

**LOCAL EDUCATION AGENCY (LEA) NAME:** Richard Wright Public Charter Schools for Journalism and Media Arts  
**BOARD CHAIR NAME:** Gregory Adams  
**SUBMISSION DATE:** June 7, 2022  
**SUBJECT:** Virtual Program Amendment Request

## **SCHOOL BACKGROUND AND PROPOSAL SUMMARY**

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**Campus name(s):** Richard Wright Public Charter Schools

**Year(s) opened:** 2011

**Grades served:** 8-12

**Year the school will undergo its next charter review or renewal:** On November 16, 2020, the DC PCSB Board voted to continue Richard Wright PCS's charter.

**Proposal summary:**

Richard Wright Public Charter Schools for Journalism and Media Arts has (RWPCS) as the core of its mission to provide a student-centered environment that connects to the classic and modern languages through a strong standard base curriculum.

RWPCS recognizes Virtual Learning as a new and emerging method of delivering our 21<sup>st</sup> century instructional program as an innovative way to engage our students as well as ensure the core beliefs of the schools' mission can be realized. RWPCS recognize Virtual Learning as an innovative way to engage students and teachers outside of the traditional instructional day and classroom.

The proposed Virtual Learning instructional program is aligned to the Common Core Standards as well as district standards and will be used to improve student achievement through instruction offered during and beyond the hours of instruction in a school day. The Virtual Learning instructional platform is designed for educational equity, so all students have access to the educational resources and rigor they need to achieve.

Teachers and students will have access to a strong standard base curriculum, with blended instruction and wide source of video technologies that will allow for interaction in real time. Students will have 24-hour access to resources such as eBooks, google classroom in addition to teacher made virtual learning experiences and games. The virtual learning platform will allow for flexibility in planning and instruction. The platform design provides opportunities for students to engage in both synchronous and asynchronous learning across all grades and courses of instruction. The design for the Virtual Learning platform ensures there are multiple ways for students to engage with remote online learning.

The proposed plan includes strategies that will ensure equity and fidelity across grade levels and the instructional framework ensures all students are engaged with high quality instruction and the digital tools needed for success. There is flexibility in the program design that affords students the opportunity to take classes outside of

the traditional school day. It includes a plan of action to ensure students and their families have internet access and technical support year long. The proposal takes into consideration training for both teachers and parent/guardians that will ensure students are successfully engaged in a rigorous standard base curriculum. The Virtual Learning instructional program is rigorous, student centered, and online learners follow the scope and sequence of the courses where they are enrolled.

The Virtual Learning platform has in place strategies that will ensure students in personalized learning environments will be offered equal access. The proposed plan includes strategies that will ensure equity and fidelity across grade levels and the instructional framework ensures all students are engaged in a high quality instructional program.

There is flexibility in program design that affords students the opportunity to take classes outside of the traditional school day. It includes a plan of action to ensure students and their families have internet access and technical support year long. The proposal takes into consideration training for both teachers and parent/guardians that will ensure students are successfully engaged in a rigorous standard base curriculum.

The learning program will have established goals and strategies that ensure teachers use formative assessments to monitor and /or measure student learning and provide opportunities for students and their families to receive feedback from teachers consistently.

In addition, parents will have unlimited access to students grades as well as assignments. There is also a plan that establish clear means of ongoing communication between all staff, students and their parents/guardians in order to facilitate and support students' academic, social and emotional growth.

The proposed Virtual Learning Plan supports student learning and development that is equitable, personalized, applied and engaged. With this propose plan students will have access to quality instruction with expand learning beyond the classroom walls and traditional day; that will be supported by outside partners and the RWPCS information and technology team.

