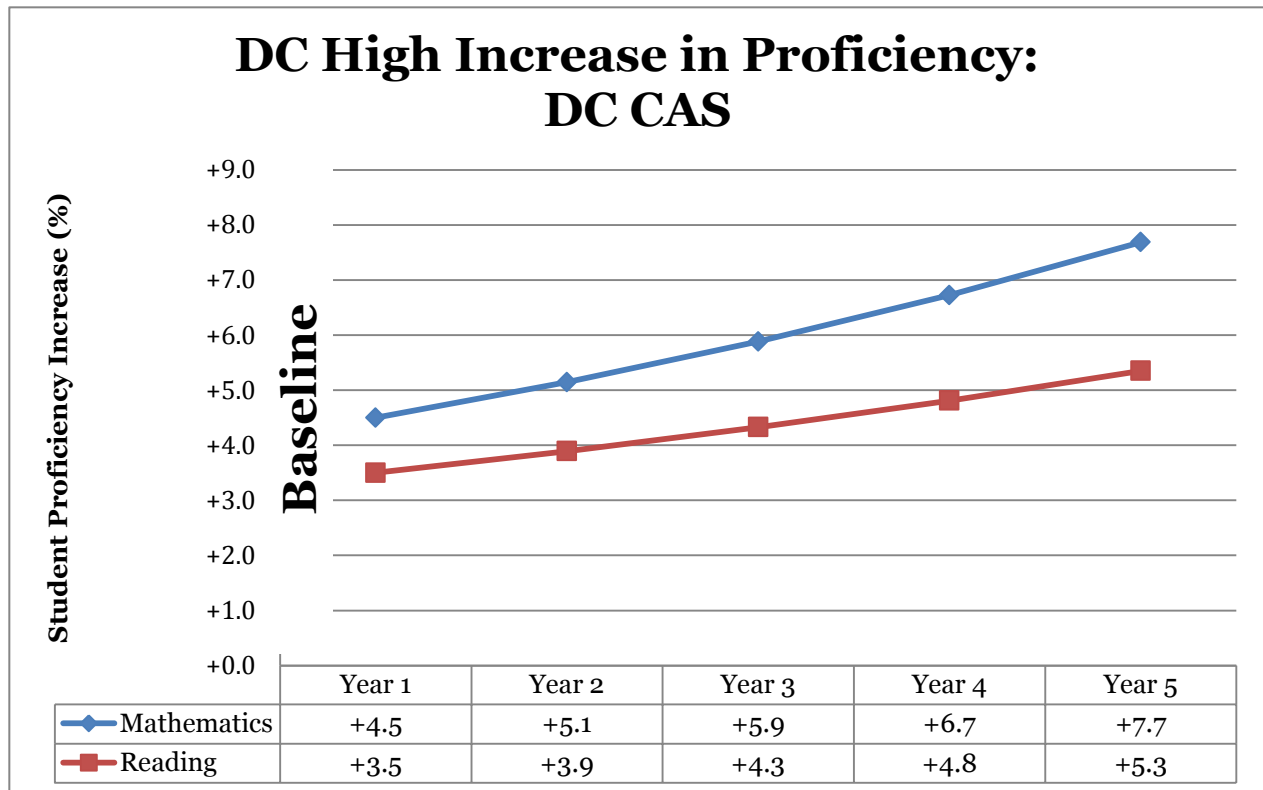


Figure indicates percentage increases in overall student proficiency in Mathematics and Science
 * Students' scores from the previous year's administration of the DC CAS, where available, will serve as a baseline for student performance.

OBJECTIVE III: INDIVIDUAL STUDENT GOAL-SETTING

CSUSA Personalized Learning Plans (PLP): All students will have a CSUSA Personalized Learning Plan (PLP). The PLP is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning at a specific grade level. The Plan's development is a collaborative effort among the teacher, parent, student, and other staff involved with the student's academic achievement. The PLP identifies the student's strengths and weaknesses and lists goals for improvement.

The following information will be used when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.
- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups, etc.).

- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.
- Student's post graduation goals

Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year via their individual portfolio and the comparison of DC CAS/ DC CAS-Alt learning gains. The teachers will be trained on the use of the Personalized Learning Plan. Administrators and teachers will compare the data within the Personalized Learning Plan with students within the district in comparable populations. Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery. The school leadership will use baseline data to identify professional development needs for the school and school-wide instructional goals.

All students will maintain a portfolio demonstrating and charting improvement and mastery of skills required at that grade level. This portfolio will be part of the student's Capstone Project and will serve as an overall indicator of the student's success towards meeting their personal education goals.

b. Gateway Measures:

The Founding Board recognizes that as a start-up charter school there is a greater need for accountability and transparency to create awareness of individual and school-wide performance results. The goals and objectives of Ernest Green DC High will fully support the district-mandated requirement that the school meet or exceed the minimum standards and improve student learning. This student achievement will be tied towards Ernest Green DC High's priority goal of ensuring student matriculation into post-secondary education. In addition, our goals and objectives correlate with our school's mission to provide a learning environment that emphasizes our culture of student safety and success and focuses on academic rigor, citizenship, and experiential learning where teachers and students apply character education, civic responsibility, and community engagement within the school and across the community.

OBJECTIVE I: STUDENT MATRICULATION

The following is a list of the minimum required courses and associated credits necessary for students to be promoted as well as graduate from Ernest Green DC High:

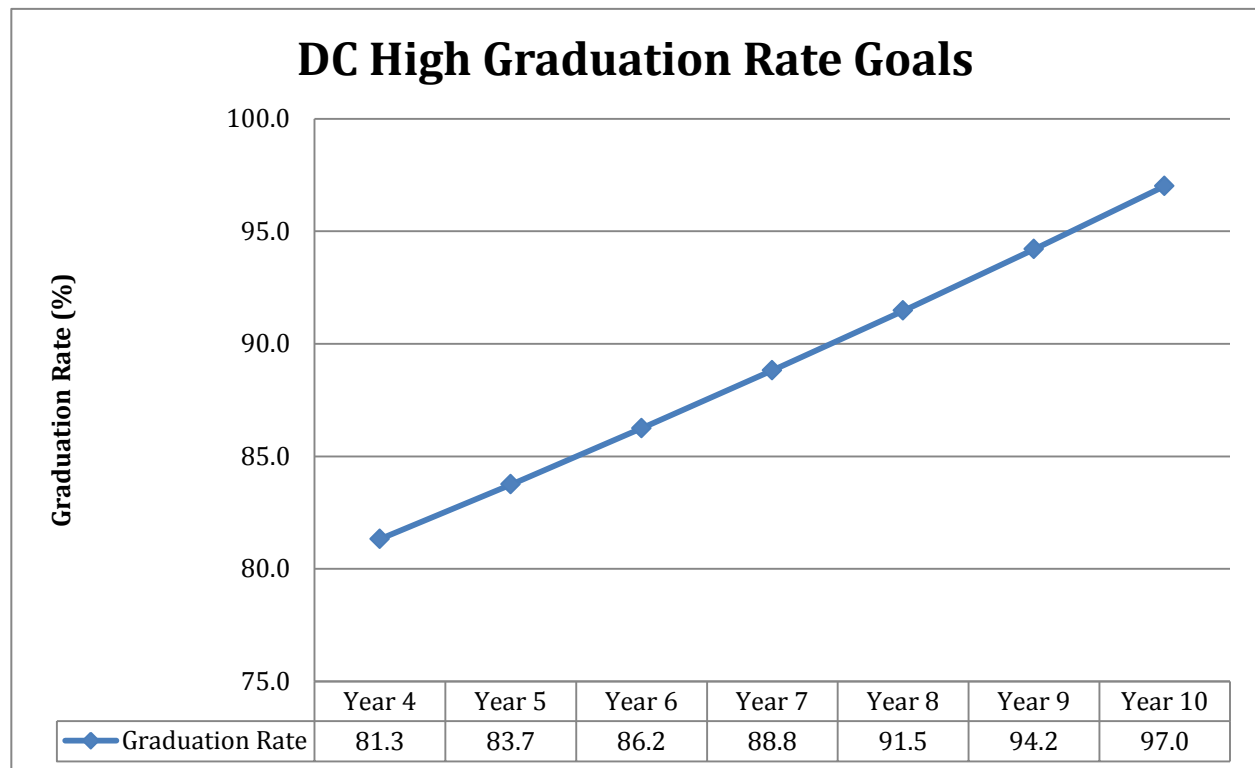
ERNEST GREEN DC HIGH DIPLOMA	
COURSES	CREDITS
Art	0.5
Music	0.5
Electives	3.5
Health and Physical Education	1.5
English	4.0
Mathematics (including Algebra I, Geometry, Algebra II)	4.0
Science (including 3 lab sciences; biology is a State requirement)	4.0
Public Service Focused Social Studies (including World History I and II, DC History, US government, US History)	4.0
World Languages (2 years of the same language)	2.0
Capstone Service Project	2.0
TOTAL NUMBER OF CREDITS	24.0

ADDITIONAL REQUIREMENTS	INDICATOR
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale
Individual Graduation Portfolio	Required to have a completed Personal Learning Plan, cumulative for all years enrolled at Ernest Green DC High
College Level or Career Prep	At least 4.0 credits of the 24.0 required credits must be identified AP, IB, HISCIP, CTE, dual-enrollment, and/or other college-level courses.
Community Service	140 hours

Ernest Green DC High follows the District's student progression and dropout plan.

Goal I: Graduation Rate

The following table represents Ernest Green DC High's Graduation Rate goals according to the NGA 4-Year Cohort method, beginning Year 4 with the first graduating class of Ernest Green DC High.



OBJECTIVE II: COLLEGE READINESS

Along with rigorous matriculation and graduation rate goals, Ernest Green DC High's ultimate goal is for 85% of graduating students to successfully enroll in a post-secondary education program. The following goals correspond as intermediate measures of the school's performance towards student college readiness:

INDICATOR	MEASURE
ADVANCED PLACEMENT (AP)	At least 65% of students will enroll in AP courses by their junior year
COLLEGE READINESS EXAMS	<ul style="list-style-type: none">100% of students will participate in the Preliminary Scholastic Achievement Test (PSAT)100% of students will participate in a college readiness exam preparedness course (SAT/PSAT/ACT)At least 85% of seniors will take a college readiness exam

	(SAT/PSAT/ACT)
DC WRITING	100% of students will demonstrate mastery in essay writing as evidenced by the DC Writing Assessment rubric
GPA	85% of students will earn the minimum GPA required for enrollment in a post-secondary program
DUAL ENROLLMENT	<ul style="list-style-type: none"> 85% of DC Juniors, where applicable, will be enrolled in Dual Enrollment courses. Ernest Green DC High will develop a cohesive relationship with DC University to provide students with higher education opportunities during their enrollment at Ernest Green DC High while also creating a seamless transition between High School and post-secondary education.
CAPSTONE PROJECT	100% of graduating students will complete a culminating project geared towards public service and skill necessary for success in post-secondary education

c. Leading Indicators:

LEADING INDICATORS	
PERFORMANCE OUTCOME	ERNEST GREEN DC HIGH'S INTERNAL GOAL
DAILY ATTENDANCE	<p>Ernest Green DC High's average daily attendance rate will be 95% or higher each school year. Students must be present for a minimum of 160 days. A student who is absent 5 or more days in a six-week period shall receive an incomplete grade in all subjects involved if the grade is not made up before the end of the grading period. The school will exceed the average district attendance by having less than 6% of all students being absent more than 15 days.</p> <p>Measures:</p> <ol style="list-style-type: none"> Each year, the school will seek to improve upon its prior year percentage of students absent more than 15 days until it reaches 3% or less of all students being absent more than 15 days. Each year, the School's average daily student attendance rate will exceed the district's average daily attendance rate for secondary schools. ParentLink will be used to contact the parents of all students for reporting absences and tardies on a daily basis

LEADING INDICATORS	
PERFORMANCE OUTCOME	ERNEST GREEN DC HIGH'S INTERNAL GOAL
	4. 100% of Parents will have access to real-time attendance records through the Student Information System online portal
STUDENT RETENTION	<ol style="list-style-type: none"> 1. Ernest Green DC High will provide a superior level of education for its students with an emphasis on public service and matriculation into post-secondary education programs. 2. In the spring of every year 100% of eligible students will receive requests for reenrollment. Ernest Green DC High enrollment staff will contact eligible students and families who have not recommitted personally. 3. The percentage of parents who agree or strongly agree to the statement, "I would recommend our charter school to a friend," will be 90%.
SACS ACCREDITATION	Ernest Green DC High will earn Accreditation by the Southern Association of Colleges and Schools within three years of school opening.

4. SUPPORT FOR LEARNING

a. Parent Involvement:

Parents, along with teachers, staff and students create and reinforce a culture of achievement and support. Ernest Green DC High recognizes that parental involvement is essential in their student's education process.

Decision-Making. Two family members will serve on the Board of Trustees. Families will serve on major school committees that develop out of the Board of Trustees during the school-planning year such as the Benefit Fundraising Planning Committee. Ernest Green DC High will provide continual information about planning and school decisions and requests feedback from all families.

Volunteering. Everyone must make and uphold a commitment to the school and to each other. Families will commit to contribute community service hours to Ernest Green DC High through their interest. Volunteer times will accommodate their daytime, evening, weekend or anytime schedule. Family member volunteer opportunities at Ernest Green DC High include, but not limited to: assisting with school governance through the Board of Trustees, planning or cooking for special events, school class activity leader and helping in the school office.

b. Community Participation:

At the heart of Ernest Green DC High of Public Service is collaboration and community integration. As outlined in this application, the school will emphasize a culture of student safety and success while focusing on academic rigor, citizenship, and experiential learning where teachers and students apply character education, civic responsibility, and community engagement within the school and across the community. The driving force is to integrate the assets and resources of the community, as well as regional partners, into the school.

At the time of charter application submission strategic partnerships continue to be developed and will be driven throughout the application review, planning, and implementation cycles. These aforementioned components will guide Ernest Green DC High's network of community partners aligned to the overall Community of Character framework as well as the individual learning communities as identified by the community stakeholders.

c. School Organization and Culture:

Ernest Green DC High's strategy of Active and Meaningful Involvement is aimed at extending the curriculum beyond the school walls. The success of the school will be dependent upon the ability of the Ernest Green DC High School of Public Service, staff, and other stakeholders, including its partner, Charter Schools USA, to involve parents in their children's education. Studies conducted over the past 30 years have identified a relationship between parent involvement and increased student achievement, enhanced self-esteem, improved behavior, and better school attendance (Lynn 1997). Well-executed parental involvement programs have positively influenced family attitudes toward schools, improved attendance, and eliminated some behavioral problems (Patrikakou 2001). Parent involvement is positively related to achievement and studies indicate that active involvement is more beneficial than passive involvement and earlier involvement produces more positive achievement (Funkhouser 2000).

The school will promote parent involvement through its communication plan including an open door policy for student learning, volunteer opportunities, education on best practices and school decision-making.

Mandatory School Uniform Policy at Ernest Green DC High. For the purpose to improve student discipline, increase school concentration, reduce peer pressure, and create a safe learning environment, a uniform policy will be jointly developed after consultation with faculty, local parent groups and students during the planning year. This decision will be implemented for security, and community image reasons as well.

d. Extracurricular Activities:

Ernest Green DC High of Public Service focuses on standards-based and rigorous academics coupled with strong character education and citizenship programming that drives a culture of

success and accountability. These components drive a culture of high expectation, achievement, and accountability through integration of parent and community involvement.

Students must be taught how to be productive citizens, and the best way to teach them is to demonstrate how to be productive members of a community while achieving academic goals. For that reason, Ernest Green DC High of Public Service will implement the Community of Character program as innovative programs that integrate a focus on academic rigor, good citizenship, and opportunities for real-world experiences.

Ernest Green DC High will build a successful after school program. Ernest Green DC High's Founding Group and Board of Trustees bring extensive experience and will mobilize community agencies, churches, businesses and other partners to develop a program aimed to aggressively support the mission of the School where learning is the central mission. Ernest Green DC High's leaders will gain valuable resources and research from the Founding Group that will permit them to participate in RFP's generated through DCPS and other additional sources.

The after school program will begin immediately following the end of the school day (3:55pm) and run until 6:00pm. All students will be encouraged to attend. When fully operational, the tutoring/homework time will be guided by volunteers and trained staff. Enrichment activities will include physical activities that may include martial arts, yoga, self-defense, and tennis. Other enrichment activities will include computer/technology, arts and drama. Every extracurricular activity at Ernest Green DC High will be developed with the goal to build positive relationships with peers and adults as well as build stronger connections between the school, community and family. We hope to be able to accommodate most high school team sport activities at our site. If not, Ernest Green DC High will identify area groups that offer team sport activities and collaborate with other schools to build the athletic program at our school.

Stepping Stone. Ernest Green DC High will host two, all school public service 'Stepping Stone' events each year to demonstrate education powered by service. This service-learning activity provides Ernest Green DC High the opportunity to implement a created solution to some of our District and nation's toughest problems. Families may choose this day to unite with Ernest Green DC High to rebuild and renew our communities. This 'Stepping Stone' activity, will permit students to accumulate additional hours towards their required community service hours, as well as high impact, graduation Capstone project requirements.

College Infusion. Ernest Green DC High recognizes that college preparation is not solely academic. The school believes that exposure to the norms of college life is important to the process of students' envisioning themselves in college environments, particular for student who families members have not attended college. For this reason, Ernest Green DC High students will participate in one to four college visits per year, depending on their grade level. At these college visits, students will tour college classrooms as wells as dormitories, campus recreation centers and cafeterias. We will facilitate opportunities for students to interact with college students on these tours and ask them question about their college experience, in order to get a full picture of what college life entails.

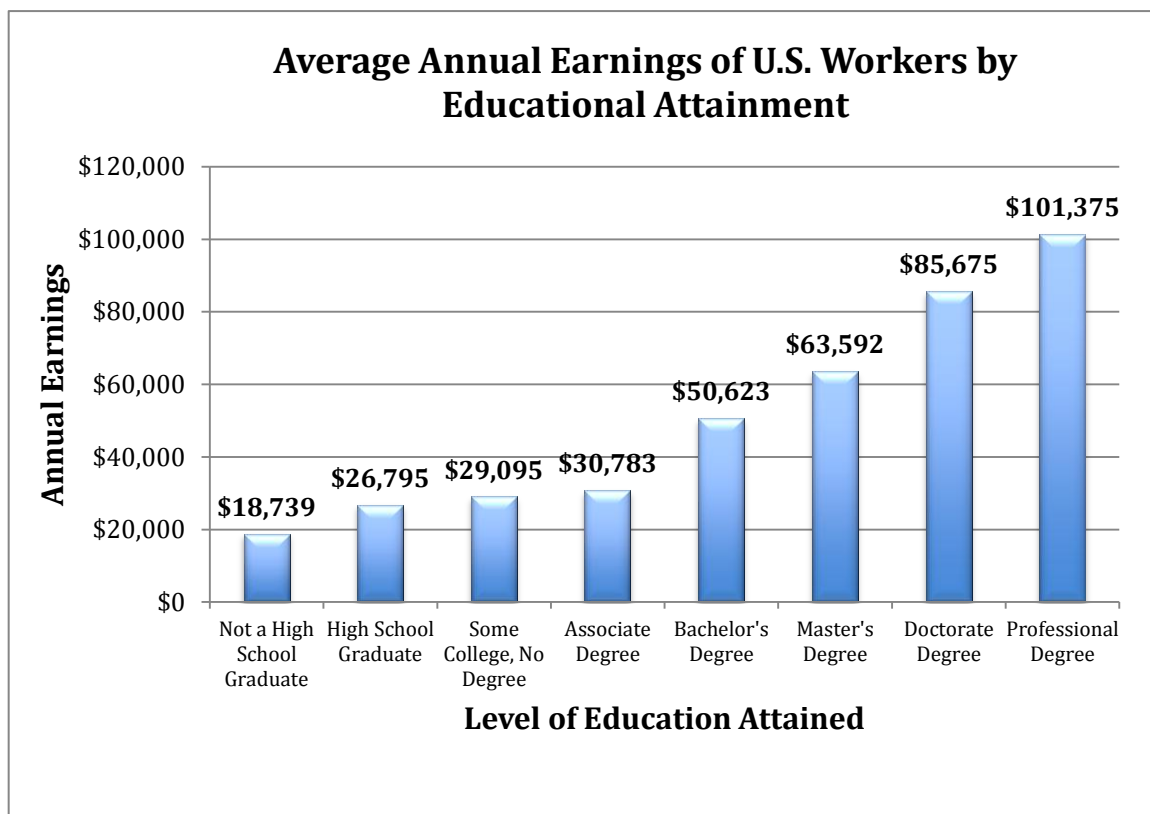
Students will participate in academic programs on college campuses to further underscore the school's college focus. Faculty recommendations will be used to steer students toward

appropriate academic programs on college campuses held during weekends and summer break. The school will guide students through the application process and actively seek financial scholarships for needy students.

We will solicit college students from area campuses to contribute by supporting students in the school's existing programs, and pursuing a relationship with a student attending the college of their choice.

As part of the college preparation infusion, we will constantly evidence to student both in the life opportunities and economic opportunities that a college experience and degree confer. The graph below shows how college completion reliably predicts economic advantage, further underscoring the relevance of the school's college preparatory theme.

We will solicit college students from District campuses to contribute by supporting our students during the extracurricular activities at Ernest Green DC High. As a part of this mentoring, we will constantly evidence to students both the life opportunities that a college experience and degree confer. The graph below shows how college completion reliably predicts economic advantage, further underscoring the relevance of Ernest Green DC High's college preparatory theme.



Day, Jennifer Cheeseman and Newburger, Eric C. *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*. July 2002.

Internship and Workplace Shadowing Program. According to the October 2010 Economic Indicators report, non-DC residents' hold more than 70 percent of DC jobs. In order to make

great strides in our city's workforce development initiatives, Ernest Green DC High will implement a high school internship and workplace shadowing program afterschool. The Head of School has leading experience, as does the Board Chair, in workforce development advocacy and placement. All members of Ernest Green DC High will work to ensure that our students are invited to work. As one example in place, MPD's Executive Officer and Assistant Chief of Police, Alfred Durham shared his and Chief Lanier's support in the direction of Ernest Green DC High and their commitment to provide critical pathways for its students as they seek a career in public service (see Appendix J).

These internship experiences will further enhance the required Capstone project, as students are aligned with real public service agencies, tied to their interests, class research and goals. These collaborations will offset the serious barriers to employment for economically disadvantaged students.

e. Safety, Order, and Student Discipline:

Ernest Green DC High of Public Service will follow the rules and procedures of the District of Columbia Charter School Board in regard to student discipline rules and procedures for regular and special education students, and suspension and expulsion of students.

