Executive Summary

The crisis in public education facing our nation calls for immediate and sustainable change. This change must come at every level. The United States Secretary of Education Arne Duncan calls the need for school reform a "moral imperative."

Because its Founding Group has demonstrated experience operating high-performing, achievement gap-closing schools, DC Scholars Public Charter School ("DC Scholars PCS") is responding to Secretary Duncan's call and submits this petition to open a school with the mission to prepare students for the path to college and provide them with the life skills necessary to become productive members of their communities.

The DC Scholars PCS Founding Group brings a strong mix of education, business and non-profit leadership to its plan to open. DC Scholars PCS will locate in either Wards 7 or 8 and serve up to 556 students in grades pre-school through eight.. DC Scholars PCS will partner with Scholar Academies, a non-profit, school management organization, because of the organization's success operating schools serving a similar population in Philadelphia and Washington, DC—including the highest performing charter middle school in Philadelphia.

DC Scholars PCS will adopt the Scholar Academies model and operate with a clear, systems-driven, results-oriented approach. Decisions will be rooted in data and school leadership will be keenly focused on creating a positive school culture where student achievement is paramount.

The foundation of the Scholar Academies model is a deep belief that all students can succeed when placed in a highly effective, well managed school environment cemented with two achievement-driving strategies:
1) Strong emphasis on **human capital systems** so that leaders, teachers and staff of the highest quality can be attracted, developed and retained.
2) **Whole School Approach** to the implementation so that consistency can be maintained, efficiency can be increased and time spent on task and learning can be maximized;

The highly-focused learning environment will employ five pillars that support student achievement on a daily basis:
1) Extended school-day and extended school-year so that students spend **more time in school;**
2) Standards-aligned, school created curriculum combined with a uniform approach to lesson planning/delivery to **consistently provide highly effective instruction**;
3) Transparent and strict student incentive and accountability system implemented to drive **positive student behavior and strong school culture**;
4) **Use of data** to measure overall school performance and to frequently measure student performance so that intervention strategies can be created when needed;
5) **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school.

The Scholar Academies model is designed to build a pipeline of college-bound students who are well-prepared to enter the workforce and become productive members of their communities.

Our proposal is built on the belief that every child deserves a world-class education. We will approach our work with meticulous attention to detail and sweat the small stuff. We will think through everything and utilize every second in our school building thereby maximizing our students' success. DC Scholars PCS will be solution-oriented and we will never settle for less than our best. This is what all students deserve.
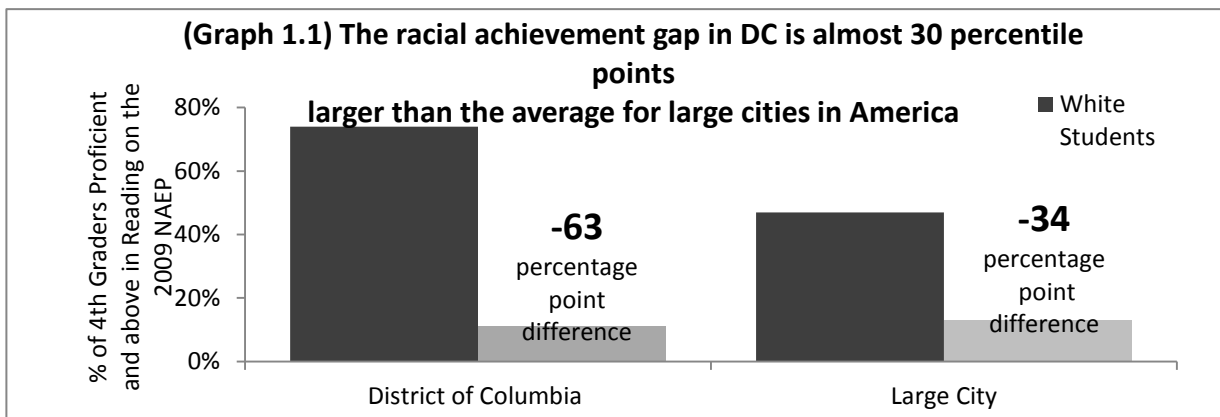
Mission and Purposes of the Proposed Public Charter School