**Year the school plans to implement the proposed changes:**

**School year 2022-2023**

**When did the school's board approve the proposed changes?** *Please attach minutes from the meeting and vote results.*

## **VIRTUAL PROGRAM**

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**1. Describe the school's proposed virtual program. How does this educational approach differ from the model the school articulated in its charter application and agreement?**

RWPCS is proposing a virtual blended learning program that encompasses remote synchronous learning four days of each week with asynchronous learning occurring one day a week. This model provides students the option of learning remotely or in person during the school day. The model varies from the model articulated in the charter application which was based on a traditional in person instructional format that did not take into consideration nor provide for the use of electronic devices away from the building on a continuous basis as an instructional tool. The proposed virtual program will create an instructional platform that will afford students the opportunity to do continuous remote learning throughout the school year. The proposed virtual program will be designed to deliver rigorous standard based instruction with real life connections remotely and in person while providing access to digital tools for students and teachers away from the school building.

**2. What is the rationale for offering a virtual program?**

RWPCS rationale for offering a virtual blended remote learning program, we believe it allows RWPCS students the opportunity to stay connected, keep learning, share assignments and take exams while working remotely from anywhere. It also allows students to have access to lectures in real time or watch recordings while they are ill or in isolation. In addition, because virtual learning is highly adaptable and can oftentimes better meet the needs of some students where they are academically, emotionally and socially. RWPCS students through blended virtual learning can make up or repeat assignments on their own schedule. In addition, virtual learning helps students build critical skills necessary to seamlessly adjust to the demands of school, including time management, self-discipline, and accountability.

**3. How will the school ensure its proposed virtual program aligns with the school's mission?** *If the school proposes a revised mission statement, skip this question and instead complete the [Mission Amendment Application](#).*

RWPCS mission is to provide a student-center environment that connects students to the classics and modern languages while focusing on strong writing skills and vocabulary. In order to ensure the virtual program is aligned with the school's mission, we will continue to implement a strong standard based curriculum that has at its core an emphasis on the key elements of the school mission's, journalism, modern and classical language, advance course with an emphasis on strong writing skills.

**4. How will the school ensure the proposed virtual program will positively contribute to the school successfully meeting its charter goals? How will the school track outcomes among its virtually educated students? *If the school proposes new charter goals for the virtual program, please also complete the [Charter Goals Amendment Application](#).***

RWPCS has worked diligently to ensure our virtual program positively contributed to the successful meeting of our charter goals. With the continuation on a blended virtual learning platform that ensures all students are engaged with high-quality instruction. We believe the success of our virtual learning platform this school year was because of the familiarity we had already established with the online platforms and digital learning tools we are currently using as well as the planning we had done for the use of these tools outside of the face-to-face learning environment. We will continue with the following key pieces in place: knowing families, connectivity and having a plan for the families who need support; having a viable standard based curriculum aligned to our charter goals that teachers, students, and families are familiar with; and providing ongoing professional development about engaging students on a virtual learning platform. The instructional staff will receive instructional coaching at the department and grade level to build digital instructional skills to impact teaching and learning across the curriculum. RWPCS will track student outcomes among our virtual students using benchmark data, teacher assessments and classwork data as well as summative assessment data.

**5. What evidence demonstrates the proposed virtual program will be successful?**

RWPCS believes the success of our virtual learning platform was because of the familiarity we had already established with the online platforms and digital learning

tools we are currently using as well as the planning we had done for the use of these tools outside of the face-to-face learning environment. We have partner with our local internet provider Verizon to ensure that 100% of students have internet access throughout the school year. Our instructional staff has received measurable training through a professional development “course” built-in the Verizon platform to show minimal proficiency. All staff completed this course individually and were awarded a credit upon completion.

RWPCS staff collected and tracked student attendance, online uses/visits to virtual platforms. In addition, teachers collected and tracked student performance data, benchmark data and assessment data. As a result of the data tracking, we were able ensure that all virtual students were engaged in high quality instruction. Through our collection of data from teachers for assignments completed we were able to track student performances and capture a clear picture of the degree of engagement by students and provide Intervention where needed.