Ernest Green DC High's Board of Trustees has amended the District of Columbia Public Schools' tier behavior discipline responses. They include zero tolerances in regards to weapons, drugs, and violence, including threats of violence. The complete policy document (DCMR Chapter 25) is available on the DCPS website. DCPS' complete Disciplinary Responses to Student Behavior policy is included (see Appendix L).

In addition, to promote positive behavior, the Board of Trustees will provide a range of prevention and intervention strategies and support services for students during and/or after school hours throughout the school year. The Board of Trustees and Founder/Head of School will compile a non-exhaustive list of guidance interventions that should be considered based on the type of misconduct in which a student has engaged. When used consistently and appropriately, guidance interventions help improve student behavior, and contribute to a more positive school environment.

Types of Guidance Interventions include:

- **Parent Outreach:** School's staff should keep parents informed of their student's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.
- **Intervention by Counseling Staff:** Ernest Green DC High's school-based counseling personnel will offer a wide range of comprehensive and confidential mental health services and interventions.
- **Guidance Conference:** Ernest Green DC High's Principal and teacher may request a guidance conference with the student and, where appropriate, with the parent. The

purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal and social issues that might have caused or contributed to the behavior.

- Restorative Approaches: This approach can help Ernest Green DC High prevent or deal with a conflict before it escalates; build relationships and provide wrong doers with opportunities to be accountable to those they have harmed and enable them to repair the harm to the extent possible.
- Individual/Group Counseling: This will provide students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Students will discuss and formulate goals, and learn problem-solving strategies that will enable them to overcome a variety of personal challenges.
- Peer Mediation: Peer mediators help classmates identify the problems behind their behavior and find solutions to these problems.
- Mentoring Program: Match a mentor who may be a counselor, teacher, student and/or leader with a protégé. The object of this relationship is to help the protégé in his/her personal, academic and social development.
- Conflict Resolution: Provides an opportunity to empower students to take responsibility for peacefully resolving conflict.
- Development of Individual Behavior Contract: The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student and teacher and, where appropriate, by the parent.
- Short-Term Behavioral Progress Reports: Teachers and/or principal may send behavioral progress reports to the parent on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.
- Community Service (with Parental Consent): Students may be provided with community service opportunities so that they gain a greater appreciation of their school neighborhoods and develop skills to become positive social change agents.
- Referral to a Community Based Organization: Students may be referred to a community-based organization for a wide range of services including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.
- Referral to Appropriate Substance Abuse Counseling Services: In the case where a student is presenting problems with substance abuse, including the use, possession or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to counseling services that are either inside Ernest Green DC High or through an outside community-based organizations.
- Referral to Counseling Services for Youth Relationship Abuse or Sexual Violence: When a person uses a pattern of threatened or actual physical, sexual, and/or emotional abuse to control a dating partner, Ernest Green DC High will refer both the victim and the student who engages in this behavior to separate appropriate school or community-based agencies for counseling, support and education. Neither medication nor conflict

resolution are, under any circumstances, appropriate interventions for suspected relationship abuse.

- Referral to Counseling Services for Bias-Based Bullying Intimidation or Harassment: When a student or group of students engages in bias-based bullying, intimidation or harassment of another student or group of students, both the victim and the student who engages in this behavior should be referred to separate appropriate counseling, support and education services provided by Ernest Green DC High staff. Neither mediation nor conflict resolution are, under any circumstances, appropriate interventions for bias-based bullying, intimidation or harassment.

The Principal shall ensure that all administrators and designated staff members are provided with step-by-step procedure for reporting and handling all serious incidents that might occur in or within close proximity of the school. Incidents will be reported via telephone to the Metropolitan Police Department (911).

The Board of Trustees will develop an emergency response plan and the staff shall be trained to activate the plan in the event of an emergency. All general safety and security plans, including an evacuation plan shall be tested by regular and random drills.

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

Teachers attend summer professional development sessions provided by Ernest Green DC High's partner, Charter Schools USA, and designed with a focus on understanding and identifying a guaranteed and viable curriculum, aligning instruction with the grade level expectations, data-driven instructional planning, and the use of effective assessment feedback. These sessions, combined with the needs assessment and student data analysis are the basis for professional development throughout the year. Throughout the school year, the Charter Schools USA Education Team provides training sessions called Curriculum Cadres on research-based instructional methods, legislative updates that impact their teaching, and data-driven instruction.

New teachers participate in an annual New Teacher Induction as well as sessions through the school year. These sessions include orientation to and training for What Works in Schools, The Art and Science of Teaching, Understanding by Design and the Student Information System. Throughout the year, new teachers have a network of support through our Teacher Learning Communities. A mentor teacher leads the Teacher Learning Communities at the school. The new teachers meet at least once a month with this mentor teacher to receive support and training as well as have the opportunity to share best practices. In addition, both the Teacher Learning Communities mentor teacher and new teachers receive support from the Charter Schools USA Education Team through quarterly training sessions, and monthly web-based video training sessions.

During the school year, staff's training needs and opportunities are identified according to analysis of student performance data, classroom observations, and teacher requests. The School will design or select professional development programs based on The School's needs with input

from administrators, staff, and the community. Below is a sampling of professional development provided to Ernest Green DC High:

- Charter Schools USA Educational Model & Student Information System
- Project Based Learning Process within Understanding by Design
- Collection and Interpretation of Student Performance and Achievement Data
- Theory of Multiple Intelligences
- Assessment and Evaluation
- What Great Teachers Do Differently: 14 Things that Matter Most
- Classroom Instruction that Works: 9 High-Yield Strategies
- Safe and Civil Schools
- CHAMPs: A Proactive and Positive Approach to Classroom Management
- Centers in the Classroom
- Technology in the Classroom
- Response to Intervention
- English for Speakers of Other Languages Regulations and Procedures
- Exceptional Student Education Regulations and Procedures
- Positive Behavior Support Models

Professional Development provided by Subject Area or Content Including, but not limited to the following:

- Writing Workshops: Four Square Writing, Six Traits of Effective Writing, Writing in the Content Area
- Math Workshops: Creating Effective Standards-Based Math Lessons, Targeting Multiple Intelligences in Math, Using Manipulative in Math
- Reading Workshops: Creating Effective Standards-Based Reading Lessons, Reading in the Content Areas, Reading Centers
- Science Workshops: Classroom Instruction That Works: Focus on Science

Professional Development will be held at least twice and up to four times per month in addition to the New Teacher Induction training. The professional development selections will be based upon the needs of the teachers as demonstrated by the administrator classroom walk-thru, site visit data, benchmark data, and standards assessments. Training will also be held to broaden the teachers' knowledge and understanding regarding Exceptional Student Education, Response to Intervention, ESOL, and Behavior Management training.

At least two Professional Teacher Development sessions will be held per month. At least one of those will be held from 3:00 p.m. – 4:00 p.m.. Given the extended instructional time built into

the regular learning day (8:30 – 4:00), students will be provided opportunities to work with community service partners while teachers engage in professional development.

g. Structure of the School Day and Year:

Classes will meet every other day in a block schedule A/B Day format.

BELL SCHEDULE	
8:00 – 8:25 a.m.	Breakfast
8:30 - 9:00 a.m.	Leadership/Homeroom
9:05 – 10:35 a.m.	Period 1
10:40 a.m. – 12:45 p.m.	Period 2
	Lunch A: 11:45 – 12:15 Lunch B: 12:15-12:45
12:50 – 2:20 p.m.	Period 3
2:25 – 3:55 p.m.	Period 4
4:00 p.m.	Dismissal
4:00 - 4:30 p.m.	Afternoon Snack
4:30 - 5:15 p.m.	Tutoring
5:15 – 6:00 p.m.	Extracurricular Activities & Dinner

4X4 Block Plan. The block schedule plan divides the school day into four 90- minute periods with time added for lunch and passing between classes. Each class lasts for one semester, mirroring the experiences of a college course, although some schools make exceptions by maintaining the full-year schedule for Advanced Placement (AP) and music classes. Frequently teachers are responsible for teaching three classes each semester and are encouraged to use the fourth class for planning. Students enroll in four classes in the first semester and four new classes in the second. Ernest Green DC High has selected this schedule to meet its mission of preparing students for college as it will facilitate dual-enrollment opportunities as well as provide ample opportunity for remediation to prepare more students to take advantage of Advanced Placement courses.

Some advantages of the 4x4 block plan

- Students concentrate on only four courses per semester.
- Teachers work with fewer students during the semester.
- Students and teachers prepare for fewer courses each semester.
- Students may retake failed courses.
- Fewer textbooks are required.

- Potential decrease in disciplinary referrals.

Based on the demographics and projected enrollment of Ernest Green DC High, along with the school setting on a University Campus, the 4X4 Block Plan has been determined to be the most plausible class schedule.

An example of the school day is given below. The ratios below allow for 6 groups of 15 to 20 students.

SAMPLE SCHOOL DAY CLASS SCHEDULE						
PERIOD/ SEMESTER	GROUP 1		GROUP 2		GROUP 3	
	1	2	1	2	1	2
1	English	Math	Computer	Elective	Spanish	PE
2	Science	Social St	English	Math	Computer	Elective
3	Spanish	PE	Science	Social St	English	Math
4	Computer	Elective	Spanish	PE	Science	Social St
	GROUP 4		GROUP 5		GROUP 6	
	1	2	1	2	1	2
1	Math	English	Elective	Computer	PE	Spanish
2	Social St	Science	Math	English	Elective	Computer
3	PE	Spanish	Social St	Science	Math	English
4	Elective	Computer	PE	Spanish	Social St	Science

An example of the school year calendar is given below:

ERNEST GREEN DC HIGH SCHOOL CALENDAR 2012-2013	
DATE	EVENT
JULY	
16	Administration First Day
21	Community Ribbon Cutting Ceremony
23	New Teacher Induction Training (July 23 – August 3)
24	Board of Trustees Meeting
26	9 th Grade Orientation
AUGUST	
3	Professional Teacher Development
6	Freshman Academy (August 6-16)
7	Parent Advisory Committee Meeting
16	Freshman Academy Ends

ERNEST GREEN DC HIGH SCHOOL CALENDAR 2012-2013	
DATE	EVENT
17	Professional Teacher Development
20	First Day of School
28	Board of Trustees Meeting
29-31	ELL Placement Testing
SEPTEMBER	
TBD	NATIONAL COLLEGE FAIR
3	Labor Day: School Closed
8	Saturday Session
10	Professional Teacher Development: After School
14	Interims: Half Day Classes
21	Professional Teacher Development
24	Back to School Parent Night
25	Board of Trustees Meeting
OCTOBER	
2-4	Student Assessment Testing
8	Columbus Day: School Closed
9	Parent Advisory Board Meeting
13	Saturday Session
15	Professional Teacher Development: After School
23	Board of Trustees Meeting
24	Homecoming Assembly
25	Public Service Project First Term Ends
26	Professional Teacher Development Homecoming Dance
29	Second Term Begins
NOVEMBER	
5	Professional Teacher Development: Half-Day
6	Election Day Parent-Teacher Meetings 11:00 a.m.-7:30 p.m.
10	Saturday Session
12	Veteran's Day: School Closed
20	Public Service Project "Community Resource Night"
21-23	Thanksgiving Holiday: School Closed
26	Professional Teacher Development: After School
27	Board of Trustees Meeting
DECEMBER	
8	Saturday Session
1	AP Exam Practice
10	Professional Teacher Development: After School
13	AP Exam Practice

ERNEST GREEN DC HIGH SCHOOL CALENDAR 2012-2013	
DATE	EVENT
18	Board of Trustees Meeting
19	Winter Break Begins (Half Day on the 19 th) Professional Teacher Development
JANUARY	
2	Classes Resume
8	Parent Advisory Board Meeting
12	Saturday Session
18	Professional Teacher Development: After School
21	M L King Holiday: School Closed
22	Board of Trustees Meeting
23-25	Mid-Term Exams: Half Day Classes
25	2 nd Term Ends
28	3 rd Term Begins Professional Development Day
FEBRUARY	
7	Professional Teacher Development: Half-Day
8	Parent-Teacher Conferences 11:00 a.m. – 7:30 p.m.
18	President's Day: School Closed
19	Professional Teacher Development: After School
26	Board of Trustees Meeting
MARCH	
4	Professional Teacher Development: After School
9	Saturday Session
15	Professional Teacher Development: After School
19	Public Service Project - "Community Resource Night" Board of Trustees Meeting
25-29	Spring Break
APRIL	
TBD	DC CAS Testing
1	Professional Teacher Development
9	Parent Advisory Board Meeting
11	Third Term Ends
13	Saturday Session
16	Emancipation Day: School Closed
17	Professional Teacher Development: After School
23	Board of Trustees Meeting Professional Teacher Development: Half Day Class
24	Parent-Teacher Conferences 11:00 a.m. – 7:30 p.m.
MAY	
TBD	AP TESTING ELL ASSESSMENT

ERNEST GREEN DC HIGH SCHOOL CALENDAR 2012-2013	
DATE	EVENT
2	Professional Teacher Development: After School
11	Saturday Session
21-22	Spring Service Project Community Event
27	Memorial Day: School Closed
28	Board of Trustees Meeting
29	Professional Teacher Development: After School
JUNE	
4	End of Year Award Ceremony
8	Family Picnic
6	Professional Teacher Development: After School
12-14	Final Exams: Half Days
14	Last Day of School
24	Summer School through August 2, 2013
25	Board of Trustees Meeting

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

a. Profile of Founding Group:

Ernest Green (Board Trustee). Ernest G. Green is the Co-Founder of Madison Asset Management Group, an institutional asset manager. Mr. Green is currently serving as Co-Chairman & Partner of this asset management firm which has offices in New York and Washington, DC. His long involvement in helping states, cities, municipalities and governmental authorities finance their needs throughout the United States has led to him co-founding and helping to lead Madison into a new era of public private partnerships. As the former Chairman of the African Development Foundation, he will be using his international contacts to assist international leaders with their needs particularly in the area of infrastructure.

Mr. Green was appointed to Chairman of the African Development Foundation by President Clinton. He was, also, appointed by Secretary of Education, Richard W. Riley, to serve as Chairman of the HBCU Capital Financing Advisory Board.

Prior to founding Madison Asset Management, Ernest G. Green was the Managing Director of Public Finance for Lehman Brothers' (now Barclays Capital) Washington, D.C. office. Since joining Lehman Brothers in 1987, Mr. Green served as senior investment banker on transactions for such key clients as the City of New York, State of New York, City of Chicago, Port of Oakland, City of Atlanta, State of Connecticut, Detroit Wayne County Airport, Denver Airport and the Washington Metropolitan Airport Authority.

Prior to joining Lehman Brothers, Mr. Green was president of Ernest Green & Associates, a minority consulting firm that provided technical assistance in marketing, financial management and economic forecasting.

Mr. Green served as Assistant Secretary of Labor for Employment and Training during the Carter Administration. During his tenure with the Labor Department, he formulated U.S. Presidential Policy and directed implementation of a vast range of activities. These activities included federally funded comprehensive training, public service employment, employment security programs, apprenticeship programs, research and development, alien worker certification, work incentive programs for the disadvantaged and technical assistance for labor market information for the nation's employment and training efforts. Prior to his appointment as Assistant Secretary, Mr. Green served as Executive Director of the Recruitment and Training Program, Inc. (RTP, Inc.), an organization that recruits minorities for apprenticeship programs in the building trades.

Mr. Green was born in Little Rock, Arkansas, September 22, 1941. He earned his high school diploma from Central High School in Little Rock. He and eight other black students were the first to integrate Central High following the 1954 U.S. Supreme Court decision in Brown v. Board of Education that declared segregation illegal. They later would become known as the "Little Rock Nine". He received a B.S. in Social Science and a Masters in Sociology from

Michigan State University. He also received Honorary Doctorates from Michigan State University, Tougaloo College and Central State University.

Mr. Green presently serves on the Board of Directors of Fisk University, Quality Education for Minorities (QEM) Network and Clark Atlanta University Board of Trustees. He is a member of the Council on Foreign Relations, the Executive Leadership Council, and the National Association of Securities Professionals (NASP) of which he served as Chairman for two consecutive years. He has, also, served on the Board of Directors of the March of Dimes Foundation and the Winthrop Rockefeller Foundation.

Hundreds of organizations have honored Mr. Green during his career and he is the recipient of numerous awards. These awards include the Urban League's Frederick Douglas Freedom Medal, the John D. Rockefeller Public Service Award. At the age of seventeen, he was the youngest recipient of the NAACP's Spingard Medal. In 1957, the Boy Scouts of America honored Mr. Green and two other African American for their achievement with their highest rank, that of Eagle Scout. In November of 1995, the Boy Scouts of America awarded Mr. Green the Distinguished Eagle Scout Award. On November 9, 1999, Mr. Green, along with the other eight students, was presented by President Clinton with the highest honor this nation gives to a civilian, the "Congressional Gold Medal", for his outstanding bravery during the integration of Little Rock Central High School in 1957. On August 20, 2005, they were honored with a commemorative stamp by the United States Postal Service and in 2007 President George Bush signed an Executive Order authorizing the U. S. Mint to issue a one-dollar coin commemorating the 50th Anniversary of the "Little Rock Nine".

Several books, movies and documentaries have been produced chronicling Mr. Green and his eight classmates historic year at Central High School in Little Rock, Arkansas -- the most recent being the "Ernest Green Story", produced and distributed by the Walt Disney Corporation. The October 1996 issue of Black Enterprise Magazine featured Mr. Green as one of the top twenty-five African Americans on Wall Street and again in the October 2002 issue as one of the top 50 African Americans on Wall Street and again in 2006 as one of the 75 Most Powerful Blacks on Wall Street..

Mr. Green and his wife Phyllis live in Washington, D. C. He is the proud father of Adam, Jessica and McKenzie Ann.

Helen McCormick (Board Trustee). Founder, Helen McCormick, is the owner of The House, Inc. Student Leadership Center. Her passion for students was born in the urban classroom where she taught with distinction. Winner of the 2009 ABC Channel 7 and Washington Area Toyota Dealers Working Women Award, Helen's programs include a high school program for non-traditional students who have been expelled, suspended or drop out of school, and leading before, after school and summer programs for Greater Washington, DC area students. Headquartered in a state of the art facility in Woodbridge, VA, the alliances Helen brings to youth were featured in the 2010 America's Promise 100 Best Communities for Young People. These programs reach into the Washington, DC classrooms and neighborhood streets where The House is the out-of-school time provider to the students and families at Shaw Garnett-Patterson Junior High School in NW Washington, by a generous gift from the DC Trust. Mrs. McCormick was tapped by the Washington Field Office FBI to coordinate and develop summer internship

programs for students at the Bureau. Mrs. McCormick is also the Founder of an annual ‘A Cinderella Ball’, for students with life-threatening illnesses and disabilities.

Alicia Adams. Alicia Adams serves as the Director of Charter School Strategy for New Leaders for New Schools—Washington, DC. In this role, she leads the initiative to increase the quality of charter school leadership and performance by supporting and monitoring New Leaders-led charter schools, strategically deploying resources, forging partnerships with key organizations, and leading the Charter Strategy team. Before joining New Leaders for New Schools, Alicia served as the Director of Professional Development for Friendship Public Charter Schools, where she impacted student achievement by developing and driving initiatives to improve teacher and leader quality, effectiveness, and retention. Alicia’s passion to eradicate educational injustice led her to the Friendship Collegiate Academy, where she ultimately held positions as a lead teacher and school leader. She has also provided professional development and consulting services to school systems and educational organizations around the country on high-leverage instructional strategies, professional learning communities, and transformative leadership. Alicia graduated from Princeton University with a BA in History and certificates of proficiency in African-American History and the Study of Women and Gender. She also holds a master’s degree in Educational Leadership and Administration from The George Washington University. (see Appendix J for a Letter of Support).

Joseph Persichini (Board Trustee). Board Chair, Joseph Persichini, Jr. was designated by FBI Director Robert S. Mueller as the Assistant Director Charge of the Washington Field Office (WFO). During his tenure at WFO, Mr. Persichini has been involved in leading major events, such as the 2009 Presidential Inauguration, large scale investigations in critical areas like the Abramoff and Jefferson Public Corruption investigations, and the terrorist Anthrax Mailings of 2001. Mr. Persichini revitalized the outreach activities of the division to all communities, including creation of multi-cultural organizations such as the Arab, Muslim, Sikh Advisory Council (AMSAC). Under his leadership, WFO was awarded the D.C. Chamber of Commerce Community Service award and identified by Washingtonian Magazine as the Best Place to Work. On December 25, 2009, Mr. Persichini retired from the FBI after 33 years of dedication service. Mr. Persichini is now the Executive Director of the Washington, DC Police Foundation.

Sarah Mooney, J.D. Sarah Mooney is an Associate for Webster Chamberlain & Bean, LLP – Washington, DC. She focuses her practice on tax and corporate issues affecting tax-exempt organizations, including charities, foundations, trade associations and other nonprofit organizations. Ms. Mooney advises nonprofit organizations with respect to: formation and exemption applications, audits, Form 990 filing issues, unrelated business income tax issues, lobby, and political activity restrictions, intermediate sanctions and other compensation-related issues. Ms. Mooney also advises tax-exempt organizations with respect to governance issues, including the development of good board governance policies and practices and the handling of conflicts of interest, business transactions, general corporate law, contracts, intellectual property, employment matters, and government relations. She regularly monitors proposed legislation, regulations, and rulings that may affect tax exempt clients. Ms. Mooney graduated magna cum laude from the Juris Doctor program at The Catholic University of America, Columbus School of Law and a B.A. from the University of Dayton. Ms. Mooney is admitted to practice in the District of Columbia and Maryland and is a member of each state’s Bar Association (Taxation Section).

Daniela Grigioni. Daniela Grigioni began working for DC Public Schools in 1994 in the Office of Bilingual Education conducting language testing of incoming English Language Learner (ELL) students and helping with grade placement at the receiving schools. In 1998 she became the project manager of a five-year systemwide federal grant, PRIME DC, which provided math instruction and parental involvement activities in up to 11 District schools with large English Language Learner population. The grant was renewed for three year following the original 5-year cycle. In 2006 Daniela became the project manager and compliance officer at Education Strengthens Families Public Charter School. ESF is the only family literacy charter school in DC. Following the Evenstart model, ESF serves the educational needs of ELL adults and children ranging from infants to preschoolers. She still serves on the ESF Board. In 2008 Daniela joined the Chancellor's team as the project manager of the Office of Out-of-School Time. She still serves in the position of Manager of External relations for Afterschool today, as liaison to the numerous non-profit organizations that serve DC public school students. Daniela was born in Rome, Italy. She holds a medical degree from Sacred Heart Catholic University in Rome and came to the United States with her family in 1989.