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

Student Characteristics

In recent years, Washington, DC has entered the national spotlight for having made revolutionary strides towards improving education options for all students. With a thriving charter sector and a groundbreaking new teacher evaluation system among its transformative changes, DC is becoming a beacon of hope and possibility for education reform across the country.[1] Yet despite progress, DC remains a deeply divided city when it comes to academic achievement. The racial achievement gap in DC continues to be one of the highest among urban districts in this country (see Graph 1.1). According to the 2009 National Assessment of Educational Progress (NAEP), only 11% of black fourth graders in the District's traditional and charter public schools tested proficient or above in reading, compared with 74% of their white peers. Similarly, just 9% of low-income fourth graders in DC tested proficient or above in reading on the NAEP, compared with 38% of their wealthier peers.[2] Furthermore, these underperforming students have slim chances of catching up with their higher-performing peers in later years. Research suggests that weak literacy skills in the elementary grades are highly predictive of weak literacy skills later in life. A poor reader at the end of first grade has an 88% probability of being a poor reader at the end of 4th grade,[3] while three quarters of students who are poor readers in third grade will remain poor readers in high school.[4]

(Graph 1.1) The racial achievement gap in DC is almost 30 percentile points larger than the average for large cities in America

To address the need for increased quality educational opportunity for low-income and often minority students, the DC Scholars Public Charter School ("DC Scholars PCS") Founding Group seeks to open a school in Wards 8 serving up to 556 students in grades pre-school through eight.. DC Scholars PCS will engage Scholar Academies to manage and support the school because of its success operating schools serving a similar population in Philadelphia and Washington, DC. Scholar Academies is a non-profit, school management organization that exists to close the achievement gap.

DC Scholars PCS, through its affiliation with Scholar Academies, brings a proven track record of successfully implementing a school-wide model in three schools: Philadelphia's Young Scholars Charter School ("Young Scholars CS") and Young Scholars Frederick Douglass Charter School ("Young Scholars Douglass CS") and Washington DC's DC Scholars Stanton Elementary ("DC Scholars Stanton"). Young Scholars CS

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[1] See Hess, Palmieri, & Scull's "America's Best (and Worst) Cities for School Reform: Attracting Entrepreneurs and Change Agents" (Thomas B. Fordham Institute, 2010) for more on the reform environment in the District of Columbia. This study ranked DC second out of thirty major American cities for "friendliness" to entrepreneurial education reform, when looking across the domains of human capital, financial capital, charter environment, quality control, district environment, and municipal environment.

[2] US Department of Education; Institute of Education Sciences; National Center for Education Statistics; National Assessment of Educational Progress (NAEP), 2009 Mathematics and Reading Assessments. Data accessed through the NAEP Data Explorer, available at: http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx.

[3] Juel, C. (1988). "Learning to read and write: a longitudinal study of 54 children from first through fourth grades." *Journal of Educational Psychology,* 80(4), 437-447.

[4] Shaywitz, B.A., et al. (1997). "The Yale Center for the Study of Learning and Attention: longitudinal and neurobiological studies." *Learning Disabilities: A Multidisciplinary Journal*, 8:21-30.

serves 240 students in grades 6 – 8 and is the highest-performing charter middle school in Philadelphia (SY 08-09 and SY 09-10). Young Scholars Douglass CS and DC Scholars Stanton were historically low-performing District schools awarded to Scholar Academies in the fall of 2010 by the School District of Philadelphia and the District of Columbia Public Schools, respectively. Young Scholars Douglass CS serves 650 students in grades K-8 and DC Scholars Stanton serves 400 students in grades PS – 5, in Ward 8. All of the roughly 1,300 combined students are minority and approximately 95% qualify for free/reduced lunch.

Scholar Academies' flagship school, Young Scholars CS shows impressive results tripling the rate of growth of the School District of Philadelphia between 6th and 8th grade where students are growing an average of 1.35 grade levels in both reading and math as determined by a nationally normed Math and Reading growth assessment. Scholar Academies' two turnaround schools have only been open since August 2010 and therefore do not have a full school year's worth of data to report. However, early indications show that the schools are on a positive track towards success. Young Scholars Douglass CS has seen impressive growth on the Pennsylvania 4-Sight benchmarks assessments, which are valid, reliable and aligned to Pennsylvania System of School Assessment (PSSA) and provide an estimate of student performance on the PSSA. The baseline test, given in August of this year, reflected 28% proficiency in English and only 4% proficiency in Math across the entire school. In the November administration of the test, proficiency scores rose to 36% in English and 19% in Math. The third grade, in particular, moved from 0% proficient to 30% in Math and 21% to 36% in English.

At DC Scholars Stanton, math proficiency as measured by the DC-BAS has increased from a baseline of 5% to 12% during the December administration, including 2% of students scoring in the advanced category for the first time. Fourth grade math has seen the most dramatic improvement, moving from 5% proficiency in August to 22% in December. Additionally, students at DC Scholars Stanton are showing Mastery between 50-80% on school-created reading and math interim assessments.

The Scholar Academies' Model used at all three schools – and the model to be used at DC Scholars PCS – embodies the pillars outlined by industry leaders as requirements to drive student achievement in high-performing, urban schools. Created at Young Scholars Charter School, the Model is infused with the principles of universal accountability, transparency and consistency.