**6. How will the school ensure the quality of the proposed virtual program will be the same as the quality of the existing programming? How will the school ensure it maintains quality across all campuses and programs over time?**

RWPCS to ensure the quality of the proposed virtual program will be maintained and keep the following key elements in place:

- Using surveys, RWPCS will continue to monitor family’s connectivity and will as a part of our plan to keep families connected we will continue our partnership with Verizon to ensure that 100% of our students have internet access throughout the school year.
- Provide hot spots and electronic devices to all students and their families who need support with connectivity.
- Provide instructional coaching within departments, grade levels and individual teachers to build digital instructional skills to impact teaching and learning.
- Continue the use of our current online platforms for teachers to post learning, facilitate online chats, answer questions, provide formative assessments, and provide students’ feedback.
- Maintain a standard based instructional program, while using collected instructional and student performance data in order to make the necessary adjustment to the instructional program that will ensure all students are engaged in high quality instruction that is aligned to our core mission goals as well as provide extension for gifted and talented students.

**7. Describe the instructional day in the proposed virtual program.<sup>6</sup> Please attach a sample schedule.**

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<sup>6</sup> The instructional day must be at least six hours long, including time for lunch, recess, and breaks.

**a. Each instructional day must be divided into learning modules. How many modules will the proposed virtual program offer per day?**

The virtual school day will entail a mix of live, scheduled instruction (synchronous) and lessons and assignments to complete independently (asynchronous). RWPCS will offer students the opportunity to take up to 7 learning modules each instructional day. Each learning module will be 70 minutes in length.

With individualize schedule and the virtual learning platform students will have the option of taking more than the traditional 5 classes per day. If a student chooses, they can begin the instructional day as early as 7:00 am and end their instructional day as late as 5:00 pm. The average instructional day will be 6 hours long with students receiving a 30-minute break for lunch.

**b. How long will each module be?**

Each of the learning modules will be for 70 minutes in length.

**c. Which module(s) will be synchronous?<sup>7</sup> Which modules will be asynchronous?**

RWPCS will design and implement between 5 to 7 70-minute modules that will provide synchronous learning four days a week, Monday-Thursday and Asynchronous learning will occur on Friday for all modules for a 40-minute period for each module.

**8. What curricular choices—including resources, assessments, standards, and instructional strategies—will the proposed virtual program use?<sup>8</sup>**

- RWPCS proposes to use the following curricular choices for the 2022-2023 school year: Richard Wright Curriculum and Engage Ny. All of which will be aligned to the Common Core Standards.
- RWPCS will continue using the following assessment tools to capture data on student performances:

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<sup>7</sup> At least one module per day must be synchronous for every student.

<sup>8</sup> Virtual programs must maintain the same standards as in-person programs for content standards (including physical education) and assessments (administered in-person).

- To capture student reading data, we will continue with the San Diego Quick Assessment, Diagnostic online Reading Assessment (DORA)
- 10-day teacher made assessments with writing prompts
- Benchmark assessment in ELA, Math and Science
- Performance Based assessments in all subject areas.
- End-of-quarter in all subject areas (in-person assessments)
- End -of-year in all subject areas (in-person assessments)

**a. Identify the virtual platform(s) the school will adopt and provide a rationale for the selection.**

RWPCS will utilize the following online platforms: Google Classroom, Zoom, as well as Frame VR.IO (this is a virtual reality online immersive space that is used in the Algebra 1 class in conjunction with Zoom) The rational for the virtual platform utilized at RWPCS is as follows: The adoptive platform is fast and reliable and can accommodate the population we serve. Students, teachers, staff, leadership and families can navigate the platforms with ease and the services are cost effective and provides a high-quality solution that has multiple tools that can be utilized in the classroom.

**b. Identify the new curricular choices the school will adopt and provide a rationale for the curricular shift.**

RWPCS will continue with its current standard based curriculum and will not be adopting a new curricular. The curricular choices that we will be maintaining are as follow: RWPCS curriculum and scope and sequence and Engage NY. Each curricular is aligned to the common core standards and are skilled based.