Donna Purchase (Board Trustee). Donna Purchase is President and CEO of Portsmouth Creations, a project management firm in Washington DC specializing in meeting and event planning. Donna retired recently from Fannie Mae where she worked for more than 20 years. Her last position was Director of Community Outreach where she managed the Help the Homeless Program, the nation's largest fundraiser focusing on ending homelessness, where she was responsible for raising \$7 million annually to support 180 nonprofit homeless service providers in the Washington Metro area. Donna also served as a grant officer for the Fannie Mae Foundation. Among her accomplishments she developed a financial literacy curriculum and successfully partnered with major U.S. corporations to introduce financial education in the workplace. She also managed the local partnership with H.D. Woodson Senior High School. The program provided academic support, mentors and scholarships to high-achieving youngsters. An active volunteer in the community, Donna serves on the Boards of Men Can Stop Rape, YMCA DC Youth & Government, and Lydia's House. Donna works in an advisory capacity with the Organization for Training Others in Need (OFT/ON) and works with WISER (Women's Institute for a Secure Retirement) as a financial educator and strategic planner. She has received numerous professional and achievement awards including the 2006 WISER Hero Award from the Heinz Family Philanthropies.

Cheryl Secrist. Having been a first generation college student, Cheryl Secrist focuses her career in making college education a reality for all students and advocates for social justice for multicultural populations. During her years in the public education system as a school and career counselor, she served on the Department of Social Services Employment Committee, and as an HIV+ Counselor at the Congress Heights Neighborhood Health Center in SE Washington, DC. In 2007, she received the Marion Flagg Scholarship Award from the National Association for College Admission Counseling, Potomac and Chesapeake Chapter, for her dedication in helping students achieve the goal of a college education. In 2008, the Federal Government Department of Defense Education Activity at Quantico Marine Corps Base High School hired her to counsel and advocate for military dependent students and their families. Cheryl received her B.A. in Sociology and her M.Ed. at George Mason University and is now a Resident in Counseling working towards establishing her own private practice to expand her services to serve a wider population for mental health counseling and issues of social justice.

Todd McCormick. Todd McCormick is the Executive Director of The House, Incorporated, responsible for program, staff, and student development. Todd earned his bachelor of Business Administration in Management degree from the University of Arkansas, and has more than 10 years of experience in human resources management and development. With an innate love for and ability to influence young people, he develops incredible relationships with House students and serves as a positive male role model in the lives of many of the students who come from single parent or dysfunctional families. Just as he pays attention to students, he asks that they pay attention to those around them, as well. Drawing from his professional background, he seeks outcomes in students' lives including profit from how they invest their time and effort, productivity in school and in the community, satisfaction in what they accomplish, and safety both bodily and in relationships they form. With an eye on their futures, Todd further pours into students' unique potentials to increase their impact on and to trump their peers in the future workforce. By avoiding the turnover (drop out attrition) prevalent in school as well as in business, he guides students to remain focused and accountable for their actions and what they produce. Todd is a 2008 graduate of the Federal Bureau of Investigation (FBI) Citizen's Academy.

Robert Kelly. Robert Kelley retired from Verizon Corporation after a 30 year career that included numerous positions in financial and regulatory disciplines. As a Director of Finance for the Network Operations Department that consisted of over 15,000 employees and an annual operating budget of \$1.3 billion dollars, Robert directed the financial management activities to support the Senior Vice President. Responsibilities included the development of annual and quarterly capital and expense budgets, conducting performance-tracking reviews and measurements to insure all financial and customer service indices were met and when objectives were in jeopardy Robert designed and recommended corrective action plans. As the Director of Program One, he led interdepartmental teams through operation and system testing directed by external auditors to meet the Federal Communication Commissions regulatory requirements for entry into the \$13 billion dollar long distance telecommunications market. This effort resulted in Verizon being the first local telecommunications corporation allowed into the long distance market. In 1998, Robert received the Verizon Excellence Award for his contributions to this significant corporate achievement. Robert received a B.A. at Gettysburg College and an M.B.A. at Rutgers University.

Alfred Durham. Assistant Chief and Executive Officer Alfred Durham has nearly 20 years in law enforcement. He began his law enforcement career with MPD in 1987. He served as Boating Law Administrator for the District of Columbia, and planned the operation response and security operations for the 55th Presidential Inauguration and the 2000 IMF/World Bank Meeting. He coordinated the logistical support of more than 3,000 officers from across the United States to augment police officers from the MPD. Assistant Chief Durham recently returned to MPD after being asked in 2005 to serve as Chief of Staff of the Richmond Police Department. Assistant Chief Durham attended the University of the District of Columbia, the George Washington University Certified manager's Course, the FBI National Academy, the Penn State University Police Executive Development Program, and numerous management courses.

Carolyn Brew (Trustee). Washington, DC is Carolyn's home. A graduate of Western High School, and long standing resident of the community, Carolyn left home to attend Bowie State College before accepting a career with the FBI. As Community Outreach Specialist, she

pioneered initiatives to bring resources from Headquarters into the communities. Adopt-a-School, Future Agents in Training and the FBI Jr. Cadet Program are just a few investments she brought to public school students.

Coleathea Johnson. Coleathea Johnson, M.Ed., to her students, Ms. Johnson's is the high school teacher who not only enhances the educational experience but endears herself to the individual. Her expertise in teaching qualifies her as an experienced adviser to this charter. She is highly esteemed by her peers and can be expected to perform her duties with excellence. You will find that her students are successful and stronger because of her impact.

Stephanie Amann Kapsis. As Managing Director, District and School Partnerships, Stephanie Amann Kapsis supports Teach for America's DC Region with design strategies in coaching and development. With 450 teachers placed in settings of greatest needs, Stephanie ensures they are as successful as possible in the classroom. Developing strategies for teacher effectiveness and student achievement, this Leadership Team member of the DC Region provides individualized support to public and charter schools in Metro DC. Selected from more than 17,000 applicants nationwide, Stephanie's background includes the National Teacher Corps where she served in an under-resourced public school in Brooklyn, NY. She is a graduate of Pace University, where she received her Master of Science, Education Common Branch Teaching License with Bilingual Extension and a Bachelor of Arts in Politics, Cum Laude from Princeton University. (see Appendix J for a Letter of Support).

Person from Charter School USA. Sherry Hage is Vice President of Education at Charter Schools USA. Mrs. Hage obtained her Masters Degree in Education from the University of Maryland. A seasoned educator for 20(+) years, her career started in the elementary and middle school classrooms within the Broward County Public Schools where she also served in the Curriculum Department as a Teacher on Special Assignment. Additionally, Mrs. Hage has worked as an Adjunct Professor for the School of Education at Florida Atlantic University. Mrs. Hage has aligned the CSUSA Educational Model and the Student Information System with Multiple State's Standards to ensure that the combination is innovative and stimulating both for the teacher and the student. She is a keen supporter of educators, believing in their ability to guide and move all students to higher levels of performance and proficiency, serving as a model for high academic achievement. As Vice President of Education with Charter Schools USA, she assesses and monitors student progress at CSUSA-managed charter schools and continually refines and utilizes best practices that promote high academic achievement for all.

Founding Partner Organizations

Charter Schools USA. Charter Schools USA is one of the nation's largest private operators of public schools serving students from kindergarten through 12th grade. Charter Schools USA has an experienced management team and approximately 2,000 employees currently educating over 18,000 students. Charter Schools USA contracts with both municipalities and private foundations to assume educational and operational responsibility for individual charter schools. Over the course of eleven years of intensive research and development, Charter Schools USA's team of

leading educators and scholars developed an innovative, research-based curriculum and school design.

The CSUSA Educational Model is a continuous improvement process that ensures students meet and exceed Standards which is the core of our curriculum—the CSUSA Guaranteed and Viable Curriculum (GVC). Based on Robert J. Marzano’s *What Works in Schools* and the belief that all children can learn given appropriate learning tools, Charter Schools USA implements the CSUSA Guaranteed and Viable Curriculum and Educational Model in all CSUSA schools. *What Works in Schools* begins with the identification and implementation of a Guaranteed and Viable Curriculum. The CSUSA Guaranteed and Viable Curriculum is aligned to specific state standards and grade level expectations and is the framework of what is taught at each grade level. Timely and specific feedback based upon assessment of student performance on specific skills is given to establish individualized goals for all students and to modify instruction to meet students’ learning needs (2003). With the CSUSA Guaranteed and Viable Curriculum as its core, the CSUSA Educational Model illustrates the process for improving student learning and academic achievement. The six steps included in the Model are baseline assessment, data-driven instruction, assessment, grading, reporting and the decision box. A *Network* of administrators, teachers, parents, students and the CSUSA Education Team supports each transition to the next step.

Charter Schools USA’s Organizational Capacity

- *Scale* – Charter Schools USA’s existing network of schools is comprised of 23 charter schools serving 18,000+ students in SY 2010-11, exceeding \$100 million in funds. A staff of 60+ corporate employees are dedicated to direct, hands-on guidance and support. CSUSA provides comprehensive management services to these schools consistent with the services proposed for the Lake Charles Charter Academy.
- *Student Information System (SIS)* – Charter Schools USA has developed a proprietary SIS system over many years that encompasses all administrative aspects of operating a charter school and provides state of the art tools to execute data driven instruction. The SIS rivals any “off the shelf” school management software plus incorporates data management and reporting processes unique to charter schools, including a lottery management system that has been certified by independent auditors.
- *Systematic Processes and Tools* – As documented throughout this application, Charter Schools USA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, governing board, and local school board. Examples include:
 - Monitoring & Evaluating Performance (Academic, Financial, Internal /External Customer Satisfaction, Vendor, etc.)
 - Online Help Desk systems for general IT support, SIS, and facilities maintenance.
 - Red Carpet Customer Service
 - People First and Leading Edge Professional Development for staff
 - Budget process and financial reporting, (e.g. Finance Dashboards)

- *Continued Quality Improvement (CQI)* – Dedication to continual improvement of processes through strategic planning and evaluation. For example, a student satisfaction survey and governing board satisfaction survey were deployed in 2008 with the results tied directly into the school’s annual school improvement plan.

SACS Accreditation - CSUSA is the first and only Education Service Provider to be recommended for SACS-CASI Corporate Accreditation by AdvancEd. Official ratification of Corporate Accreditation is expected in February 2011 and will result in all current schools managed by CSUSA becoming SACS Accredited and any new schools operated by CSUSA to be accredited once opened.

b. Planning Process:

The decision to open a public charter school has come out of Helen McCormick’s years of work in the field of education. As a former teacher, child advocate, owner of an out-of-school provider of after school programming, a DC out-of-school time provider and founder of a new school model for non-traditional students, her vision and passion exceeds common concerns for kids.

Her success is evidenced by 98% student retention, 100% graduation of her students, and the ability to network with people whose skills enhance her vision for students, no matter what their life resources may or may not be. Her connect to professionals around the nation has enhanced her research and development process that has influenced her success in building a team of forward thinkers whose biographical sketches reveal extraordinary qualifications for a founding group.

Members have visited and researched successful schools, interviewed leading educational professionals, met with charter school management teams, attended appropriate fact finding meetings, examined documents of successful charter schools and spoken to charter founders. As well, founding members have connected with college and university professionals and Presidents, City Council member, and other government leaders such as Police Chief Kathy Lanier. These meetings have resulted in support for the formation of Ernest Green DC High as well as a wealth of information and expertise in its leadership. As well, a field survey of 125 households in Ward 5 was conducted which resulted in 98% approval of Ernest Green DC High.

New Leaders for New Schools, Teach for America, and Charter Schools USA have come along side of our founders for the purpose of establishing strong resources for capable and highly qualified leaders and teachers. Finding the right people is intricate to success. These organizations will strengthen our model and outcomes by providing us the human resources and guidance that will direct students toward college readiness and work place preparedness.

c. Corporate Structure and Nonprofit Status of the School:

Ernest Green DC High School of Public Service is an incorporated entity. Application for under the District of Columbia Nonprofit Corporation Act has been filed and we are awaiting status notification from IRS. The articles of incorporation and can be found in Appendix M.

2. GOVERNANCE AND MANAGEMENT

a. Board of Trustees:

The Board of Trustees fully understands and is committed to the mission of Ernest Green DC High. Procedures for the Board will follow DC laws and regulations, and DC Public Charter School Charter.

Strategic Planning Group. The Founding Group for Ernest Green DC High will serve as the interim Board and intends to transition to a Board of Trustees according to the mandates of SRA § 38-1802.05. The Founding Group consists of 15 people, 5 of whom have agreed to become Trustees. The remaining are serving as Advisors and may choose to join the Board of Trustees in the future.

Selection and terms of the Board. The Board shall serve for a term of three years and staggered to allow for continuity in succession. There shall be no more than 15 members as required by the School Reform Act. The total shall reflect an odd number composition. Board membership may occasionally fluctuate but will maintain a minimum of 5 voting members at all times. The Board shall serve until their successors are elected and take office.

New Board members will be nominated by existing members through a nominating committee. The Board may appoint a nomination committee to consist of no fewer than two Board members. The nomination committee will compile and submit to the Board a slate of candidates for offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations for each person named. Persons shall be offered a position on the board contingent upon a 2/3 favorable vote of the Board.

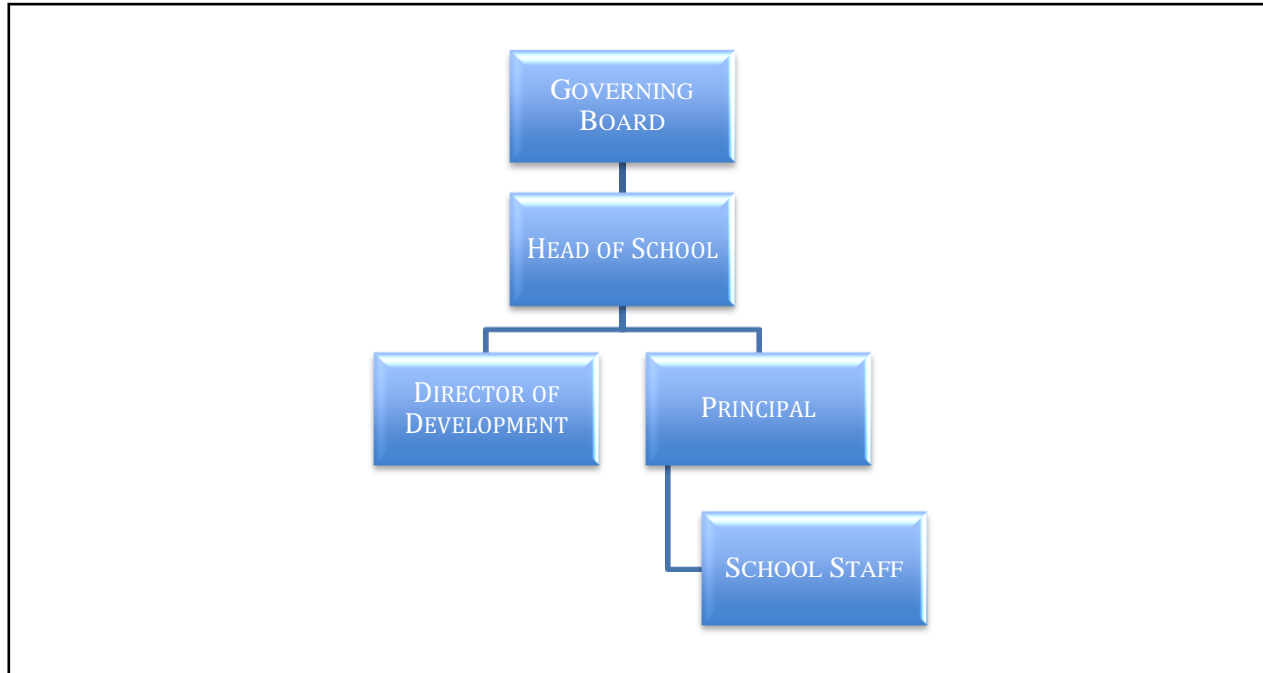
The Board of Trustees will always have at least 2 parents of students currently attending school serving as members. After the initial year, parent representation on the Board shall be the result of election by the parent association of the school. The roles and responsibilities of parents on the Board will be identical to the role and responsibilities of other members of the Board.

Resignation: Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees.

Vacancies: Any vacancy in the Board of Trustees occurring during any term of office may be filled for the un-expired portion of the term by the Chair then serving by affirmative vote of the majority. Any member so elected by the Board shall hold office until the next annual meeting of

the Board of Directors or until his or her successor is selected and takes office or until his or her earlier resignation or removal.

Board Organizational Relationship. The graphic below depicts the organizational structure between the Governing Board and the School.



The following is a narrative description of the organizational relationship:

- The Governing Board leads the organization and has ultimate authority and responsibility for school operations.
- The Head of School is the primary liaison to the Governing Board. The Head of School will be an advisor, voting member of the Board.
- The school principal will be an employee of the school, not a Board member. The school principal is responsible for managing the staff at the school.
- The Director of Finance and Development will be an employee of the school, not a Board member. He/She is responsible for managing the business operations of the school.

The Chair of the Board will work closely together with the Head of School to establish meeting agendas and Board guidance. Comprised of a committee structure, the Board will provide oversight for finances, governance, student performance, school sustainability, academics, and accountability. As well, it will exist to govern the school by developing overall policies for the school and by making final decisions on matters related to its operation consistent with the charter.

All board members will complete initial and ongoing governance training including the following topics:

1. Conflicts of Interest
2. Models of Governance and Leadership
3. Charter School Law in the District of Columbia
4. Ethics
5. Basic Understanding of Parliamentary Procedures
6. Financial Responsibility
7. Guided Questions for Mission Statement and Strategic Planning
8. Drafting Board Policies

All Board members agree to:

1. Maintain a strong relationship with the school's administration.
2. Ensure the financial sustainability of the school.
3. Build and maintain strong community relationships and expand my circle of influencers that will assist the school in its future development and school image.
4. Give oversight to the academic programs and services to ensure student achievement while reviewing the leader's performance regularly.
5. Be highly engaged in the ongoing organizational planning and work of the Board utilizing non-profit best practices.

Policies to be set by the Board include;

- Oversee operational policies
- Academic and financial accountability.
- Annually adopt and maintain an operating budget.
- Exercise continuing oversight over charter school operations.
- Ensure that the School has contracted with a certified public accountant for the annual financial audit
- Review and approve the audit report, including audit findings and recommendations
- Report progress annually to its sponsor, including at least the following components (i.e. Charter School Annual Report):
 - Student achievement performance data
 - Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt

- Appropriate documentation of the facilities in current use and any planned facilities for use by the School
- Other information as required by the charter

Parents and Community. Active parental participation is essential to operating high-quality charter schools. Parent participation is the key to the success of the overall program and will be solicited for the ongoing development of the school. Parent/Teacher Co-ops (PTC) will be established to provide a voice for parent and community to give meaningful input that can be used in the development of programs. PTCs will be organized each school year. The PTC shall be comprised of parents of enrolled students, administrators and teachers. Parental participation in the schools' operations and governance will be fostered by a parental "contract" between the parent, student, and School. Annual surveys will be distributed to all parents to receive input for school improvement and satisfaction. Moreover, the Student Information System provides a parent portal that gives parents access to real time student data, message boards and direct to teacher and administrator e-mail capability. This supports continual and meaningful parental involvement in each student's education. PTC representatives provide regular reports to the Board. All parents are invited to attend the regularly scheduled public Board meetings according to the District of Columbia Sunshine Act⁴ and will be open to the public.

Parents may ask the Board to review decisions once they have exhausted all other channels. The Board will determine if policies and procedures were correctly followed and if the decisions made aligned with the philosophy and mission of the school. Individual members of the Board will not take action on specific complaints.

Board Meetings. Meetings will be run under Robert's Rules of Order and presided over by the Chairperson of the Board. All meeting minutes are available to the parents. Furthermore, to include all constituents, the Board will ensure that citizens shall have sufficient notice of public meetings to include meeting location, dates and times.

Following is a calendar of planned Board of Trustee Meetings for the Planning Year 2011-2012 and school year 2012-2013:

PLANNING YEAR 2011-2012 BOARD OF TRUSTEE MEETINGS	SY2012-2013 BOARD OF TRUSTEE MEETINGS
July 26, 2011	July 24, 2012
August 23, 2011	August 28, 2012
September 27, 2011	September 25, 2012
October 25, 2011	October 23, 2012
November 29, 2011	November 27, 2012
December 20, 2011	December 18, 2012
January 24, 2012	January 22, 2013
February 28, 2012	February 26, 2013

⁴ DC Statutes sec 1-207.42

PLANNING YEAR 2011-2012 BOARD OF TRUSTEE MEETINGS	SY2012-2013 BOARD OF TRUSTEE MEETINGS
March 27, 2012	March 19, 2013
April 24, 2012	April 23, 2013
May 22, 2012	May 28, 2013
June 26, 2012	June 25, 2013

As a school committed to measurable and ambitious goals, Ernest Green DC High' Board of Trustees will take the lead role in the self-evaluation and accountability of the school. The Board of Trustees will be accountable to multiple constituencies including families, students, the charter school authorizer and the community at large. Three points of accountability are: 1) legal, whether the charter's terms are being fulfilled according to applicable regulations; 2) academic, whether the academic goals set by the board are being met; and 3) organizational, assessing the financial and governing health of the school.

The Board of Trustees will use a clearly defined instrument to evaluate its own performance. The instrument will reflect the detail and quality that will characterize all of the other evaluation rubrics that the school will use to track its progress.