Scholar Academies creates efficiencies across each of its schools by fusing a progressive and rigorous approach to school culture with a strong instructional design/delivery model and tenacious leadership to create an environment where student achievement can occur. The Scholar Academies Model brings to DC Scholars PCS a systematic, stringent and rigorous whole school model with a proven track record of closing the achievement gap for low-income, minority students. The Scholar Academies Model is designed to build a pipeline of college-bound students who are well-prepared to enter the workforce and become productive members of their communities.

Echoing the primary goal of Scholar Academies, DC Scholars Public Charter School will exist to close the achievement gap for previously underserved students in low-income minority communities. The core of the Scholar Academies model, on which DC Scholars PCS will be founded, is a deep belief that all children deserve access to and can succeed when placed in a highly effective, well-managed school environment. In a city where approximately one third of children live in poverty and only 9% of public high school freshmen will graduate from college within five years, DC Scholars PCS will build a pipeline of college-bound students who are well-prepared to enter the workforce and become productive members of society.[5] Ultimately educating approximately 500 students in grades PS-8, DC Scholars PCS will serve students across the District of Columbia with a particular focus on Wards 7 and 8. Based on an analysis of the student populations in these areas, we anticipate a student body that is at least 85% low-income (as designated by eligibility for free-and-reduced-price lunch), at least 90% African-American, and about 10-12% special education.[6]

The achievement gap for low-income minority students begins early; according to Nobel Laureate of Economics James Heckman, "Most of the gaps [in cognitive ability] at age 18 that help to explain gaps in adult outcomes are present at age five."[7] Studies have shown that poverty

[5] *Poverty rate data:* DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *College graduation data:* DC College Access Program, DC Education Compact, DC Public Schools, and the DC State Education Office, "Double the Numbers for Success: A Call to Action for the District of Columbia," 2006. *Note:* statistics from this study are based on a cohort of DCPS and public charter school students enrolled in 9th grade during the 2001-02 school year.

[6] Estimates are based on an analysis of school-by-school statistics for DCPS and public charter schools in Wards 7 and 8. DCPS demographic data for SY 2009-10 is available on individual school profiles, accessible through the DCPS online school directory. Data for charter schools was accessed online through PCSB's most recent charter performance report booklet: "2009 School Performance Reports: Individual Reports for each D.C. Public Charter School operating during the 2008-2009 school year," March 2010.

[7] Heckman, J.J. (2008). "Schools, skills, and synapses." National Bureau of Economic Research (Cambridge, MA).

negatively affects children's cognitive development and readiness to learn in a variety of ways.[8] Poverty has a strong negative impact on the level of cognitive stimulation that children receive at home, a key factor in child cognitive development: low-income children generally are exposed to fewer books and magazines, spend less time reading with parents, and experience fewer intellectually-stimulating excursions (such as museum visits) than their wealthier counterparts.[9] Moreover, the stresses of poverty frequently contribute to parenting styles typified by harsher discipline and lower levels of warmth and support, which in turn have also been found to negatively affect child cognitive development.[10] By the age of three, children from low-income families have been exposed to approximately 1/3 the number of words as their higher-income peers, and display lower rates of language growth that are predictive of their language skills at ages 9 and 10.[11] Research has also shown that most of the achievement gap in mathematics between low-income children and their wealthier peers at age 12 is already present at age six.[12]

The message is clear: by the time the children that DC Scholars PCS aims to serve arrive in the classroom, they are already struggling to catch up with their peers. We believe that a high-quality education beginning in the early childhood years is critical to setting and keeping low-income minority students on a consistent track of academic success. The value of a PS-8 model has been recognized by a number of other DC charter schools in recent years. Perhaps most notably, KIPP: DC recently expanded from its traditional 5-8 middle school model into elementary and early childhood grades. As Laura Bowen, founder of KIPP: DC's first early childhood campus (KIPP: LEAP Academy), eloquently explained: "I watched each class of 5th graders arrive at KIPP so far behind grade level. I then watched how hard the teachers and students worked to play catch up…When KIPP started talking about elementary schools, I imagined the incredible academic and character results that would result if we were able to close the achievement gap for a group of students from the very beginning of their school life."[13] By implementing a PS-8 model at DC Scholars PCS, we are also refusing to leave our students' middle-school careers – and thus their prospects for success in high school and college – to chance. As Heckman observes, "…if early investment in disadvantaged children is not followed up by later investment, its effect at later ages is lessoned."[14] In other words, high-quality early childhood interventions can place students on the path to success, but continued quality academic experiences in subsequent years will leave them best prepared to achieve at high levels in high school, college, and beyond.