**c. Describe the long-range plan for curriculum implementation and professional development. How will the school ensure implementation fidelity?**

To ensure the chosen curriculum is implemented with fidelity, RWPCS will design and implement a series of professional developments that will be offered on a weekly basis. The professional development series will be launched with an intensive two-week summer institute for new and returning staff. Throughout the school year teachers and staff will have the opportunity to participate in weekly focus professional development that focuses on the art of effective lesson plan design and implementation.

Teachers will be given the opportunity to participate in professional development with outside partners such as Verizon. In addition, teachers will receive ongoing one on one coaching designed to improve the quality of instructional delivery and student engagement. The instructional coach will partner with teachers to analyze lesson design, set goals, develop teaching strategies and provide support to ensure goals are being met.

**9. How many students does the school plan to educate virtually? Are there any eligibility requirements a student must meet to participate in the virtual program? If so, describe them below.**

RWPCS plans to offer roughly a total of 30 seats across all grade levels. Students who participate in a virtual learning program at RWPCS must be currently enrolled at RWPCS, earned a C or better on the end-of-year report card in math, science, social studies and ELA in the 2021-2022 school year. Students currently enrolled with chronic underlying health conditions are also eligible to participate in the virtual learning program. Students will participate in a one-on-one interview with the RWPCS academic team to determine their eligibility.

**10. Describe the curricular resources, devices, internet service, and technical support the school will provide students and families.<sup>9</sup>**

- Within the virtual learning platform there will be housed multiple formats of content such as text-based articles, assignments/tasks, video and audio materials.
- With the virtual learning platform, teachers will post learning, facilitate chats, answer questions, provide formative assessments as well as student feedback.
- Teachers will make themselves available to students through scheduled office hours so students can connect as needed.
- RWPCS will work with community partners to provide internet access and/or devices for learning (hotspots).
- RWPCS will provide each student with electronic devices (Chromebook) for learning and ensure yearlong access.
- RWPCS will plan for communication between students, caregivers and teachers that can happen in many ways, e.g., weekly check-ins, one-on-one chats/messaging, email, phone, conferencing, etc.
- Plan for offline access to learning materials and access time for online activities in case of connectivity issues.

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<sup>9</sup> Virtual programs must provide free internet access and devices to participating students.



**11. Describe the expectations the school will set for parents/guardians of participating students. What trainings and resources will the school offer?**

- RWPCS will inform all students and their families of the learning targets and expectations for engagement in all learning modules on the school's virtual learning platform.
- Parents/guardians will be provided training by the RWPCS staff in the following areas:
  - how to access online instruction via hotspots
  - training on the RWPCS curriculum
  - how to access on the virtual learning platform course assignments, student attendance, grades, projects, etc.
  - how to communicate with teachers using the online platform
  - expectations for students' engagement in virtual learning modules
- RWPCS will set the following expectation for parents/guardians of participating students:
  - Families are expected designate an adult who will monitor the student's virtual school day, ensuring they are attending at the right time and completing assignments.
  - Parent/Guardian are expected to monitor student dress to ensure students are dress according to school policy when participating in the virtual learning platform.
  - Parents/Guardians are expected to provide viable means of communication (phone number, email address, permanent address).

**12. Describe how the school will support students' social and emotional growth.<sup>10</sup> Will the proposed virtual program provide regular opportunities for student-to-student interaction?**

RWPCS will support students' social and emotional growth by affording students to participate in the daily morning meetings referred to as Family Matters. Family Matters is a morning meeting of the entire RWPCS community to celebrate student accomplishments, hear announcements, acknowledge birthdays as well as provide motivation. Students will also be afforded the opportunity at the end of the traditional school hours to gather as a community to address concerns, acknowledge student success during the day as well as give announcements. In addition, RWPCS will provide wrap around services that includes group and

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<sup>10</sup> Virtual programs must refer students for mental/behavioral health supports when warranted.

individualize counseling to support students' emotional growth and development. Students needing emotional support have the opportunity during the school day to meet with counselors and therapist as needed.