ERNEST GREEN DC HIGH SCHOOL OF PUBLIC SERVICE BOARD OF TRUSTEES SELF-EVALUATION RUBRIC⁵				
BOARD EFFECTIVENESS INDICATOR	LACKING/ DEVELOPING	OPERATIONAL	ADVANCING	EXCELLING
BOARD COMPOSITION	The Board of Trustees has few, if any, active community leaders. There is little board involvement that fulfills Ernest Green DC High's needs.	The Board of Trustees has some recognized community leaders. There is a moderate level of board involvement in the charter school. Board of Trustees sometimes use contacts they have to benefit Ernest Green DC High.	The Board of Trustees consists mainly of community leaders who influence decisions and finances and who are involved in meeting most of Ernest Green DC High needs.	The Board of Trustees consists of community leaders who influence decisions and finances and who are actively involved in meeting Ernest Green DC High's needs. They do not hesitate to use the contacts they have to benefit Ernest Green DC High.
BOARD DEVELOPMENT PROCESS	Board of Trustees is randomly recruited.	There is a formal process for identifying and recruiting Board of Trustee members not necessarily based on the specific goals and objectives and needs of the charter school board.	The Board of Trustees has and utilizes a formal process for the identification, recruitment, selection, and orientation of Trustees based on its goals, objectives and needs.	Ernest Green DC High utilizes a formal, ongoing board development process, which includes recruitment, selection, orientation, ongoing evaluation of performance, and

⁵ Adapted from Stages of Organizational Effectiveness -- Board Of Directors, Boys and Girls Clubs of America

**ERNEST GREEN DC HIGH SCHOOL OF PUBLIC SERVICE
BOARD OF TRUSTEES SELF-EVALUATION RUBRIC⁵**

BOARD EFFECTIVENESS INDICATOR	LACKING/ DEVELOPING	OPERATIONAL	ADVANCING	EXCELLING
				recognition of the Board of Trustees.
BOARD ORIENTATION	There is no orientation process for new members of the Board of Trustees.	There is a informal process for orienting new Board of Trustee members to the Board.	There is a formal process being developed for orienting new Board members.	There is a clearly defined orientation process being used for orienting new members to the Board of Trustees.
BOARD MEETING STRUCTURE AND FORMAT	There is no formal structure for meeting procedures, or recording of minutes.	There is an informal structure for meeting procedures, recording of minutes that are usually followed.	The meeting usually follows structured format including Robert's Rules of Order and complies with Open Meeting Laws.	The meeting consistently follows a structured format, adheres to Open Meeting Laws, uses Robert's Rules of Order, and formally records minutes.
BOARD MEETING ATTENDANCE	Board meetings are not held on a regular basis; attendance is less than 50 percent; the agenda is dominated by problems and crisis, preventing the board from dealing with substantive policy issues.	There are regular Board meetings attended by not less than 50 percent of the members; strong domination by one or two members; agenda mostly consists of reports; few substantive decisions are made.	The Board has regular meetings with not less than 70 percent attendance and with the clear focus on policy issues and decisions.	The Board has regular, duly constituted meetings with not less than 80 percent attendance, active participation and a clear focus on policy issues and decisions.
COMMITTEE STRUCTURE WITH OBJECTIVES	The Board has no functioning committees.	There are appointed committees in 2 out of the 3 following areas: academic accountability, finance, governance and fundraising. They occasionally meet to consider some matters pertinent to their responsibilities. Attendance by most committee members at such meetings is generally poor.	The Board has organized, functioning committees in 3 of the following areas: academic accountability, finance, governance, and fundraising. They make informed recommendations for board action. Attendance is better than 50 percent.	The Board has organized, functioning committees in ALL of the following areas: academic accountability, finance, governance and fundraising. Committees have defined objectives consistent with the school's goals, objectives and needs. They make informed recommendations for board action.
BOARD DIVERSITY	The Board is not diverse in terms of skills, knowledge, demographic profile and other critical factors.	The Board has some diversity in terms of factors, and has an informal plan to expand this diversity.	The Board has some diversity in terms of skills, knowledge, and demographic profile and other critical factors, and a formal	The Board is diverse in terms of skills, knowledge, and demographic profiles and other critical factors, and has a

**ERNEST GREEN DC HIGH SCHOOL OF PUBLIC SERVICE
BOARD OF TRUSTEES SELF-EVALUATION RUBRIC⁵**

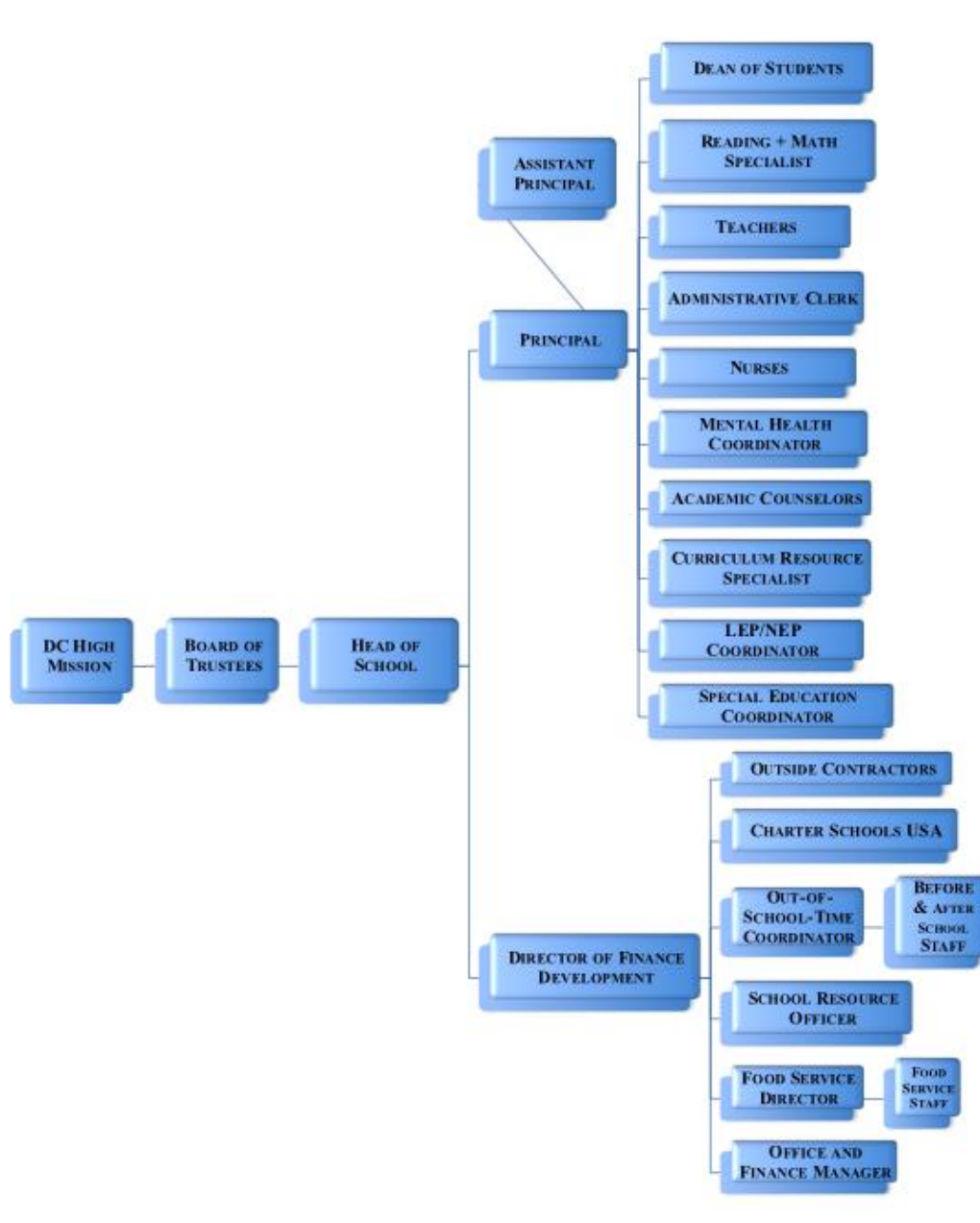
BOARD EFFECTIVENESS INDICATOR	LACKING/ DEVELOPING	OPERATIONAL	ADVANCING	EXCELLING
			plan is underway to expand this diversity.	continuing action plan to maintain this diversity.
BOARD PARTICIPATION IN SCHOOL EVENTS	There is little or no participation by the Board of Trustees in Ernest Green DC High events.	There is Board participation in some school events.	There is Board representation/ participation in most Ernest Green DC High events.	There is Board representation/ participation in all of the school events.
BOARD GIVING	Fewer than 50 percent of the Ernest Green DC High's Board of Trustees contribute in a way that is personally meaningful and utilize their contact to help meet Ernest Green DC High's financial goals.	Not less than 50 percent of Ernest Green DC High's Board of Trustees contribute in a way that is personally meaningful and utilize their contacts to help meet Ernest Green DC High's financial goals.	Not less than 75 percent of Ernest Green DC High's Board of Trustees contribute in a way that is personally meaningful and utilize their contacts to help meet Ernest Green DC High's financial goals.	Not less than 90 percent of Ernest Green DC High's Board of Trustees contribute in a way that is personally meaningful and utilize their contacts to meet Ernest Green DC High's financial goals.

b. Rules and Policies:

The Board is responsible for establishing policies in the areas of personnel, educational program, financial management, student discipline, organizational performance, and other areas as needed or as mandated by the District of Columbia or federal law. Expectations and goals for Trustees of Ernest Green DC High are set forth in the policies of the by-laws (see Appendix M) and will be further detailed in the Board of Trustees Manual that will be developed during the planning year.

The Board Chair will appoint a committee to draft the Board Manual and the committee will have until August 2011 to complete a draft copy. The draft will be submitted for review to Webster, Chamberlain & Bean, LLP and returned to the committee for revisions. Once final revisions have been made, the committee will present the Board Manual to the full board for vote. Ernest Green DC High anticipates submitting the Board Manual to the DCPCSB no later than August 31, 2011. The Board Manual will include rules and polices concerning: legal documents (e.g. charter, by-laws); strategic plans (e.g. Accountability Plan, Resource Development Plan, Financial Management Plan); membership organization and operation (e.g. job descriptions, performance expectations, committee descriptions, calendar, agendas, minutes, Founder/Head of School reports); finance and resource development (e.g., fiscal policies, budget, audit reports); public and community relations; school code of conduct (e.g. discipline policies, Board's appeal hearing processes); and human resources and personnel (e.g., guidelines for hiring and evaluations of Founder/Head of School, personnel, school staff and student policies.

c. Administrative Structure:



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

Founder and Head of School. The Founder/Head of School is committed to high levels of academic achievement for all students and will:

- Report to the Board of Trustees. Attend Board meetings. Communicate regularly to the Board Chair; provide timely and relevant input to Board discussion; participate on Board committees as assigned.
- Ensure that all overall administrative systems and procedures are implemented; ensure that all reporting requirements are met for federal and District purposes.
- Support the Principal in the hiring of school faculty and the monitoring of their performance.
- Represent the school within the Washington, D.C. community and among stakeholders. Handle all public relations, including marketing.
- Manage the development and the execution of all fundraising plans; cultivate individual, foundation and corporate sponsors.
- Communicate with the Parent Advisory Committee.
- Create a safe, and creative environment for students, staff and families.
- Inspirational leader able to attract, screen, develop, motivate, and retain exceptional staff.
- Leader with record of success in driving individuals and organizations to succeed.
- Leader with sensitivity to and respect for diversity.

Principal. The Principal will be the chief educational and instruction leader of Ernest Green DC High. The Principal will have a strong educational background with significant experience working with students in grades 9 through 12. The Principal will:

- Work with the Founder/Head of School to hire faculty. Supervise and evaluate faculty. Make employment recommendations.
- Guide the development and implementation of Ernest Green DC High's curriculum.
- Implement, in a timely manner all mandated assessments. This includes making sure all results are reported on time to DCPS and other agencies.
- Monitor Student Achievement.
- Draft performance reports in accordance to the DCPCS Board and the school's Board of Trustees.
- Analyze assessment results.
- Manage volunteers.
- Work with the Founder/Head of School to create a safe, and creative environment for students, staff and families.

Curriculum Resource Specialist. The Curriculum Resource Specialist will report to the Principal and will:

- Be responsible for developing a curriculum that supports Ernest Green DC High's educational structure and philosophy.

- Manage the assessment processes.
- Analyze assessment results and pass rates to help identify strategies for improvement.
- Ensures that Ernest Green DC High's curriculum complies with DCPCSB, OSSE, Federal No Child Left Behind and other applicable regulations.
- Work closely with teachers and other education staff to solicit curriculum input and feedback.
- Oversees Professional Development Training for educational staff.

Director of Finance and Development. The Director of Finance and Development will report to the Founder/Head of School and will:

- Work with the Founder/Head of School to execute the fundraising plan; raise funds for the school from foundations, individuals and corporations.
- Work with the Board of Trustees and Founder/ Head of School to execute school operations and decisions.
- Serve on Board of Trustee committees as assigned.
- Manage and develop marketing and communications materials.

Office and Finance Manager. The Office and Finance Manager will report to the Founder/Head of School and will:

- Work with the Board of Trustees and the Founder/Head of School to develop policies related to finance, develop and manage the budget, as well as other financial reporting; monitor expenditures and cash flow and compliance reports.
- Manage IT Systems.
- Manage payroll and benefits.
- Manage procurement.

d. School Management Contracts:

Ernest Green DC High will not be hiring a school management organization.

3. FINANCE

a. Anticipated Sources of Funds:

Ernest Green DC High anticipates four main sources of funds to finance its annual operating budget: the per-pupil allocation, federal non-competitive entitlements, local and federal

competitive entitlements, and private fundraising through private donors, businesses and individuals. We determined revenue and expenses drawing data from DC's public schools as well as charter schools in other jurisdictions.

Per Pupil Allocation. Based on the proposed Public Service model that would be unique to DC as outlined in the Educational Plan as well as the need for high performing schools in Ward 5 (see Demographic Analysis, section I), Ernest Green DC High expects to meet its enrollment projections. One of our financial objectives is to support fundamental operations solely through per pupil allocations and federal entitlements without dependency on private funding.

The per-pupil allocation is a stable source of funds and was used to create our operating budget. Based on the FY2011 funding formula,⁶ Ernest Green DC High will receive \$10,377 per pupil plus a \$3,000 per pupil facilities allowance.

Ernest Green DC High anticipates 10% of students to be special education based on the average special education population of across all charter schools. For planning purposes, the Board assumed one-third of those to be classified Level 1 SpEd and two-thirds to be Level 2 SpEd. If any additional funds are allotted based on Level 3 or 4 classifications, those revenues will used solely for expenses related to special education programs. Ernest Green DC High assumed 6% of its students will be LEP/NEP, based on the current SY2010-2011 average of public charter schools.⁷

Federal Non-Competitive Entitlements. As shown in the table above, revenues for the first two years of operation of Ernest Green DC High rely almost entirely on District and federal entitlement funding. Based on target enrollment, we project District public funding to be 93% of total revenue during our first year of operations and federal entitlement funding accounts for 6.8% of funding.

For planning purposes, the Board has assumed a low-income rate of Ernest Green DC High students at 65% based on the average of public charter schools. This percentage was used to calculate Title 1 funding and Federal Meal Reimbursements through the National Lunch Program. For Title 1 funding, the Board calculated \$892.18⁸ of funding per low-income student, totaling \$69,590 in Year 1 and \$139,180 in Year 2. For the National School Lunch Program, the Board assumed 80% participation in the lunch program and calculated a \$2.52 reimbursement (average of free and reduced reimbursement values) of the 65% low-income students. For breakfast reimbursement, the Board assumed 30% lunch participation with \$1.31 returning to the school.

Federal Competitive Entitlements. For the planning period, our only source of revenue was from Title V.b. funding for Charter School Startup and Implementation in the amount of \$180,000. Charter Schools USA has committed to assisting us in grant development and has had success with the Title V.b. entitlement in the past.

⁶ <http://www.dcpubliccharter.com/School-Finance-and-Facilities/Funding-Formulas.aspx>

⁷ <http://www.dcpubliccharter.com/Enrollment-and-Demographics/SY2010-002D-2011-Charter-School-Profile.aspx>

⁸ OSSE.dc.gov. *District of Columbia Federal Fiscal Year (FFY) 2010 Allocations to Local Educational Agencies for Elementary and Secondary Education Act (ESEA) Grant Programs Included in the Consolidated Application.*

Although this grant has competitive opportunities for renewed funding in Year 1 and Year 2 up to \$260,00 each year, we only budgeted for the implementation funds to demonstrate our baseline budget based on per pupil allotments. These funds are available on a competitive basis and awarded to schools serving a low-income population. We intend to apply for additional competitive grants but have not included the revenues in our projected budget. Please see section 3b for our planned fundraising efforts.

Private Fundraising. Ernest Green DC High will conduct an aggressive fundraising strategy. We will raise general operating funds through area foundations, businesses, and individuals. The annual goal of the fundraising campaign will be to raise additional funds to offset the costs and enhance additional programming.

We will use the extensive network of the Board and strategic planning group for leads and for advice in executing our fundraising strategy. Our strong organizational partnerships on which the school is founded along with the strength of the Board and advisors will enhance our fundraising ability.

We feel confident that we will be able to meet our fundraising expectations because foundations, businesses, and individuals will want to fund a school with a unique DC public service model and developing students for college readiness and workplace success. Members of our Board have had success in raising high levels of funds for their causes. To demonstrate the financial viability of our model, we have not included any allowance for private fundraising in our projected operating budget

Contingency Planning. If District and federal funds for per pupil allocation are not available as early as expected or are lower than expected, Ernest Green DC High will consider the following measures:

- Secure a line of credit from a financial institution.
- Reduce the role and expense of the Head of School position and shift responsibilities to the Board.
- Reduce scope of work or negotiate abatements/deferrals with primary vendors.
- Reduce the rate of adoption of technology in the classroom.
- Expand fundraising activities by the Board to offset shortfalls.

Financial Goals and Objectives. Financial health measures focus on the viability of the school and effectiveness of the Board at implementing sound financial management principles. These measures include:

- The School will achieve annual enrollment targets
- The School will maintain a positive fund balance
- The annual financial statement audits will have unqualified audit opinions with no material findings.

- The school will build an unrestricted fund balance equal to at least 10% of annual revenue.

b. Planned Fundraising Efforts:

The school will be aggressive in its fundraising approach to supplement the revenues. The founder and Board as well as many of the Advisors have had extensive success in raising capital for their passions are committed to sharing. Such efforts will include grants, such as The Walton Foundation and Federal Grants and Foundations.

We anticipate partners to support our efforts and to be generous in their financial support. The Board will generate revenue through their relationships and we will find donors who are affiliated with ‘matching funds’ provisions. Charter Schools USA has committed to assistance with grant research and development and we have Board members whose professional skills include grant writing.

Occasionally we will utilize the assistance of outside organizations for the purpose of fundraising. These groups will provide leadership for funding events and galas. We will be creative in our approach to funding and search for untapped resources through philanthropic contributors.

c. Financial Management and Accounting:

Ernest Green DC High will maintain its financial records in accordance with Generally Accepted Accounting Principles (GAAP).

A financial policy manual will be approved by the Governing Board. A policy manual will include, at a minimum: establishment of a modified accrual accounting system, a chart of accounts, internal controls that establishes segregation of duties and authorization and processing of cash receipts and disbursements, establishment of a payroll system, and processes.

The Director of Finance and Development and Finance Committee will establish financial policies and procedures that ensure strong internal controls. The Finance Committee will work closely with the in year 1 to establish financial management systems.

In our second operating year, we will hire an Office and Finance manager who will manage on-going bookkeeping and be responsible for implementing financial controls on a day-to-day basis.

On an annual basis, a full audit of Ernest Green DC High’s finances will be undertaken by an external CPA to audit the school’s financial records in accordance with GAAP. Ernest Green DC High will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines.

Walker & Company, from the DC PCSB Approved Auditor List, has agreed to serve as the auditors for Ernest Green DC High and have assisted in estimating auditing fees for budgeting purposes.

d. Civil Liability and Insurance:

We have contacted D. Scott Bissell
Welch, Graham & Ogden Insurance
Cell:703-474-2272 and are awaiting their formal quote.

We plan to meet the required types and levels of coverage as listed below.

General Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Director and Officer Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
Student Accident	Per student basis
Umbrella Coverage	\$3,000,000
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate or actual loss)
Auto Liability	\$1,000,000
Workers Compensation	As required by law

e. Provision for Audit:

On an annual basis, a full audit of Ernest Green DC High's finances will be undertaken by an external CPA to audit the school's financial records in accordance with GAAP. Ernest Green DC High will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines.

Walker & Company, from the DC PCSB Approved Auditor List, has agreed to serve as the auditors for Ernest Green DC High and have assisted in estimating auditing fees for budgeting purposes.

4. FACILITIES

a. Identification of a Site:

Ernest Green DC High anticipates leasing space to keep facility costs in line with student enrollment.

During the search process, Ernest Green DC High's Head of School and its Board of Trustees Chair met with University of the District of Columbia's President, Dr. Alan Sessoms and his

Executive Leadership Team to request space for Ernest Green DC High School of Public Service.

Other members present in the meeting were:

- Graeme Baxter, J.D., Provost and Vice President for Academic Affairs
- Alan Etter, Vice President of University Relations and Public Affairs
- Graig Parker, General Council
- Chief Larry Volz, Director of Public Safety
- Steven Graubart, CFA, Managing Director
- Retired Board Member, Gerald Lang

Dr. Sessom's agreed to collaborate with the Head of School in the development of a high school of public service and recommended site space be made available to us for the first four year's of operation. Potential sites explored include the university's newly renovated Bernie Backus campus at 5171 South Dakota Avenue. This site provides accessibility to public transportation, sufficient common space and meeting space for students and staff, minimal renovation and appropriate access to outdoor space and recreational areas and handicap accessibility. Based on that meeting, we have reflected 5171 South Dakota Avenue as the school's location for application purposes. We have had multiple onsite visits to evaluate the classroom space, hallways and common space and have included a map of the campus in this application (see Appendix N).

Timeline. The University of the District of Columbia's President and Executive Leadership Team is looking forward to working with Ernest Green DC High's Head of School. Upon receiving our charter, Dr. Sessom's agreed that the University would negotiate final lease agreement terms by the appropriate building allotment allowance based on Ernest Green DC High's enrollment at a future time. We have included a letter from the university communicating their wishes to be involved (see Appendix J).

Contingency. Ernest Green DC High will remain open to varying location possibilities that will meet our budget and facility needs. In a second scenario, Ernest Green DC High Founding Group is aware of the valuable services offered by Building Hope. We are committed to exploring every charter resource and will work through Tom Porter or a representative of Building Hope for incubator sites for co-location or sublet space. More business advice in technical and financial assistance related to capital projects will be explored with Building Hope.

We will continue our efforts to identify potential sites during the application review period. Upon approval of its charter, Ernest Green DC High anticipate the following time frame for identification, lease, and, if necessary, renovation of a site:

TIMETABLE FOR SITE IDENTIFICATION	
Ongoing	Site search
December 2011	Site selection

January 2012	Lease negotiation and formalization
February 2012	Architectural planning, if applicable
April 2012	Selection on contractor, if applicable
June 2012	Completion of renovation
July 2012	Occupation by Ernest Green DC High

The Board of Trustees and the University of the District of Columbia have identified a specific facility location and is confident in our ability to finalize the lease document upon approval of the charter application. In addition, the facility does not require any substantive renovations and is currently configured as a functioning school environment. In the rare circumstance we are unable to secure the identified facility the Board will seek an alternate existing facility within the geographic vicinity of the planned location. In the unfortunate event that an adequate school facility cannot be secured within a reasonable timeframe to ensure smooth opening, the Board will request the application be deferred for one year until the facility plan can be carried out fully ensuring safety and compliance in all areas.

b. Site Renovation:

At this time, with recommendation of the Bernie Backus campus from UDC's President Allen Sessoms, this site requires us to do little to no renovations. Still, we have budgeted for minimal improvements for our first two years. We will ensure that all improvements bring the facility into compliance with building, zoning and safety codes.

c. Financing Plans for Facilities:

We plan to lease a turnkey facility from the University of DC that will provide adequate space to meet our enrollment projections at full capacity (480 students). No substantive renovations are required for the facility. Financing will not be required. The 'facilities allotment' revenue will be used to cover the lease expense of the facility.

d. Building Maintenance:

It is our expectation that basic maintenance services will be covered by UDC as a component of our lease. A portion of the facilities allotment has been allocated for these expenses. We have allocated a modest amount to cover minor facilities repairs.

5. RECRUITING AND MARKETING

a. Outreach to the Community:

The school will actively expose the community to our existence in an effort to build partnerships that will be mutually beneficial. Such outreach will only enhance our goals and vision for our students. We have already begun that by building strategic relationships that will go a long way toward improving the lives of those who will be affected by the school's existence. We connected with government leaders and professionals and residents in an effort to explain our intentions to bring resources to the District and solicited their partnership.

We envision future possibilities for family services and assistance through the outreach of the school for homelessness and hopelessness. Once established as a presence we will be able to establish a strategy for helps based on the real needs of those around us. Our business and community partners will come along side of the school to provide beneficial resources that will create a better life for the citizens.

For example, the Community Outreach Projects that the students and faculty will be involved with will provide food and clothing for people who are otherwise underserved. Health Fairs and cooperative festivals will raise the level of assistance and pride among our constituents as well as network people to people resources that may otherwise be overlooked. Volunteer opportunities will be afforded to the many retired and otherwise available residents that will restore meaningful activity and build friendships that will bring benefits beyond the student population.

We are excited about the results of our presence in the city and the change that will happen in the lives of those in our sphere of influence. Ernest Green DC High conducted a neighborhood, door-to-door field study to 125 homes in Ward 5 (copies of this survey are available, upon request). Of those canvassed, 98% responded positively in favor of this application to establish Ernest Green DC High School of Public Service in their community. Ernest Green DC High's Founder/Head of School was also invited to speak and solicit support at Temple of the Living Epistle Church in NE Washington.

b. Recruitment of Students:

More than two-thirds of DC students attend their school of choice.⁹ Understanding that the School is indeed a "school of choice", the Governing Board recognizes the importance of marketing and recruiting to parents and students. In general, the extent or degree of marketing efforts depends primarily on the targeted population. In order to promote a neighborhood school environment, the marketing strategy starts in the immediate area and then broadens to the mass market.

Recruitment. Marketing to residents in the surrounding communities of Ernest Green DC High will be the primary focus, but not limited to Ward 5 only. In order to ensure strong demand and create a "wait-list" application pool, marketing will occur to all appropriate populations throughout the District of Columbia. Utilizing the Schools' Student Information System, applicants will be tracked and ordered appropriately. This method will provide an opportunity for

⁹ Friends of Choice in Urban Schools (FOCUS). www.focusdc.org

all students applying to be admitted, while ensuring an orderly management of achieving enrollment targets across all grade levels. Encourage current parents and students to spread the word about their school. A good word from a neighbor or friend will mean more to a parent than any message coming directly from the school.

Marketing Plan. The School will conduct a three phase marketing campaign. The efforts of this campaign should achieve enrollment capacity with a low student-to-staff ratio.

- Phase I: Identification
- Phase II: Awareness
- Phase III: Recruitment

Phase I: Identification

First, the School will identify eligible students as identified in the Charter. Second, the We will identify the target recruitment area based on a detailed and thorough analysis of the area and compliance with the Charter. Some of the indicators to identify a target recruitment area include:

- Community demographics
- Local school capacity
- Local school academic performance
- Perform field surveys

Phase II: Awareness

Upon approval of this Charter Application, the School will conduct a broad marketing campaign throughout the targeted areas that educates and publicizes to the community information about the charter school movement and more specifically the opportunities and benefits available at the Ernest Green DC High. Publications and media clips will be produced bilingually as needed to match the demographics of the community.

These efforts will include, but not be limited to:

- Local print media
- Development of a school website accessible via the internet, with email options
- Distribution of brochures and pamphlets about the School and the programs offered
- Participation in “town hall” type meetings with local organizations
- Local radio and television public service announcements
- Announcements in Human Resources Newsletters for area businesses

Phase III: Recruitment

Enrollment will take place until the School is fully enrolled and staffed. At this point of the marketing campaign and continuing with the above efforts, a more extensive hands-on marketing strategy will be implemented.

These efforts will include, but will not be limited to:

- Booth at the DCPS Public Expo
- Continued distribution of brochures and pamphlets about the School and the programs offered
- Presentations/Information sessions to the local community, neighborhood clubs, libraries, churches and other organizations
- Display signs and posters throughout the immediate and surrounding communities as appropriate
- Open Houses and information sessions at the School
- Announcements at the local college and university career centers
- University and college print media
- Attendance at local career fairs
- Presentations/Information sessions for employees at local businesses
- Education fairs for employees
- Internal company email advertisements through local businesses
- Notifications and information through municipal opportunities (e.g. – notice in utility bills, etc.)

c. Future Expansion and Improvements:

FIVE-YEAR ENROLLMENT TARGETS BY GRADE LEVEL AND SPECIAL NEEDS					
GRADE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
9TH	120	120	120	120	120
10TH		120	120	120	120
11TH			120	120	120
12TH				120	120
TOTAL STUDENTS	120	240	360	480	480
#S OF SPED (10% OF STUDENTS)	12	24	36	48	48
#S OF LEP/NEP (6 % OF STUDENTS)	8	16	24	32	32

Our proposed facility has the ability to offer additional space as the school expands to reach its capacity. However we plan to continually seek answers to growth pattern concerns including being open to redistributing our student population to locate on more than one campus, or relocate to another site entirely to accommodate the growth beyond the capacity of our initial campus. The use of Teach for America and New Leaders New Schools will help to recruit highly qualified personnel as needed. As the student population grows, so shall the budget. Increased revenues will reflect that growth. That, along with external fundraising should allow the ability to address the increase in demand for other resources.

C. PLAN OF OPERATION

1. STUDENT POLICIES AND PROCEDURES

a. Timetable for Registering and Enrolling:

TIMETABLE FOR REGISTERING AND ADMITTING STUDENTS	
Now through August 2011	Connect with local organizations and networks to build community interest and create partnerships for recruitment
June-July 2011	Develop student application and recruitment materials
August 2011	Complete and print student application and recruitment materials
September 2011 – February 2012	Marketing: Information sessions on campus and within communities, door-to-door community outreach, DCPCS Charter School Expo, Internet and social media marketing
October 2011 – March 2012	Engage community partners in extensive dissemination of application and recruitment materials
October 2011 – March 2012	Applications accepted
April 13, 2012	Application deadline
April 20, 2012	Lottery date (if needed)
April 27, 2012	Notification to parents of student's acceptance
June 15, 2012	Intent to enroll deadline
July 2012	Verification of D.C. residency
July 26, 2012	Freshman orientation
August 6, 2012	Freshman academy begins
August 20, 2012	First day of school

b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students:

Enrollment Rights. Our only limitation for enrollment will be based on the number of spaces at each grade level. Otherwise, prospective students will be considered without regard to race, color, religion, national origin, gender, language spoken, sexual orientation, intellectual or athletic ability, measure of achievement or aptitude, status of a student of special needs, or any other basis prohibited by law.¹⁰ Ernest Green DC High will not act as a barrier to the enrollment, attendance, or success in school of homeless children and youth. We will ensure that each

¹⁰ School Reform Act §38-1802.06

homeless child and youth has equal access to the same free, appropriate public education as other children and youth.

Other Requirements Upon Enrollment Enrollment Procedures. Ernest Green DC High will conduct an entirely open enrollment process (38-1802.06a School Reform Act). No information gathered shall be used to differentiate among prospective students. Ernest Green DC High will request proof of D.C. residency. This rule governing the process of residency verification is designed to ensure that only those students who are District residents attend schools in the District without paying tuition (Title 5 DCMR Chapter 50). Verification of residency for the next school year may begin no sooner than April 1 of the current school year and must be completed by October 5 each year. Students who are not residents of the District of Columbia may enroll at Ernest Green DC High only after all District residents who wish to attend Ernest Green DC High have enrolled. The Office of the State Superintendent sets the nonresident tuition amount. The school is committed to also supporting their health and wellbeing. We will request proof of student immunization in accordance with guidelines and policies established by DC Public Schools. Where applicable, families will be required to supply Ernest Green DC High School of Public Service with a copy of any existing Individual Education Plan (IEP).

Enrollment and Lottery. All applications received after the initial enrollment period will be accepted on a “First-Come, First-Serve” basis. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excludes declines) will be placed on the waiting list.

A Lottery process will be used to seat students when applications exceed capacity for any grade. It will take place soon after the close of the enrollment period. Only one lottery shall be conducted by the school to include all appropriate grades.

The Waiting List will rank applications that were submitted according to grade and date (or assigned number). As spaces become available, they will be offered to applicants in order of placement on the waiting list.

If any spaces remain after the lottery, they will be made available first to D.C. residents registering late and secondly non-D.C. residents, who may then enroll and will pay tuition as established by the District.

Withdrawal: Every effort will be used to keep the student in the classroom, however withdrawal from Ernest Green DC High will be allowed at any time. School staff will make every attempt to conduct family exit interviews and have a formal withdrawal request collected in order to guide changes and improvements to the school, its programs or its management. That process will have the potential of conflict resolution in effort to retain the students.

Suspension and Expulsion of Students. Ernest Green DC High gives the sense if you walk in here, you’re here to learn. The school’s founders are committed to building an environment where high standards of behavior and academic achievement are set. School personnel are responsible for developing strategies that promote optimal learning and behavior throughout a student’s school experience. They are also responsible for addressing behaviors that disrupt learning. This is the first reason for requiring all parents and students to meet with staff as a part

of their admission process to Ernest Green DC High. Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. Our mission, our philosophy, and our belief system about student behavior and learning must be accepted and committed to by everyone involved. To ensure that staff, students and parents are aware of all expected standards of behavior; Ernest Green DC High will develop a code of conduct and Bill of Student's Rights and Responsibilities to be distributed. The Principal or the Principals' designee will report all infractions to parent. When a student is believed to have committed a crime, the police must be summoned and parent must be contacted.

Argue. Parents may challenge an expulsion. First, discussion will be made with the Principal of Ernest Green DC High. If the parents are not satisfied with the discussion of the student's case, they may appeal to the school's Board. This appeal must be made in writing, and a hearing may be requested. The decision of the Board of Trustees will be final. All students will be treated fairly and in a way that conforms applicable laws and principles of due process, including the Individuals with Disabilities Education Act's discipline guidelines (20. U.S.C. § 1415, at subsection K).

Re-Entry. Students returning from suspension or who receive the revocation of an appeal will be provided with supportive service to maximize their ability to meet social and academic standards within the school community. These arrangements will be made after the required re-entry interview by a Ernest Green DC High staff Mental Health Counselor.

2. HUMAN RESOURCES INFORMATION

a. Key Leadership Roles: Ernest Green DC High School of Public Service

Administration. Founder Helen McCormick will serve as the Head of School. Her resume can be found in Section G. She is the established business entrepreneur with years of experience working with start-ups. Helen has successfully directed teams in the creation of wrap around innovative services for America's youth, personally generating millions of dollars for student causes. Helen brings 15 years of teaching experience in urban education classrooms and non-profit expertise in management, board development, strategic planning and fundraising.

Principal. Until Ernest Green DC High's Principal is named from New Leaders for New Schools, our Head of School is the specialist coordinating the development of the curriculum. The Board of Trustees will hire its Curriculum Resource Specialist from Charter Schools USA, our curriculum provider (refer to Section B.1. for Charter Schools USA Profile).

By design, this process will give frontline expertise and structure in the planning year as well as add onsite support when the school opens. The Head of School will work closely final candidate from NLNS to solicit input and feedback until the Principal is in his/her designated roll.

Curriculum Director. Charter Schools USA is our key academic leader organization who has developed our curriculum along with its measurements and assessments and is serving as a resource consultant. This is a group of highly educated experts in the field of charter school

development. It is an organization that has emerged as one of the nation's fastest growing and most successful education companies, with approximately 2,000 employees educating over 16,000 students. Charter Schools USA schools produce some of the strongest academic gains in reading and math in the nation based on state and federal standards. Charter Schools USA started the nation's first charter school in the workplace, the first municipal charter school, and the largest municipal charter middle-high school. It currently operates 20 schools with plans to open another 20 schools in the next 3 years. Together, Ernest Green DC High School and CSUSA will locate and provide for personnel for this position.

Legal Counselor. Chip Watkins is the attorney for Ernest Green DC High. Before joining Webster, Chamberlain & Bean, Mr. Watkins served as an attorney in the Office of the Chief Counsel for the Internal Revenue Service. As our attorney, Chip provided guidance and oversaw Ernest Green DC High's incorporation development. Chip will work closely with the interim Director of Development and Head of School in all matters relating to legal and regulatory compliance and accountability.

Director of Finance and Development. As interim Business Manager, Todd McCormick will run the day-to-day operations of the non-instructional aspects of Ernest Green DC High, until a Director of Development is hired. He has worked for a variety of nonprofit and for profit agencies as Director of Human Resources. He will work with the Head of School and the Board of Trustees in the development of the Staff and Board Manuals, finance related policies, employee contracts and budget execution. Todd will oversee the finalization of the school site. Todd attended every meeting with UDC's President Allen Sessoms and the Executive Leadership Team, along with Ernest Green DC High's Head of School, in the school selection search.

b. Qualifications of School Staff:

All employees must have a firm commitment to belief in the college preparatory mission of Ernest Green DC High. Faculty must have the ability to work corporately and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and make a difference in the education experience of each student. If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. The

The Governing Board will work directly with the Head of School to implement the School's employment procedures and policies. After extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote student achievement, the following describes the School's People First Plan (adopted from CSUSA), which is the framework for all employment policies and procedures.

The School will implement the People First Plan as outlined below:

Performance Based Compensation: Research supports the notion that people are motivated through achievement and growth. Moreover studies indicate that not only does this contribute to the retention of high quality staff, but also positively impacts student achievement. Consequently, the School will adopt a performance-based compensation plan that includes:

- Performance bonuses for Administration based on pre-determined goals
- Merit increases for faculty and staff are determined by a robust evaluation tool based on the research of Robert Marzano
- Participation in various programs to provide incentive bonuses for teachers
- Participation in American Board for Certification of Teacher Excellence which will provide an incentive bonus to teachers who achieve this distinction

School –wide performance incentive goal– provided to faculty and staff at each school that achieves predetermined school wide goals

Superior Culture: The culture of each school is integral to the attraction and retention of high quality staff. The following are cultural elements that will be built into the School:

- Uniforms
- Parent Involvement including voluntary involvement contracts
- Strong discipline plans
- Classroom management expectations
- Action plans based on semiannual staff surveys
- Action plans based on semiannual parent surveys
- Strong focus on the 21 Responsibilities of a Leader that research shows drives student achievement
- Recognition programs (corporate and school based)
- Company Summit and Conferences that celebrate success, involve staff in planning and provide motivation and excitement about our mission
- Team-building and recreational events that build camaraderie and a sense of belonging
- STRIVE character education program that supports an Ethical Learning Community and positive school culture (see Appendix K)
- Other factors that support a positive culture include:
 - Safe and Orderly Environment
 - Collegiality and Professionalism
 - Parent and Community Involvement

Unparalleled Opportunity: From New Teacher induction for new teachers to the Leading Edge Program aimed at high performers, there are numerous opportunities provided to allow staff to learn, grow and adjust their career path according to their professional goals. One example is the school site visit process that will allow teachers and also allows staff to gain an opportunity to visit other schools and be involved in the continual improvement process. Conferences, seminars and other professional development are all opportunities that are provided.

Recruitment. All employees must be committed to the high academic standards of the School. Faculty must have the ability to work cooperatively and collaboratively with fellow faculty, parents, community organizations, and the business community. Quality teaching requires energetic, creative, knowledgeable persons who possess a desire to make education exciting and to make a difference in the educational experience of each student.

If students are to succeed to their maximum potential, having a quality teacher working with every student is paramount. We are committed to recruiting, selecting, inducting and retaining highly qualified effective teachers. It is recognized that hiring talented people who continue to develop skills and increase their value to the school and to students is critical and that high performing educators are the School's most important asset. The purpose of the employment procedures and policies is to recruit employees who contribute to the School in a way that aligns with the organization's mission, and behave in a way that is consistent with the organization's values.

The No Child Left Behind Act of 2001 simplifies the process of identifying and hiring "highly qualified" teachers. The ESP provides procedural guidelines and support that enhances the likelihood of recruiting highly effective staff. The comprehensive recruitment effort is focused on identifying certified teachers who come from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The School is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- New Leaders for New Schools
- Teach for America
- School's website
- Student Information System to advertise all vacant positions internally
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Search Resume Databases and Scan Social Networks
- Job Fairs: Holds education job fairs to seek teaching professionals.
- College Recruiting: Identifies colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.

- On-line Job Posting Boards: Utilizes select educational and job recruitment websites sites to advertise teaching openings.
- Minority Organizations: Works closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

A consistent process of screening, interviewing and selecting employees is essential to the school's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

Background Checks. Ernest Green DC High employment will be contingent upon a clean background check. This will include sex offender registries, as well as extensive searches of criminal and court records. We will use a private firm with national search capabilities rather than the Metropolitan Police Department, which only covers District records. These records will be kept in personnel files.

Volunteers at the school will be required to complete a criminal background check with the MPD before they work in the school. These records will be kept on file at Ernest Green DC High. Some volunteers whose work would require them to be left alone with students, may be required to have the same background check performed as Ernest Green DC High employees.

c. Staffing Plan:

Ernest Green DC High's staffing plan for Planning Year and Year 1 through Year 5 is outlined below. In Year 1, Ernest Green DC High will enroll ninth grade students, and in Year 5, Ernest Green DC High will serve grades 9-12.

Ernest Green DC High will hire the Head of School and Interim Director of Finance and Development on a contract basis (.25 of the planning year) after we receive our charter. The Head of School will work to plan the curriculum, and recruit the Principal as the Interim Director of Finance and Development will lead business startup that includes site selection and administrative framework. The Principal will serve for .25 of the planning year and will join the team in many capacities including recruitment of students and staff, their admissions and as well as final school design and curriculum orders. The Interim Director of Finance and Development has a strong record of soliciting volunteer assistance. With his direction, volunteers will help lay the groundwork for the early stages of our school.

All other Key Leadership Roles as defined in the earlier section will be selected, and processed so that they may join the Head of School, Principal, and Director of Finance and Development on Monday, July 16, 2012. Lead teachers will arrive for their first day at Ernest Green DC High on Monday, January 23, 2012. The technology teacher will oversee, with the Director of Finance and Development the installation of our computers, smart boards and other classroom technical components.

Administrative and Management Staff for Years 1-5. As shared above, Ernest Green DC High will have a full-time Head of School, Principal, and Director of Finance and Development beginning Year 1. These positions will be responsible for day-to-day management of the

school's contracts and finances. Ernest Green DC High will also hire a Office & Finance Manager in Year 2, and a Full-time Registrar, who will work with the Director of Finance and Development to ensure the collecting, analyzing and maintaining of important data reporting processes. By Year 3, a Dean of Students position is created to serve our students.

Instructional Leadership. The Principal is the chief educational and instructional leader of the school, responsible for guiding instruction for maximum learning. The Curriculum Resource Specialist will report to the Principal and will be responsible for developing curriculum, professional development, and directing the assessment process.

Classroom Staff for Years 1-5. Ernest Green DC High's staffing model will provide a full-time teacher in each classroom. Additional positions as Reading Specialist and Math Specialist will join Ernest Green DC High' staff during year 3 unless other sources of income permit these positions to be filled earlier. The students will benefit significantly with additional expertise in literacy and math.

Special Education/Inclusion Staff for Years 1-5. Beginning in Year 1, Ernest Green DC High will have a Special Education Coordinator who will provide our students with direct services, while supporting our teachers by managing case files. The Coordinator will also coordinate any contracted services required by the students' IEPs. We have budgeted to expand the additional members of the inclusion team each year.

English, Math, Science, Social Studies, Spanish, Computer, P.E. 1-5. Ernest Green DC High has subject-specific experts in these fields. Our teachers grow as our student population grows. This will provide critical support to Ernest Green DC High students.

NUMBER OF EMPLOYEES / PERSONNEL PLAN						
POSITION	SCHOOL YEAR					
	PLANNING YEAR	2012-13	2013-14	2014-15	2015-16	2016-17
PRINCIPAL/EXECUTIVE						
Head of School	0.25	1	1	1	1	1
Principal	0.25	1	1	1	1	1
Assistant Principal			1	1	1	1
TEACHERS						
Teachers		8	16	25	34	34
Reading Specialist				1	1	1
Math Specialist				1	1	1
OTHER EDUCATION PROFESSIONALS						
Academic Counselor*		1	1	1	1	1
Curriculum Resource Specialist		1	1	2	2	2
Mental Health Coordinator			1	1	1	1
Special Education Coordinator		0.5	1	1.5	2	2
LEP/NEP Coordinator			0.5	1	1	1
Dean of Students				1	1	1
BUSINESS/OPERATIONS						
Director of Finance and Development	0.25	1	1	1	1	1
Office & Finance Manager			1	1	1	1
Registrar			1	1	1	1
CLERICAL						
Administrative Clerk		1	1	2	2	2
OTHER STAFF SALARIES						
Food Service Director		1	1	1	1	1
Food Service Staff			1	2	2	2
Out of School Time Coordinator			1	1	1	1
Nurse			0.5	1	1	1
TOTAL PERSONNEL	0.75	15.5	31	47.5	50	61
CONTRACTED STAFF: School Resource Officer and Custodial Services						
*Academic Counselor will serve as LEP/NEP Coordinator for Year 1						

d. Employment Policies:

We will have a Ernest Green DC High employee handbook, which will reflect District regulations for our employees that include hiring, salaries, and benefit provisions.