**13. How will the school ensure all students—including students with disabilities,<sup>11</sup> English learners,<sup>12</sup> economically disadvantaged and at-risk students, and students above or below grade level—can access and benefit from the virtual program?**

Communication and planning are the keys to successfully provided all students with learning targets and resources that will meet their needs. At RWPCS, the case managers will be available throughout the day and will communicate this to students and their families. In addition to the continuation of service provided to students, RWPCS will work with students and their families to ensure the devices students have, fit their needs and that the devices have been equipped with the correct apps and tools for students to be successful. The Special Education Department along with the technology team will work to ensure the best devices are available to students.

In addition, the Special Education Department will work to ensure the following:

- A referral system is in place that will ensure timely evaluations and referrals for students suspected of having a disability.
- In person services are provided for those students whose IEP requires in-person service delivery.
- Provide language supports for students with limited English proficiency.
- Offer multiple opportunities for connecting to the online learning platform as well as developing plans to ensure students IEP teams have met to consider whether any accommodations are required for students to continue to access Virtual Learning and to ensure they are documented in the student's IEP as well as decide if it is appropriate for services to be administered online.

**14. How did the school engage its internal community in developing the proposed virtual program? Include evidence demonstrating staff and family support for the proposed changes.**

RWPCS engaged its internal community in developing the proposed virtual learning program in multiple ways. There was extensive discussion regarding the virtual learning platform during our weekly parent meetings as well as during the open house sessions for our existing and new incoming parents. Students were

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<sup>11</sup> If a student's Individualized Education Program (IEP) requires in-person service delivery, the virtual program shall provide in-person services. Virtual programs shall also ensure timely evaluations and referrals for students suspected of having a disability.

<sup>12</sup> The virtual program shall fully comply with English learner requirements.

providing an application for admissions into virtual learning program for gifted and talented students. Parents/guardians of IEP students were given the opportunity to discuss the virtual learning program as they considered its viability for their children with IEPs.



**RICHARD  
WRIGHT**  
PUBLIC CHARTER SCHOOL FOR  
JOURNALISM AND MEDIA ARTS

## **Instructional Cadre Meeting**

**Thursday, May 12, 2022**

**1:00 pm-3:00 pm**

### **Outcome:**

**As a result of the meeting instructional cadre members will have discussed and developed a plan for the launching of a Virtual Learning program for the 2022-2023 school year.**

### **Agenda Items**

- **Virtual Learning platform and rationale for the Virtual Learning Program**
- **Goals and expected outcomes for Virtual Learning Program**
- **Virtual Learning Program format, curriculum, operations and alignment to the school's mission**
- **Emotional and social support for students on the Virtual Learning Platform**
- **Virtual Learning Program's impact on school climate and culture**
- **Using data to support the program and determining program effectiveness (benchmarks, 10 day assessments, end of quarter assessments, etc.)**
- **Training for teachers, students and parents on the Virtual Learning program**
- **Next steps**
- **Questions and concerns**
- **Adjournment**

**Attendance: Instructional Cadre**

**Thursday, May 12, 2022**

1. Marcia Kambulen (Science Dept Head)
2. Patrice Moss (Social Studies) Dept. Head
3. Marcia Bunn (Math Dept Head)
4. Eugenia Kumer (English)
5. Roxie King (Music)
6. Jalena Reed (Student Support Services)



2021-2022 -Sample Class Schedule

Semester 1	<b>Period 1: 8:45-9:55</b> Pre-Algebra	<b>Period 2 9:55-11:05</b> Chemistry	<b>3rd Period 11:35-12:45</b> Graphic Cesign	<b>4th Period 12:45-1:55</b> Geography	<b>Lunch 1:30- 2:00</b>	<b>5th Period 1:55-3:05</b> Music Production
Available Advance Course options	<b>Forensic Science</b> 7:30 am-8:45 am	<b>Public Speaking</b> 4:00pm- 5:30pm	<b>ELA Honors Writing Lab</b> 7:30 am -8:45 am			