We recognize that with such a small staff, particularly in the first two years of operation, one or two bad hires can have serious negative effects on school culture and student achievement.

An Employee Handbook will be created with Ernest Green DC High's Interim Director of Finance and Development who has extensive background in human resources and corporate law, along with Ernest Green DC High's legal counsel, Chip Watkins at Webster, Chamberlain & Bean and approved by the school's Board of Trustees prior to hiring any employee of the school. School staff evaluation timelines, criteria and rubrics will be designed and developed prior to the opening of Ernest Green DC High with significant input from our Principal and teaching staff. These will be discussed in length along with Ernest Green DC High's hiring, salaries and benefits policies.

No employee handbook can anticipate every circumstance or question about a policy. As DC High continues to grow, the need may arise and DC High reserves the right to revise, supplement, or rescind any policies or portion of the Handbook from time to time as it deems appropriate, at its sole and absolute discretion. These provisions supersede all existing policies and practices.

A few examples of DC High's proposed policies include:

Investigation – Site Inspections. DC High reserves the right to access and inspect all Company-owned or managed areas. Desks, lockers, computers, cabinets, drawers, etc., are provided for the convenience of employees and may be searched at any time to the extent considered necessary by management. Please cooperate with us on this matter, as it is done for your protection. DC High also reserves the right to search employee property on Company property, such as handbags, lunch boxes, briefcases, laptops, and employee cars on Company property. DC High may, but is not required to, obtain the employee's consent when property belonging to or used by an employee is to be searched.

Where possible, the employee will be notified of the search and should be present. The search should be carried out in privacy, but with a supervisory witness. DC High shall have the right to conduct a search if there is reasonable suspicion to believe that a violation of this policy has occurred.

A Drug Free Workplace. DC High prohibits the following:

- Reporting to work under the influence of alcohol or illegal drugs or substances, including the illegal use of prescription drugs.
- Being intoxicated while on Company premises.

- The sale or purchase of alcoholic beverages on Company premises or while performing Company business, except in connection with Company-authorized events and gatherings.
- Working under the influence of prescription or nonprescription drugs that could impair judgment or motor functions and place persons or property in jeopardy.

Possession of paraphernalia used in connection with the use of any drug is evidence of violation of this rule.

A drug means an amphetamine, a cannabinoid, cocaine, phencyclidine (PCP), a hallucinogen, methaqualone, an opiate, a barbiturate, a benzodiazepine, a synthetic narcotic, a designer drug or a metabolite of any of these substances. Non prescribed use of prescription medication is also prohibited. Employees may be tested for any and all of these drugs.

As a part of our policy prohibiting reporting to work or working with the presence of drugs, drug testing may be required. The Company must and will conduct drug tests under the following circumstances:

- For an employee whose conduct creates a reasonable suspicion of improper use or possession of drugs.
- For an employee subject to regular fitness-for-duty medical examination.
- For an employee previously given a drug-related suspension or a leave of absence for prohibited drug use. Such tests will be conducted on a quarterly, semi-annual, or annual basis for up to two years thereafter. On a random, unspecified basis. For an employee suffering a reportable accident and any other parties associated with the accident. If an employee refuses to be tested, he/she will be subject to suspension or dismissal.

Hiring of Relatives. To avoid misunderstandings, complaints of favoritism, and other problems of management credibility, DC High has established the following policy concerning the hiring of relatives. Although DC High has no prohibition against employing relatives of current employees, we require executive approval before hiring. We will monitor situations in which such relationships exist to ensure they support a productive work environment. In case of actual or potential problems, DC High will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved.

e. Volunteers:

Ronald Reagan said: “No matter how big and powerful government gets, and the many services it provides, it can never take the place of volunteers.” Ernest Green DC High will utilize the support from family and community members who will commit to doing what government cannot through volunteerism. We will make every effort to involve only those who have been successfully screened through the use of background checks. In order to best use our volunteers, we will match their level of expertise with our needs and give quality oversight to their involvement once trained for their task.

Training will be done primarily one-on-one with the volunteer and the one who is receiving assistance. However there may be training sessions that will equip small groups of volunteers for specific needs.

Parents will be asked to volunteer to 5 hours per semester (10 per year). This will be advantageous in merging the family into the school culture and accountability. The Head of School and Principal will be responsible for identifying volunteer activities. A staff member will be given oversight responsibilities.

Some areas of volunteerism might include:

- technology
- ELL assistance
- tutoring
- office assistance
- classroom support
- business needs such as legal, fundraising, public relations, etc.

3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

a. Health and Safety:

Ernest Green DC High will comply with and adhere to all applicable health and safety laws and regulations in accordance with §38-1802.02(11) and §38-1802.04(c)(4) of the SRA. We will comply with all health and safety inspections by government officials. All staff will be certified in First Aid and CPR as a proactive health and safety measure.

b. Safety:

Without exception, Ernest Green DC High will comply with the Americans with Disabilities Act and Fire Codes (D.C. Code §5-501 et seq). and will provide evidence of compliance with all other federal and District of Columbia codes as required.

c. Transportation:

Ernest Green DC High will place high priority to ensuring that all parents of our students are properly informed of their eligibility for reduced fares on the Metrobus and Metrorail Transit System, as is any student attending a DC public school. Tokens will be made available to Ernest Green DC High students who express need. Arrangements will be made for the transportation of students with disabilities through the DC Public Schools. And if needed, Ernest Green DC High will contract with a private transportation provider if no other solution can be found.

d. Enrollment Data:

Accurate records will be maintained for all students attending Ernest Green DC High on a daily basis. Requested information from appropriate authorities will be provided upon request in accordance with SRA §38-1802.04(c)(12).

e. Maintenance and Dissemination of Student Records:

Our Student Information System (SIS) will be a computerized asset for data collection and access in accordance with the DC School Reform Act, Parts B and D and other applicable laws, including DC Code §31-401 et seq.; DC Code §31-501 et seq.; DC Code §31-601 et seq.; DC Code §29-501 et seq.

f. Compulsory Attendance Laws:

Ernest Green DC High will keep accurate attendance records as a tool to evaluate student attendance. In the event that a student shows inappropriate attendance, steps will be taken to remedy the problem.

g. Subchapter B of Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973:

Ernest Green DC High will comply with all federal regulations that concern students with disabilities. Our special education services will receive detailed attention by those who are knowledgeable and trained in special education needs.

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

Ernest Green DC High anticipates qualifying for Title 1 funding. Monies garnered will be used to supplement academic achievement in accordance with District and Federal requirements for the use of these funds including No Child Left Behind.

i. Civil Rights Statutes and Regulations of the Federal Government and District of Columbia:

Strict adherence to all civil rights regulations and laws can be expected from Ernest Green DC High. Ernest Green DC High will not discriminate against its students, employees or volunteers in any unlawful manner.

j. Other

It is the desire and will be the practice for Ernest Green DC High to comply with all applicable laws and requirements for DC Public Charter Schools.

4. IMPLEMENTATION OF THE CHARTER

a. Timetable and Tasks for Implementation of Charter:

TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011										2012						
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG
STUDENT/COMMUNITY OUTREACH																	
Informational Flyer																	
Post flyers and leaflets in communities, on Internet, and through social media marketing							✓	✓	✓	✓	✓	✓					
Work with community organizations to generate awareness & interest								✓	✓	✓	✓	✓					
Initiate broader recruiting and marketing campaign via advertisements											✓						
Door to Door Community Outreach																	
Initiate door-to-door community outreach in neighborhood surrounding Ernest Green DC High								✓	✓	✓	✓	✓					
Information Sessions																	
Secure locations for information sessions (on campus and within communities)						✓	✓										
Create sign up sheets for information sessions						✓											
Host information sessions										✓	✓	✓					
Sign up and secure booth at DCPCS Charter School Expo								✓									
DCPCS Charter School Expo										✓							
Publicity Campaign																	
Write school charter granted press release; publish and distribute press release to community partners and Board connections						✓											

TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011										2012							
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	
Write school opening press release; publish and distribute press release to community partners and Board connections													✓					
Admissions and Lottery																		
Establish lottery protocol											✓	✓						
Collect enrollment forms										✓	✓	✓						
Advertise lottery date in communities/papers													✓					
Conduct admissions lottery													✓					
Notify families of status													✓					
Establish wait list													✓					
Confirm acceptances													✓					
Request student records for incoming students														✓				
Confirm DC residency													✓	✓	✓	✓		
FACILITY PLAN																		
Conduct research of possible locations	✓	✓																
Identify site selection		✓																
Identify potential financing options		✓																
Secure financing		✓																
Facilities Procurement																		
Site secured	✓																	
Have legal counsel structure contract for site				✓														
Renovations complete															✓			
Acquisition of furniture and materials																✓		
Building Readiness																		
Develop fire drill policy, schedule, route														✓				
Obtain property Insurance															✓			
Occupancy																✓		
GOVERNANCE																		

TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011									2012							
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG
<i>Board Expansion and Transition</i>																	
Move from Founding Board to Governing Board		✓															
Recruit and nominate new Board members																	
<i>Governance Strategy</i>																	
Define role of Board members	✓																
Define relationship of Board, Head of School, and Principal	✓																
Develop Board Manuel					✓												
Arrange Board liability insurance		✓															
Develop Board Calendar. Set day and time to consistently hold meetings. Print schedule.	✓																
<i>Board Meetings</i>																	
Develop agenda format		✓															
Develop checklist that board members use to evaluate meetings. Debrief using checklist at end of each meeting.		✓															
Use formal meeting minutes and make available to public.		✓															
Develop comprehensive policies, procedures, and handbooks, needed before school opens.						✓	✓	✓									
<i>Head of School</i>																	
Refine position description of the Head of School	✓																
Determine performance indicators, assessment and salary for Head of School.	✓																
Hire Head of School.		✓															
FUND DEVELOPMENT PLANS																	
<i>Fundraising</i>																	
Develop marketing materials			✓														
Develop website for donations			✓	✓													
Develop annual goals for operation years 1-5																	

TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011										2012							
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	
<i>Securing funding from local, state, and national foundations</i>																		
Identify high probability granting organizations (continuous)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Develop and submit proposals (continuous)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<i>Secure funding from Individual Donations</i>																		
Plan and host series of events for securing donations								✓		✓				✓				
Cultivate and solicit potential donors (continuous)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SCHOOL WIDE SYSTEMS																		
<i>Data Management</i>																		
Create filing system	✓																	
Develop database for student reporting	✓																	
Develop student attendance reporting system	✓																	
<i>Procurement</i>																		
Purchase supplies and materials for program																✓		
<i>Family Outreach</i>																		
Write and mail family letter regarding Freshman Orientation													✓		✓	✓		
Call all families regarding Freshman Orientation																	✓	
Prepare pre-opening Freshman Orientation protocol and materials															✓	✓		
CURRICULUM, TEACHING, AND LEARNING																		
<i>Curriculum Development</i>																		
Partner with Charter Schools USA to create tailored curriculum plans with benchmarks aligned to DC standards.	✓																	
<i>Assessment</i>																		
Define assessment strategy and timeline	✓																	
Conduct baseline testing of all students																	✓	
Enter data from diagnostic tests																	✓	
INSTRUCTIONAL PROGRAM																		

TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011										2012							
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	
Data analysis for benchmarks																	✓	
Create interim assessments for all subjects																		
Create student handbook, code of conduct										✓	✓							
SPECIAL EDUCATION										✓	✓							
Recruit SPED coordinator/teacher													✓	✓	✓			
Identify and secure specific texts and materials	✓														✓	✓		
Acquire student records – SPED records																✓		
Activate child study teams																	✓	
Secure parent approval																	✓	
Develop IEPs – if needed (update and review)																	✓	
Define service requirements for all SPED students															✓	✓	✓	
FINANCIAL MANAGEMENT																		
Establish and adopt fiscal controls/financial policies				✓														
Establish check signers				✓														
Identify check writers				✓														
Define signature policies				✓														
Define financial templates (budget vs. actual) and policy					✓													
Design purchase orders, expense forms				✓														
Develop segregation of funds policy (public/private)				✓														
Establish payroll				✓														
Develop schedule of board financial reviews		✓																
Develop Chart of Accounts		✓																
Establish local bank accounts		✓																
Define investment/savings strategy			✓															
PERSONNEL																		
Hiring																		
Advertise/distribute job descriptions																		

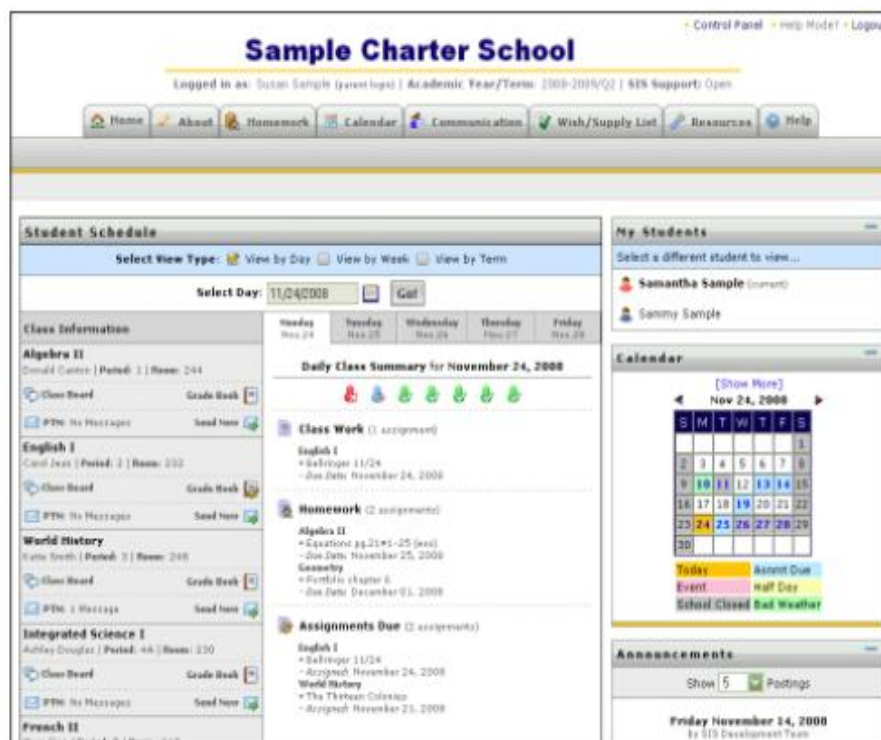
TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011										2012							
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	
School Branding: Develop literature for school folders with info on 1) Teaching calendar, 2) PD opportunities; 3) School mission			✓															
Create job descriptions, flyers, and ads		✓																
Design compensation and benefits packages	✓																	
Identify recruitment opportunities	✓																	
Advertise in community newspapers and use database of area colleges and universities to set up interviews and post opportunities on websites													✓					
Schedule days/times for interviews on calendar													✓					
Hire principal with the aid of New Leaders for New Schools														✓				
Recruit and hire teachers													✓	✓	✓			
Negotiate and sign agreements for contracted services										✓	✓							
Develop professional development plans	✓																	
Define policies and procedures for evaluation of faculty	✓																	
FOOD SERVICE																		
Determine food service agreement										✓								
Select vendor, negotiate and execute contract										✓								
Develop food service policies – (menu, delivery, etc).											✓							
HEALTH AND SAFETY																		
Identify first aid resources											✓							
Develop a system for record-keeping											✓							
Acquire medical forms from parents																✓	✓	
School Outreach and Partnerships																		
Identify community partnership opportunities (continuous)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
HEALTH AND SAFETY																		
Parent/Student Handbook(s)																		
Distribute final copies to parents/teachers																✓	✓	

TIMETABLE AND TASKS FOR IMPLEMENTATION OF ERNEST GREEN DC HIGH	2011										2012							
	STARTED	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	
COMMUNICATION																		
Set up school website			✓	✓														
Set up nonprofit mailing with the Post Office			✓	✓														
Set up phone systems and answering services																✓		
SCHOOL PROCEDURES																		
Develop filing system to store student academic, disciplinary, and health records										✓	✓							
Define how information will flow within the school	✓																	
Define policies and procedures for visitors												✓						
PURCHASING																		
Purchase classroom equipment and furniture																✓		
Purchase office supplies, equipment and furniture																✓		
Purchase teacher technology																✓		
Purchase teacher cell phones																✓		
Purchase library materials																✓		
Purchase student mobile computer labs																✓		

b. Maintenance and Reporting of Academic and Non-Academic Performances Data:

The school will utilize the Charter Schools USA proprietary Student Information System (SIS) as the primary tool for the maintenance and reporting of academic and non-academic performance data. SIS encompasses all administrative aspects of operating a charter school and provides state of the art tools to execute data driven instruction. SIS rivals any “off the shelf” school management software plus incorporates data management and reporting processes unique to charter schools, including a lottery management system that has been certified by independent auditors. The SIS generates required educational data and other student data to the DCPCSB and other external stakeholders.

The SIS offers each school, teacher, and administrators the capability of disaggregating data by individual student, by individual class, by grade level and by school. It also offers teachers, parents, and students online real-time web access to student data. Student achievement data will be included in each student’s file and will make year-to-year evaluation and tracking of benchmarks more efficient. It also provides students, parents, teachers, and administrator’s information to make decisions about grouping, differentiating instruction, and promotion for each student.

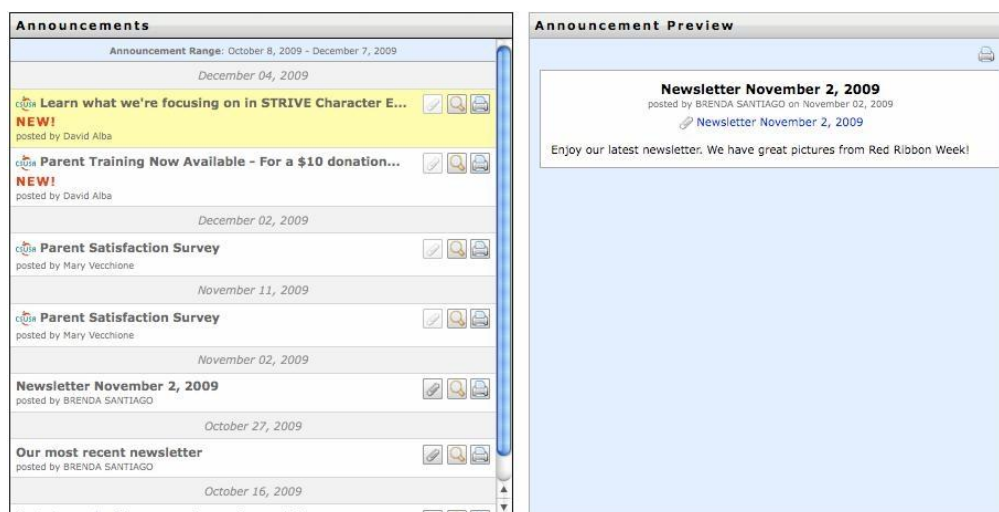


Comprehensive SIS training is provided to all school staff prior to the start of each school year and during ongoing professional development activities. The Principal will have ultimate responsibility for ensuring data is collected, maintained, and reported. The Curriculum Resource

Specialist will provide direct management and oversight to all staff in the collection, maintenance, and reporting of performance data.

Student Information System for Parents & Students. Parents use the Student Information System to login any time day or night, entering a confidential user name and password and gain real-time access to various pieces of information regarding their children and events happening at the school. Also, the system includes a student message board. The home page contains student's schedules by class including what students learned in class each day as well as homework and long term assignments which helps parents keep the family organized.

Announcements from the School Principal can be viewed and teachers can be emailed directly. Parents login to check messages, assignments, and grades.



Goal Setting. Teachers use the system to retrieve data analysis for each student and class to begin the goal setting process for their classroom as well as individual students for the creation of Personalized Learning Plans that are re-visited throughout the year. The information obtained from this report along with the Curriculum Map provides teachers with tools to begin mapping the success of their students.

Lesson Planning. The Student Information System guides teachers in creating lessons based on proven best practices. The lesson plan template suggests research based instructional strategies to use in the classroom, and provides learning strategies for students based on the content segment being taught. Teachers also input homework for students based on the lesson that automatically populates to the teachers E-grade book and into the parent information screen. If a lesson has an assessment attached to it, it will also populate to teachers E- grade book for later use. Because teachers can share lessons with other teachers, teachers have a library of lessons to choose from.

Instructional Research. Teachers can monitor student's academic progress throughout the quarter. Using the standards-based grade book, as well as benchmark testing, allows teachers to reflect on standards assessment given and to individualize student needs, by looking at the benchmark mastery report to see where students are, and the benchmark comparison report to get a more in-depth understanding of how each student mastered the standards from benchmark

to benchmark. It also provides percentages of mastery based on each standard being assessed helping teachers use data to drive instruction.

c. Major Contracts Planned:

Larger contracts at Ernest Green DC High will follow the proper procedures in securing services or contracts equal to or exceeding \$25,000.

Charter Schools USA. Charter Schools USA is one of the nation's largest private operators of public schools serving students from kindergarten through 12th grade. Charter Schools USA has an experienced management team and approximately 2,000 employees currently educating over 18,000 students. Charter Schools USA contracts with both municipalities and private foundations to assume educational and operational responsibility for individual charter schools. Over the course of eleven years of intensive research and development, Charter Schools USA's team of leading educators and scholars developed an innovative, research-based curriculum and school design.

The CSUSA Educational Model is a continuous improvement process that ensures students meet and exceed Standards which is the core of our curriculum—the CSUSA Guaranteed and Viable Curriculum (GVC). Based on Robert J. Marzano's *What Works in Schools* and the belief that all children can learn given appropriate learning tools, Charter Schools USA implements the CSUSA Guaranteed and Viable Curriculum and Educational Model in all CSUSA schools. *What Works in Schools* begins with the identification and implementation of a Guaranteed and Viable Curriculum. The CSUSA Guaranteed and Viable Curriculum is aligned to specific state standards and grade level expectations and is the framework of what is taught at each grade level. Timely and specific feedback based upon assessment of student performance on specific skills is given to establish individualized goals for all students and to modify instruction to meet students' learning needs (2003). With the CSUSA Guaranteed and Viable Curriculum as its core, the CSUSA Educational Model illustrates the process for improving student learning and academic achievement. The six steps included in the Model are baseline assessment, data-driven instruction, assessment, grading, reporting and the decision box. A *Network* of administrators, teachers, parents, students and the CSUSA Education Team supports each transition to the next step.

Charter Schools USA's Organizational Capacity

- *Scale* – Charter Schools USA's existing network of schools is comprised of 23 charter schools serving 18,000+ students in SY 2010-11, exceeding \$100 million in funds. A staff of 60+ corporate employees are dedicated to direct, hands-on guidance and support. CSUSA provides comprehensive management services to these schools consistent with the services proposed for the Lake Charles Charter Academy.
- *Student Information System (SIS)* – Charter Schools USA has developed a proprietary SIS system over many years that encompasses all administrative aspects of operating a charter school and provides state of the art tools to execute data driven instruction. The SIS rivals any “off the shelf” school management software plus incorporates data

management and reporting processes unique to charter schools, including a lottery management system that has been certified by independent auditors.

- *Systematic Processes and Tools* – As documented throughout this application, Charter Schools USA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, governing board, and local school board. Examples include:
 - Monitoring & Evaluating Performance (Academic, Financial, Internal /External Customer Satisfaction, Vendor, etc.)
 - Online Help Desk systems for general IT support, SIS, and facilities maintenance.
 - Red Carpet Customer Service
 - People First and Leading Edge Professional Development for staff
 - Budget process and financial reporting, (e.g. Finance Dashboards)
- *Continued Quality Improvement (CQI)* – Dedication to continual improvement of processes through strategic planning and evaluation. For example, a student satisfaction survey and governing board satisfaction survey were deployed in 2008 with the results tied directly into the school's annual school improvement plan.
- *SACS Accreditation* - CSUSA is the first and only Education Service Provider to be recommended for SACS-CASI Corporate Accreditation by AdvancEd. Official ratification of Corporate Accreditation is expected in February 2011 and will result in all current schools managed by CSUSA becoming SACS Accredited and any new schools operated by CSUSA to be accredited once opened.

d. Orientation of Parents, Teachers, and Other Community Members:

Faculty Orientation begins during the recruitment process as we cast our mission, vision and dreams for the futures of students in High School. We will only hire highly qualified leaders who are willing to buy in to and support the ideals and practices of the school.

Once hired, the faculty begins their formal employment at a 2 week New Teachers Induction prior to being with the student body. During these days of intense professional development our staff will receive expert training in the disciplines, policies, and regiments of the school in preparation for a great start of school. They will receive ongoing support and specialized training throughout the school year to ensure their success and the success of the students.

Parent Orientation will happen on several levels. Through our mailings, their attendance to informational meetings in advance of the beginning of school, parent-teacher sessions, Parent Nights and the Parent Handbook, every effort will be made to orient the families to the philosophy, mission, vision and practices of the school. A direct hot line phone numbers will be distributed to parents which will give them access to question and answer moments with the teacher. All of this is done to transition not only the student but the entire family into the

environment and culture of our school in an effort to provide for open communications and understanding resulting in a great future relationship.

The community will be invited to informational meetings during our marketing process that will give them a chance to hear about the school, ask questions and find answers, meet school staff and gain a sense of why we exist. They will be invited to the Ribbon Cutting Ceremony and Open House events and included in community outreach events. They will leave such events better informed, understanding more about the school and hopefully with a strong sense of connect which will open discussion for volunteerism and joint ventures.

e. Services Sought from the District of Columbia Public Schools:

Ernest Green DC High may include outside assistance from reputable sources. Because Ernest Green DC High has elected for non-LEA status for special education purposes, we will work closely with DCPS to ensure that all students receive a free appropriate education with all the services they need. Services may be procured through DCPS, though it is presently assumed that they will be directly contracted with providers and/or obtained by Ernest Green DC High. We anticipate working with DCPS to secure the necessary student files, and other important student information.

D. PUBLIC CHARTER SCHOOL MISSION ACCOMPLISHMENT PLAN

1. GOALS AGAINST WHICH THE SCHOOL'S SUCCESS WILL BE JUDGED

Ernest Green DC High will adhere to and follow the protocol as required by all public schools of the District of Columbia. We will follow the testing schedule of DCPS. In addition to the DC CAS/ DC CAS-Alt, we will use the DC Benchmark Assessment System (DC BAS) and frequently review and monitor student progress. Discovery Education Assessment (ThinkLink) progress monitoring will be conducted three times a year. These test will be administered during the early fall during the second week of September, mid-year during the third week of January, and the second week of May.

In addition to the standardized testing mentioned above, Ernest Green DC High will employ a variety of assessment tools so as to ensure that its students are developing the academic, intellectual, and public service skills that are necessary for success in high school, college and the competitive workforce beyond. Some of the student progress monitoring performance evaluation and progress assessment instruments that will be utilized but not limited to as the assessments below:

- Daily subject area monitoring
- Portfolio Assessments
- Gateway Exams
- Project-based learning assessments and evaluations
- Weekly test and quizzes in each class
- Student notebooks in each class
- End-of-course-exams
- Parent surveys
- Class attendance
- Public Service Capstone

These additional assessment tools will allow Ernest Green DC High teachers and administrators to critique the school's instructional program, adjust instructional practices, and establish new goals and expectations to better service the student population.

Initial baseline levels of instruction Ernest Green DC High students will be determined according to the scores of the DC CAS/ DC CAS-Alt, DC BAS, and ThinkLink assessments. Ernest Green DC High is committed to excellence and therefore implements the highest standards possible for student achievement, character educational development, and public service in the community.

At Ernest Green DC High, assessment of achievement involves a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized

formal and summative assessment and the results of performance based assessment tools will form the foundation of Ernest Green DC High's comprehensive approach to the measurement of student performance. Students will pass any grade-appropriate criterion referenced test given at the end of the school year and score no lower than 50th percentile on any norm referenced test given with an aggregate goal of at least 86th percentile. The Ernest Green DC High English Language Learners (ELL) will achieve fluency in English and will exit bilingual services by graduation.

In addition to achievement of the above-mentioned standards, it is the goal of Ernest Green DC High that all students meet or exceed the performance standards in all subjects. We will seek assistance of outside experts from local universities, DCPS, and nationally recognized schools of excellence to assist us in the development and refinement of valid and reliable portfolio assessment with the goal of assuring alignment with our instruction, curriculum, and District standards.

2. ASSESSMENT MEASURES

Criterion Referenced Assessments. Ernest Green DC High of Public Service will administer assessments that mirror the mandated assessments in order to ensure adequate progress and preparation for every student.

Criterion Referenced Performance tests are created to mirror the DC CAS/DC CAS-Alt specifications. Administration includes both pre and post testing measurements.

Standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the:

- Unit Writing prompts will be administered regularly to measure progress in the components of effective writing
- Teacher made tests (including pre- and post-tests)
- Project-based Performance Tasks
- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and
- Testing Hypothesis (Marzano, 2001)
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios

- Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills Ongoing Formative Practice Assessments
- Achievement of goals and objectives in the student’s Personal Learning Plan.
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student’s performance
- Attitude inventories

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the Charter Schools USA Benchmark Tests. For students entering the School from another public school, past test results and cumulative records will be requested from the previous school to provide baseline data and student academic levels. The first administration of the Charter Schools USA Benchmark Tests will identify initial student benchmarks and areas of needed student growth. Administering the Charter Schools USA Benchmark Tests at least three times during the school year will provide continual monitoring of student achievement data. These exams should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The Charter Schools USA Education Team will assist the school in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom. Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student’s PLP as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students’ Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping based upon academic needs will be adjusted. Each student’s PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the Standards and the Guaranteed and Viable Curriculum. Students are expected, at a minimum, to achieve mastery of the Standards for each grade level and the goals and objectives specified in their PLP.

3. PERFORMANCE INDICATORS

The Founding Board recognizes that as a start-up charter school there is a greater need for accountability and transparency to create awareness of individual and school-wide performance results. The goals and objectives of Ernest Green DC High will fully support the district-mandated requirement that the school meet or exceed the minimum standards and improve student learning. This student achievement will be tied towards Ernest Green DC High’s priority

goal of ensuring student matriculation into post-secondary education. In addition, our goals and objectives correlate with our school’s mission to provide a learning environment that emphasizes our culture of student safety and success and focuses on academic rigor, citizenship, and experiential learning where teachers and students apply character education, civic responsibility, and community engagement within the school and across the community.

OBJECTIVE I: STUDENT MATRICULATION

The following is a list of the minimum required courses and associated credits necessary for students to graduate from Ernest Green DC High:

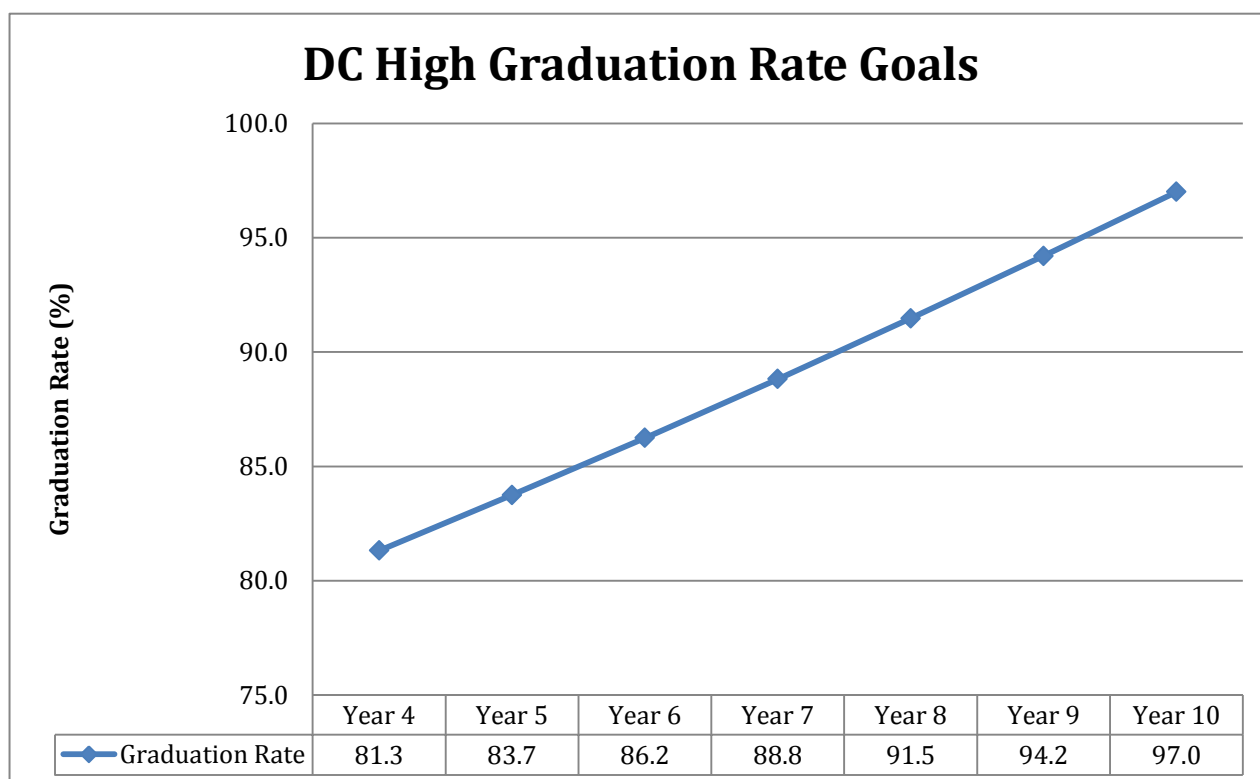
ERNEST GREEN DC HIGH DIPLOMA	
COURSES	CREDITS
Art	0.5
Music	0.5
Electives	3.5
Health and Physical Education	1.5
English	4.0
Mathematics (including Algebra I, Geometry, Algebra II)	4.0
Science (including 3 lab sciences; biology is a State requirement)	4.0
Public Service Focused Social Studies (including World History I and II, DC History, US government, US History)	4.0
World Languages (2 years of the same language)	2.0
Capstone Service Project	2.0
TOTAL NUMBER OF CREDITS	24.0

ADDITIONAL REQUIREMENTS	INDICATOR
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale
Individual Graduation Portfolio	Required to have a completed Personal Learning Plan, cumulative for all years enrolled at Ernest Green DC High
College Level or Career Prep	At least 4.0 credits of the 24.0 required credits must be identified AP, IB, HISCIP, CTE, dual-enrollment, and/or other college-level courses.
Community Service	140 hours

Ernest Green DC High follows the District’s student progression and dropout plan

Goal I: Graduation Rate

The following table represents Ernest Green DC High's Graduation Rate goals according to the NGA 4-Year Cohort method, beginning Year 4 with the first graduating class of Ernest Green DC High.



OBJECTIVE II: COLLEGE READINESS

Along with rigorous matriculation and graduation rate goals, Ernest Green DC High's ultimate goal is for 85% of graduating students to successfully enroll in a post-secondary education program. The following goals correspond as intermediate measures of the school's performance towards student college readiness:

INDICATOR	MEASURE
ADVANCED PLACEMENT (AP)	At least 65% of students will enroll in AP courses by their junior year
COLLEGE READINESS EXAMS	<ul style="list-style-type: none">100% of students will participate in the Preliminary Scholastic Achievement Test (PSAT)

INDICATOR	MEASURE
	<ul style="list-style-type: none"> 100% of students will participate in a college readiness exam preparedness course (SAT/PSAT/ACT) At least 85% of seniors will take a college readiness exam (SAT/PSAT/ACT)
DC WRITING	100% of students will demonstrate mastery in essay writing as evidenced by the DC Writing Assessment rubric
GPA	85% of students will earn the minimum GPA required for enrollment in a post-secondary program
DUAL ENROLLMENT	<ul style="list-style-type: none"> 85% of DC Juniors, where applicable, will be enrolled in Dual Enrollment courses. Ernest Green DC High will develop a cohesive relationship with DC University to provide students with higher education opportunities during their enrollment at Ernest Green DC High while also creating a seamless transition between High School and post-secondary education.
CAPSTONE PROJECT	100% of graduating students will complete a culminating project geared towards public service and skill necessary for success in post-secondary education

Leading Indicators:

LEADING INDICATORS	
PERFORMANCE OUTCOME	ERNEST GREEN DC HIGH'S INTERNAL GOAL
DAILY ATTENDANCE	<p>Ernest Green DC High's average daily attendance rate will be 95% or higher each school year. Students must be present for a minimum of 160 days. A student who is absent 5 or more days in a six-week period shall receive an incomplete grade in all subjects involved if the grade is not made up before the end of the grading period. The school will exceed the average district attendance by having less than 6% of all students being absent more than 15 days.</p> <p>Measures:</p> <ol style="list-style-type: none"> Each year, the school will seek to improve upon its prior year percentage of students absent more than 15 days until it reaches 3% or less of all students being absent more than 15 days. Each year, the School's average daily student attendance rate will

	<p>exceed the district's average daily attendance rate for secondary schools.</p> <p>7. ParentLink will be used to contact the parents of all students for reporting absences and tardies on a daily basis</p> <p>8. 100% of Parents will have access to real-time attendance records through the Student Information System online portal</p>
STUDENT RETENTION	<p>4. Ernest Green DC High will provide a superior level of education for its students with an emphasis on public service and matriculation into post-secondary education programs.</p> <p>5. In the spring of every year 100% of eligible students will receive requests for reenrollment. Ernest Green DC High enrollment staff will contact eligible students and families who have not recommitted personally.</p> <p>6. The percentage of parents who agree or strongly agree to the statement, "I would recommend our charter school to a friend," will be 90%.</p>
SACS ACCREDITATION	Ernest Green DC High will earn Accreditation by the Southern Association of Colleges and Schools within three years of school opening.

4. COLLECTING, STORING, AND REPORTING PERFORMANCE AND PROGRESS DATA

Ernest Green DC High addresses four components of data driven instruction: culture, assessments, analysis, and action. The use of student assessment and performance data is vital to the culture of Ernest Green DC High, as evidenced by the CSUSA Education Model, a continuous improvement process that is not only used to improve student learning and achievement, but is also used to evaluate and inform instruction. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and is a top priority for school-wide improvement. The school leader uses a simple but highly effective yearly data calendar, which they display publicly and refer to constantly, so that everyone in the school community—including students and families—knows when important steps in the data cycle will take place. The school Principal segments time for the assessment, analysis, and action, through scheduled data chats with mentor teachers and administration as well as any professional development teachers need to succeed in each part of the cycle. (Fenton and Murphey, 2010) With the Charter Schools USA Guaranteed and Viable Curriculum at its core, Ernest Green DC High will administer assessments and follow administration with deep analysis to establish current baseline levels of mastery of specific skills, and identify specific areas of need for all students. Teachers meet bi-weekly to review the data using the data from the benchmark process, numeracy and diagnostic assessments, and on-going classroom assessment to differentiate instruction of specific skills through various instructional and regrouping strategies to ensure that individual student needs are addressed; this is data-driven instruction. To evaluate student learning and the effectiveness of instruction, the teacher

will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher reports feedback to students and parents through the Charter Schools USA Student Information System, and verbally, in order to update the students' Personalized Learning Plans. Based on the results of the assessment, the teacher then decides to either re-teach specific skills not mastered, or go back to baseline assessment to activate students' background knowledge, on the new skill to be introduced.

5. TIMELINE FOR IMPLEMENTATION

Benchmarks for improved student academic performance will be identified using various standardized testing regimens taken at different time intervals throughout the year. Benchmarks and student academic achievement gains will be based on the Charter Schools USA Benchmark Tests. For students entering the School from another public school, past test results and cumulative records will be requested from the previous school to provide baseline data and student academic levels. The first administration of the Charter Schools USA Benchmark Tests will identify initial student benchmarks and areas of needed student growth. Administering the Charter Schools USA Benchmark Tests at least three times during the school year will provide continual monitoring of student achievement data. These exams should be openly discussed with students in order for them to understand what they have successfully mastered as well as what they need to improve. The Charter Schools USA Education Team will assist the school in compiling this student assessment data by individual student, by individual skill, by class and by grade level. This will give the school administrator an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's PLP as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping based upon academic needs will be adjusted. Each student's PLP will serve as the foundation from which to measure student outcomes. The outcomes will be congruent with the DC Standards and the Guaranteed and Viable Curriculum. Students are expected, at a minimum, to achieve mastery of the DC CAS Standards for each grade level and the goals and objectives specified in their PLP.

Accreditation. Ernest Green DC High is aware that it is essential that our school leaders establish a seamless link between accreditation and school improvement using accreditation as a dynamic catalyst for the continuous improvement process. Ernest Green DC High's overall goal is to be accredited by the SACS Accreditation through AdvancEd. Ernest Green DC High's accreditation is concentrated on the benefit from our educational system's commitment to raising student performance and accountability as a high standard school of quality. As Ernest Green DC High progress in preparation for accreditation, the vision of excellence ensures that the school will find rich benefits from accreditation and that parents can confidently make informed decisions about their children's education, knowing their child's school is accredited.

Accreditation matters because our students deserve the highest level of educational excellence possible.

E. CERTIFICATIONS

1. REQUIRED TO BE SUBMITTED WITH INITIAL APPLICATION

- a. Please see this section for completed and signed Assurances Form.

2. REQUIRED TO BE SUBMITTED PRIOR TO WRITTEN NOTICE AND PUBLICATION OF CHARTER APPROVAL

- a. A description of the school's insurance coverage plans, including health, general liability, property, and trustees' and employees' liability coverage.
- b. Copies of the bylaws of the Board of Trustees.
- c. Copies of existing contracts for amounts equal to or greater than \$25,000.
- d. Copies of incorporation documents showing the nonprofit status of the school.

The above-listed documents will be submitted once the charter school application is approved.

3. FINAL DOCUMENTATION REQUIRED TO BE SUBMITTED PRIOR TO THE COMMENCEMENT OF OPERATIONS/INSTRUCTION

- a. To verify safety and structural soundness of the school, written documentation of:
 - i. Inspection by a District of Columbia Government building inspector;
 - ii. Inspection by the District of Columbia Fire Department;
 - iii. Occupancy Permit granted by the District of Columbia Department of Consumer and Regulatory Affairs;
 - iv. Approval from the District of Columbia Department of Consumer and Regulatory Affairs for the use of any explosives or flammable compounds or liquids in connection with courses taught at the school; and
 - v. Evidence of compliance with all other federal and District of Columbia health and safety laws and regulations.

- b. Résumés for all professional staff and documentation of findings of background checks for all staff.
- c. Documentation of current insurance coverage for general liability, property, and trustees' and employees' liability coverage.
- d. Any contract for sums equal to or greater than the sum of \$25,000, not already submitted.
- e. Certificate of Good Standing from the Government of the District of Columbia.
- f. Copies of the Charter School's (a) pupil and personnel policies; (b) employment policies, including equal employment opportunities and maintenance of a drug-free workplace; (c) policies for governance and operation of the school; and (d) informal complaint resolution policies.

The above-listed documents will be submitted once the charter school application is approved.

F. BUDGET

- 1. PRE-OPENING EXPENSES**
- 2. TWO-YEAR OPERATING BUDGET**
- 3. ESTIMATED FIVE-YEAR BUDGET PROJECTIONS**
- 4. CAPITAL BUDGET**
- 5. CASH FLOW PROJECTION FOR YEAR 1**

G. RESUMES, BOARD MEMBER AGREEMENTS, AND STATEMENTS OF INTEREST AND QUALIFICATIONS

A resume, Board Member Agreement, and a signed personal statement from each founding member are included:

H. CONFLICT OF INTEREST

A Conflict of Interest Form is included for all founding and Board of Trustee members.

I. DEMOGRAPHIC ANALYSIS

Name of Proposed School: Ernest Green DC High School of Public Service Proposed Location: 5171 South Dakota Ave NE, Ward 5
 (Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2011-2012 From age/grade 14/9th to age/grade _____ Number of students 120
 b. At Full Capacity From age/grade 14/9th to age/grade 18/12th Number of students 480

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Projected Enrollment/ Capacity 2010-2011 ¹	Actual Enrollment 2010-2011	Type ²	% Low Income	DCCAS Performance (% Proficient) SY 2009-2010	Percentage of Highly Qualified Teachers ³
Dunbar High School	748	748	DCPS	91%	Math: 23%; Reading: 29%	55.7%
Springarn High School	538	538	DCPS	82%	Math: 13%; Reading: 17%	67.8%
Washington Math, Science & Tech	354		PCS	100%	Math: 32%; Reading: 45%	95.1%

NOTES:

¹For charter schools, enter projected enrollment; for all other schools, enter capacity.

²Type = DCPS, public charter school, private, parochial, independent, other

³Not applicable to private, parochial, and independent schools

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods: _____

☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) _____

☒ I will conduct a citywide recruitment effort for my school.

Rationale: The Public Service model is unique and a citywide recruitment effort makes this model available to the entire city.

3. Based on the information provided above, provide the following information:

- a. Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.

The model of public service alone will appeal to a particular segment of the District causing some students to choose our school. The fact that we plan to offer dual credit courses and the lure of being college going will also bring a percentage of the population. Certainly we will give hope for a new future by the fresh model and the marketing strategies that we have lined out in the application for students and families that will entice and motivate enrollment in our school. As well, the strategies, work environment, pay scale and professional advancement that we will offer teachers will compel them to risk change for their own lifestyle improvement. The use of partnering organizations such as Teach for America and New Leaders for New Schools will also add credibility to our organization and cause us to be attractive to prospective faculty member.

- b. Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short- and long-term impact of such a strategy.

Because the enrollment of the school is not limited to a specific geographic area but open to students throughout the District, much of our strategy would be applicable. The major difference would be in the more narrowly defined community of the location. We would certainly re-do our field survey to be a reflection of those residents in the neighborhood of our new address. We would begin intensively identifying our existing relationships within that new Ward or geographic entity and seek out additional professionals, officials and residents to come along side of us to establish a viable educational organization that would not only enhance students lives, but also enhance and even revitalize the new zip code. Our marketing materials would be changed to reflect the new location. The impact of such changes would be dependent on the new location and our sense that it would provide for a successful environment for learning. We would anticipate a process of research that would identify such a location and then would actively begin to merge plans accordingly.

- c. Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.

Statistics of the District speaks to the fact that there is a shortage of successful educational organizations based on the benchmarks and measurements of national averages. The mere existence of Charter Schools loudly emphasizes that additional schools are an answer to better quality education for our students. The presence of wait lists are a testimony the desire on the part of families to obtain a different approach for their student's education. Our city has as an asset a well used public transit system that permits travel across boundaries for our students. And according to FOCUS research, 2/3 of DC students attend a school of choice rather than a school within their boundary. There is room in DC for Earnest Green High School of Public Service.

J. LETTERS OF SUPPORT

K. CURRICULUM RESOURCES

L. DISCIPLINE

M. BY-LAWS

PLEASE TAKE NOTE:

1. THI Lead Academy will use as its 'trade name': Earnest Green DC High School of Public Service.
2. You will find a copy of the statement we received from the IRS upon their reception of our application for 501(c)3 status

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N. FACILITIES

			DESCRIPTION
Line			
Item #	REVENUES		
1	Per Pupil Charter Payments		Total per pupil charter payments based on the FY 2011 Funding Formula, numbers of SPED and LEP/NEP based on average of all public charter schools for the SY2010-2011 Charter School profile
			General Education Grades 9-12 (\$10,377 per pupil)
			Special Education (10% of students)
			SPED Level 1 (2.7% of students): 3 students per class of 120 (\$4,652 per pupil)
			SPED Level 2 (3.8% of students): 5 students per class of 120 (\$7,067 per pupil)
			English as Second Language (6% of students): 7 students per class of 120 (\$4,025 per pupil)
2	Per Pupil Facilities Allowance		Total per pupil facilities allowance based on the FY 2011 Funding Formula (\$3,000 per pupil)
3	Federal Entitlements		Federal non-competative entitlements: Title I, Title II.a., Food reimbursements, based on a projected 65% of low income students based on average of all public charter schools FY2010-2011
4	Other Government Funding/Grants		Federal competative entitlements: Title V.b.
5		Total Public Funding	
6	Private Grants and Donations		Private fundraising from foundations, businesses, and individuals - less than 10% of total revenue
7	Activity Fees		Not included in budget
8	Loans		Not included in budget
9	Other Income		Paid Lunches based on 35% of non low-income students at 80% participation and lunch cost of \$1.50. Plus breakfast reimbursements assuming 30% participation at \$1.31 per student
10		Total Non-Public Funding	
11	EMO Management Fee		DC High will not hire an EMO
12			
13			
14	TOTAL REVENUES		
	EXPENSES		
	Personnel Salaries and Benefits		Year 1 salaries will be paid over 11 months, beginning year 2 and on salaries will be paid over 12 months
15	Principal/Executive Salary		Salary for Head of School, Principal, and Assistant Principal
16	Teachers Salaries		Salary and hourly wages for teachers
17	Teacher Aides/Assistance Salaries		Salary and hourly wages for teachers aides/assitance
18	Other Education Professionals Salaries		Salary and hour wages for Academic Counselor and Mental Health Counselor/Family Care Coordinator

19	Business/Operations Salaries	Salary and hourly wages for Director of Finance and Development, Office & Finance Manager, and Registrar
20	Clerical Salaries	Salary and hourly wages for Administrative Clerk
21	Custodial Salaries	
22	Other Staff Salaries	Salary and hourly wages for Nurse and Substitute teachers
23	Employee Benefits	Benefits for full time employees at 18% of salary, plus 1% of public revenues set aside for incentive goals and performance pay beginning year 2
24	Contracted Staff	
25	Staff Development Costs	Feeds associated with staff development curriculum training
26		
27	Subtotal: Personnel Costs	
28		
29	Direct Student Costs	
30	Textbooks	Cost of textbooks and reference book at \$225 per pupil; in year 4 & 5 assume replacement of books for 1/2 # of students
31	Student Supplies and Materials	Consumables supplies, paper, pencils, workbooks, etc. \$100 per student, plus an additional \$500 per special education student
32	Library and Media Center Materials	Costs to outfit and maintain a library
33	Computers and Materials	Technology for students and teachers
34	Other Instructional Equipment	Teacher consumables supplies at \$250 per teacher
35	Classroom Furnishings and Supplies	Desks (\$110 each) and student chairs (\$20 each) @ 120 per year until full capacity then at 1/4 replacement per subsequent year; classroom teacher furnishings including staff workstations, desk, chair, filing cabinets, and bulletin boards/dry erase boards (\$600 each)
36	Student Assessment Materials	Student testing and assessment resources and supplies
37	Contracted Student Services	Contracted special education instructional services - \$1,200 per year through DC Special Ed Co'op, plus 4% of public revenues for Charter Schools USA
38	Miscellaneous Student Costs	Advertising and marketing for student recruitment
39		
40	Subtotal: Direct Student Costs	
41		
42	Occupancy Expenses	
43	Rent	Facility rent based on leasing agreement with UDC
44	Mortgage Principal Payments	
45	Mortgage Interest Payments	
46	Building Maintenance and Repairs	Minor building supplies not covered by contracted facility maintenance services based on similarly sized locations
47	Renovation/Leasehold Improvements	
48	Utilities	Electric, water, waste disposal

49	Janitorial Supplies	Cleaning supplies not covered by contracted custodial services based on similarly sized locations
50	Equipment Rental and Maintenance	
51	Contracted Building Services	School Resource Officer and Custodial Services
52		
53	Subtotal: Occupancy Expenses	
54		
55	Office Expenses	
56	Office Supplies and Materials	Office supplies and materials based on similarly sized schools
57	Office Furnishings and Equipment	Furnishings for administrative offices and front office
58	Office Equipment Rental and Maintenance	Rental of industrial printer
59	Telephone/Telecommunications	Land line, cellular phone usage, and Internet based on similarly sized locations
60	Legal, Accounting and Payroll Services	Potential legal fee, outside counsel, needed filing and documentation, and independent audit, and payroll services
61	Printing and Copying	Any offsite printing of instructional, informational, or promotial materials based on usage of similarly sized schools
62	Postage and Shipping	Postage and shipping usaged based on similarly sized locations
63	Other	Other office expenses
64		
65	Subtotal: Office Expenses	
66		
67	General Expenses	
68	Insurance	Cost of Insurance
69	Interest Expense	
70	Transportation	Assistance to low-income students for metro rail and bus pass to travel to and from school (based on subsidizing half the cost of a reduced student fair unlimited pass \$30/month)
71	Food Service	Third party food provider, partially offset by revenue received from Free and Reduced Lunch program and paid lunches, based on usage of similarly sized schools
72	Administration Fee (to PCSB)	Administration fee of one-half of one percent of the annual budget of the school
73	EMO Management Fee	Not included in the budget
74	Other General Expense	Other general expenses including staff recruitment for Teach for America at \$5000 per hired teacher (4 budgeted per year) and \$5000 for in house recruitment
75		
76	Subtotal: General Expenses	
77		
78	TOTAL EXPENSES	
79		
80	EXCESS (OR DEFICIENCY)	

ASSUMPTIONS		
	Student Enrollment	
	Facility Size (square footage)	
	Average Teacher Salary	
	Student/Teacher Ratio	
	Other Major Assumptions	
	NOTES: Revenues and Expenses are held constant for Year 1 & 2 and then increase at 2% per year subsequent years	

DESCRIPTION

YEAR 1

				Column A
REVENUES		ASSUMPTIONS		501(c)3 School Applicant
1	Per Pupil Charter Payments		Students	Per Pupil
			120	\$10,377.00
		SPED Level 1: (2.76%) @ \$4,652 [Assuming SY2010-2011 Average Charter School Profile Data, SPED (10% of student enrollment)]	4	\$4,625.00
		SPED Level 2: (3.8%) @ (\$7,067)	8	\$7,067.00
		ELL: (6%) English as a Second Language LEP/NEP based on 2010-11 Audit Projection @ 4025	7	\$4,025.00
2	Per Pupil Facilities Allowance	3000 per student	120	\$3,000.00
3	Federal Entitlements	91733.7076		
		Title I: assuming average FY2010-2011 Charter School Profile Low Income Levels of 65% of students for all DC public charter schools - at 65% for 80 students enrolled = 52 students, at \$892.18 per pupil average for DC Schools	78	\$892.18
		Title II Part A: Based on Students	120	\$150.00
		National School Lunch Program: Average Daily Attendance (80% = average of DC secondary public charter schools) * 65% of low income x 189 school days x \$2.52 (avg. of free and reduced reimbursements);	62.4	\$476.28
		Breakfast Program - \$1.31 for each student - 30% bre	36	\$247.59
4	Other Government Funding/Grants			0
5	Total Public Funding			1,834,674
6	Private Grants and Donations			
7	Activity Fees			
8	Loans			
9	Other Income (please describe in footnote)	Paid meal sales - 80% participation of the 35% paying @ 1.50	33.6	\$283.50
10	Total Non-Public Funding			3,334
11	EMO Management Fee (= line 73, col. G)			
12				
13				
14	TOTAL REVENUES			#####

DESCRIPTION

YEAR 1

EXPENSES				501(c)3 School Applicant
Personnel Salaries and Benefits		Amt	Salary	
15	Principal/Executive Salary			150,000
	Principal	1	\$75,000.00	75,000
	Head of School	1	75000	75000
16	Teachers Salaries HQ teacher salaries	8		428,000
	English	1	\$53,500.00	53,500
	Math	1	\$53,500.00	53,500
	Social Studies	1	\$53,500.00	53,500
	Science	1	\$53,500.00	53,500
	Dual Language Teacher	1	\$53,500.00	53,500
	Technology	1	\$53,500.00	53,500
	Physical Education	1	\$53,500.00	53,500
		1	\$53,500.00	53,500
17	Teacher Aides/Assistance Salaries			0
18	Other Education Professionals Salaries			138,500
	Academic Counselor/LEP	1	\$55,000.00	55,000
				0
	Special Education Coordinator	0.5	\$57,000.00	28,500
	Curriculum Resource Specialist	1	55000	55000
19	Business/Operations Salaries			70,000
	Director of Finance and Development	1	70000	70000
20	Clerical Salaries			20,000
	Administrative Clerk	1	\$20,000.00	20,000
21	Custodial Salaries			
22	Other Staff Salaries			63,840
	Substitute/Citizen Teacher		\$10,000.00	10,000

DESCRIPTION

YEAR 1

[illegible]

DESCRIPTION

YEAR 1

28				
29	Direct Student Costs		<i>Students</i>	<i>Per Pupil</i>
30	Textbooks		120	\$275.00
31	Student Supplies and Materials	Student workbooks	120	\$100.00
		SPED Instruction	12	\$500.00
32	Library and Media Center Materials			\$10,000.00
33	Computers and Materials			\$75,532.00
34	Other Instructional Equipment	Teaching materials	8	\$250.00
35	Classroom Furnishings and Supplies		120	\$250.00
		Desk - \$110 each	120	\$110.00
		Chair - \$20 each	120	\$20.00
		Teacher Furnishing - staff workstations, desks, chairs, bookshelves, filing cabinets, and bulletin boards/dry erase boards - \$600 each	6	\$600.00
36	Student Assessment Materials	Testing Materials	120	\$15.00
37	Contracted Student Services			
		Special Ed Coop		\$1,200.00
		Charter Schools USA = 5% of public funding		
38	Miscellaneous Student Costs	Student Recruitment \$25,000		\$25,000.00
39		Before/After Care supplies		\$7,000.00
40	Subtotal: Direct Student Costs			\$266,119
41				
42	Occupancy Expenses			
43	Rent	difference is occupancy expenses from total facilities allotment from charter		
44	Mortgage Principal Payments			
45	Mortgage Interest Payments			
46	Building Maintenance and Repairs			
47	Renovation/Leasehold Improvements			
48	Utilities	utilities		
49	Janitorial Supplies			
50	Equipment Rental and Maintenance			
51	Contracted Building Services			
		School Resource Officer	1	\$45,000.00

DESCRIPTION		YEAR 1	
02	Custodial Services/Facilities Manager		\$40,000.00 40,000
53	Subtotal: Occupancy Expenses		\$340,000

DESCRIPTION

YEAR 1

54					
55	Office Expenses				
56	Office Supplies and Materials			\$1,500.00	1,500
57	Office Furnishings and Equipment		2.5	\$600.00	1,500
58	Office Equipment Rental and Maintenance	Printer Rental		\$6,000.00	6,000
59	Telephone/Telecommunications	620/month for teacher cell phones + land line+internet	12	\$750.00	9,000
60	Legal, Accounting and Payroll Services			\$20,000.00	20,000
61	Printing and Copying			\$3,000.00	3,000
62	Postage and Shipping			\$1,500.00	1,500
63	Other				
64					
65	Subtotal: Office Expenses				\$42,500
66					
67	General Expenses				
68	Insurance				20,000
69	Interest Expense				
70	Transportation	Pay for 1/2 of an unlimited student metro pass (full cost \$30) for 9 months (school year)	78	\$135.00	10,530
71	Food Service	Food Revenue =	38,633	\$3,333.96	57,950
72	Administration Fee (to PCSB)	One half of one percent (.5% = .005) of annual budget to PCSB	0.005	#####	9,190
73	EMO Management Fee				
74	Other General Expense	Teach for America - 4 teachers @\$5,000	4	\$5,000.00	25,000
		Staff Recruitment			5,000
75					
76	Subtotal: General Expenses				\$122,670
77					
78	TOTAL EXPENSES				#####
79					
80	EXCESS (OR DEFICIENCY)				\$30,011
81	Excess (or deficit) retained by school				
82	Excess (or deficit) retained by EMO				
	ASSUMPTIONS				
	Student Enrollment				120
	Facility Size (square footage)				13800

DESCRIPTION	YEAR 1		
Average Teacher Salary			53,500
Student/Teacher Ratio			1 to 18
Other Major Assumptions			
NOTES:			

DESCRIPTION

YEAR 2

REVENUES	ASSUMPTIONS			Column A
				501(c)3 School Applicant
1	Per Pupil Charter Payments	s	Per Pupil	2,696,902
		240	\$10,377.00	2,490,480
	SPED Level 1: (2.76%) @ \$4,652 [Assuming SY2010-2011 Average Charter School Profile Data, SPED (10% of student enrollment)]	8	\$4,625.00	37,000
	SPED Level 2: (3.8%) @ (\$7,067)	16	\$7,067.00	113,072
	LEP/NEP based on 2010-11 Audit Projection @ 4025	14	\$4,025.00	56,350
2	Per Pupil Facilities Allowance	240	\$3,000.00	720,000
3	Federal Entitlements			337,873
	Title I: assuming average FY2010-2011 Charter School Profile Low Income Levels of 65% of students for all DC public charter schools - at 65% for 80 students enrolled = 52 students, at \$892.18 per pupil average for DC Schools	156	\$892.18	139,180
	Title II Part A: Based on Students	240	\$150.00	36,000
	National School Lunch Program: Average Daily Attendance (89% = average of DC secondary public charter schools) x 189 school days x \$2.72;	213.6	\$514.08	109,807
	Breakfast Program - 1.31 for each student	213.6	\$247.59	52,885
4	Other Government Funding/Grants			0
5	Total Public Funding			3,754,775
6	Private Grants and Donations			
7	Activity Fees			
8	Loans			
9	Other Income (please describe in footnote)	67.2	\$283.50	6,668
10	Total Non-Public Funding			6,668
11	EMO Management Fee (= line 73, col. G)			
12				
13				
14	TOTAL REVENUES			#####

DESCRIPTION

YEAR 2

EXPENSES				501(c)(3) School Applicant
Personnel Salaries and Benefits		Amt	Salary	
15	Principal/Executive Salary			210,000
	Head of School	1	\$75,000.00	75,000
	Principal	1	\$75,000.00	75,000
	Assistant Principal	1	\$60,000.00	60,000
16	Teachers Salaries	HQ teacher salaries @ (\$57,000)	16	856,000
	English	2	\$53,500.00	107,000
	Math	2	\$53,500.00	107,000
	Social Studies	2	\$53,500.00	107,000
	Science	2	\$53,500.00	107,000
	Dual Language Teacher	2	\$53,500.00	107,000
	Technology	2	\$53,500.00	107,000
	JROTC	2	\$53,500.00	107,000
	Physical Education	2	\$53,500.00	107,000
				0
17	Teacher Aides/Assistance Salaries			
18	Other Education Professionals Salaries			250,500
	Curriculum Resource Specialist	1	\$55,000.00	55,000
	Academic Counselor	1	\$55,000.00	55,000
	Special Education Coordinator/LEP/NEP Coordinator	1	\$57,000.00	57,000
	ESOL	0.5	\$57,000.00	28,500
	Mental Health Counselor/Family Care Coordinator	1	\$55,000.00	55,000
19	Business/Operations Salaries			162,000
	Director of Development	1	\$70,000.00	70,000
	Registrar	1	\$40,000.00	40,000
	Office & Finance Manager	1	\$52,000.00	52,000
20	Clerical Salaries			20,000
	Administrative Clerk	1	\$20,000.00	20,000
21	Custodial Salaries			
22	Other Staff Salaries			203,120
	Part time Nurse	0.5	\$62,000.00	31,000
	Food Service Director @30 hours per week, 12/hour,4	1	21120	21,120

DESCRIPTION

YEAR 2

	Out of School time Coordinator	1	35000	35,000
	Food Service Staff	1	20000	20,000
	Before & After School Staff		76000	76,000
	Substitute/Citizen Teacher		\$20,000.00	20,000
23	Employee Benefits			320,979
	18% of Salaries	0.18	\$1,574,620.00	283,432
	Teacher Performance Pay			37,548
24	Contracted Staff			
25	Staff Development Costs			37,548
26				
27	Subtotal: Personnel Costs			#####

DESCRIPTION

YEAR 2

28					
29	Direct Student Costs		Students	Per Pupil	
30	Textbooks		240	\$275.00	66,000
31	Student Supplies and Materials	Student workbooks	240	\$100.00	36,000
		SPED Instruction	24	\$500.00	12,000
32	Library and Media Center Materials			\$30,000.00	30,000
33	Computers and Materials			\$117,514.00	117,514
34	Other Instructional Equipment	teaching materials	8	\$250.00	2,000
35	Classroom Furnishings and Supplies				19,200
		Desk - \$110 each	120	\$110.00	13,200
		Chair - \$20 each	120	\$20.00	2,400
		Teacher Furnishing - staff workstations, desks, chairs, bookshelves, filing cabinets, and bulletin boards/dry erase boards - \$600 each	6	\$600.00	3,600
36	Student Assessment Materials	Testing Materials	240	\$15.00	3,600
37	Contracted Student Services				188,939
		Special Ed Coop		\$1,200.00	1,200
		Charter School's USA			187739
38	Miscellaneous Student Costs	Student Recruitment		\$25,000.00	44,000
39		before/after care supplies		\$19,000.00	
40	Subtotal: Direct Student Costs				\$507,253
41					
42	Occupancy Expenses				
43	Rent	difference is occupancy expenses from total facilities allotment from charter			430,000
44	Mortgage Principal Payments				
45	Mortgage Interest Payments				
46	Building Maintenance and Repairs				13,000
47	Renovation/Leasehold Improvements				
48	Utilities	utilities			62,000
49	Janitorial Supplies				20,000
50	Equipment Rental and Maintenance				
51	Contracted Building Services				170,000
		School Resource Officer	2	\$45,000.00	90,000

DESCRIPTION		YEAR 2	
	Custodial Services/Facilities Manager		\$80,000.00 80,000
52			
53	Subtotal: Occupancy Expense		\$695,000

DESCRIPTION

YEAR 2

54					
55	Office Expenses				
56	Office Supplies and Materials			\$4,500.00	4,500
57	Office Furnishings and Equipment		4	\$600.00	2,400
58	Office Equipment Rental and Maintenance	Printer Rental		\$6,000.00	6,000
59	Telephone/Telecommunications	\$750 per month	12	\$1,500.00	18,000
60	Legal, Accounting and Payroll Services			\$50,000.00	50,000
61	Printing and Copying			\$9,000.00	9,000
62	Postage and Shipping			\$4,500.00	4,500
63	Other				
64					
65	Subtotal: Office Expenses				\$94,400
66					
67	General Expenses				
68	Insurance				25,000
69	Interest Expense				
70	Transportation	Pay for 1/2 of an unlimited student metro pass (full cost \$30) for 9 months (school year) +	156	\$135.00	21,060
71	Food Service				115,899
72	Administration Fee (to PCSB)	One half of one percent (.5% = .005) of annual budget to PCSB	0.005	#####	18,807
73	EMO Management Fee				
74	Other General Expense	Teach for America - 4 teachers @\$5,000	4	\$5,000.00	25,000
		Staff Recruitment		\$5,000.00	
75					
76	Subtotal: General Expenses				\$205,767
77					
78	TOTAL EXPENSES				#####
79					
80	EXCESS (OR DEFICIENCY)				\$198,876
81	Excess (or deficit) retained by school				
82	Excess (or deficit) retained by EMO				
	ASSUMPTIONS				
	Student Enrollment				240
	Facility Size (square footage)				27600

DESCRIPTION	YEAR 2		
Average Teacher Salary			57,000
Student/Teacher Ratio			1 to 18
Other Major Assumptions			
NOTES:			