DC Scholars PCS is committed to locating specifically in Ward 7 or 8, which together are home to approximately 40% of DC's children.[15] Physically separated from the rest of the city by its position east of the Anacostia River, this area is 96% African American and faces particularly intensified socio-economic challenges compared to DC at large.[16] Wards 7 and 8 have the highest poverty rates in the city, with 25% of people in Ward 7 and 36% of people in Ward 8 living below the poverty line.[17] A staggering 43% of children in these communities are growing up in poverty.[18] Wards 7 and 8, together, account for approximately 40% of low-weight births in the city and almost 45% of births to single mothers.[19] According to the 2007-2009 American Community Survey, the median income for families living east of the river is $37,167, and approximately 18% of families subsist on an income of less than $10,000 per year.[20] At least a quarter of children in these communities are living on welfare, with 25% of children in Ward 7 and 36% of children in Ward 8 receiving Temporary Assistance for Needy Families (TANF). Similar numbers – 22% of children in Ward 7 and 27% in Ward 8 – receive the Supplemental Nutrition Assistance Program (SNAP, formerly Food Stamps).[21]

[8] For surveys of the literature on the effects of poverty on child development, see Bradley, R.H. & Corwyn, R.F. (2002). Socioeconomic status and child development. *Annual Rev. Psychol.* 53(4): 371-99, and Brooks-Gunn, J. & Duncan, G.J. (1997). The effects of poverty on children. *The Future of Children* 7(2): 55-71.

[9] Guo, G. & Harris, K. M. (2000). The mechanisms mediating the effects of poverty on children's intellectual development. *Demography* 37(4): 431–47.

[10] Ibid.

[11] Hart, B. & Risley, T.R. (2003). "The early catastrophe: the 30 million word gap by age 3." *American Educator* 27(1): 4-9.

[12] Heckman, J.J. (2008). "Schools, skills, and synapses." National Bureau of Economic Research (Cambridge, MA).

[13] "Rainwater Foundation's $5.5 million grant supports elementary growth." KIPP Foundation Newsletter, Fall 2008; online edition available at http://www.kipp.org/kippnews/0811/01.htm.

[14] Heckman, J.J. (2008). "Role of income and family influence on child outcomes." *Annals of the New York Academy of Science* 1136: 307-323.

[15] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* data from U.S. Census 2000.

[16] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates. ACS does not disaggregate data by ward, but divides the city into five Public Use Microdata Areas (PUMAs). The ACS data presented here refers to PUMA 00104, which essentially corresponds with the area encompassing Wards 7 and 8.

[17] NeighborhoodInfo DC, Wards 7 and 8 Neighborhood Profiles (www.neighborhoodinfodc.org). *Note:* data from U.S. Census 2000.

[18] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[19] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* data from 2007.

[20] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[21] DC Kids Count, "Every Kid Counts in the District of Columbia: 17th Annual Fact Book," 2010. *Note:* TANF data is from July 2010, while SNAP data is from June 2009.

In Wards 7 and 8, only 14% of the population age 25 and over has attained a bachelor's degree or higher.[22] When a study tracked a cohort of public high school freshmen in Wards 7 and 8, it found that only one in three of the students actually completed high school. Only one in 20 went on to earn a college degree.[23] Yet according to a Brookings Institute report from 2000, over 50% of jobs in DC are held by employees with a BA or higher.[24] And of 50 metropolitan areas in the United States, the DC area has the highest rate of jobs requiring a bachelor's degree or higher.[25] Level of education attainment strongly correlates with income level later in life: in DC, the median earnings for a person age 25 and over with a bachelor's degree is $57,920, compared with $20,454 for those who do not complete high school.[26] By failing to provide our neediest students with the high-quality education that they deserve, we are denying them the tools to succeed not only during their classroom years, but for the rest of their lives.

Methods to Address Student Needs

Through its employment of the Scholar Academies Model, DC Scholars PCS will deliver the high-quality education every student deserves. At DC Scholars PCS, we will provide the academic rigor and strong school culture needed to drive dramatic student achievement results and close the achievement gap.

To meet the needs of our target student population, DC Scholars PCS will operate with a clear, systems-driven, results-oriented approach. The foundation of the model is the combination of a highly effective, well-managed school environment with two central achievement-driving strategies:

- **A strong emphasis on human capital systems**: Research has shown that students assigned to three effective teachers in a row have a huge academic advantage over students assigned to 3 ineffective teachers in a row.[27] Yet on average, our country's low-income minority children are disproportionately taught by teachers "with less experience, less education, and less skill than those who teach other children."[28] Scholar Academies recognizes that student achievement requires supremely talented and committed faculty and school leaders. We have developed carefully-crafted systems for attracting, developing, and retaining the highest quality teachers and staff.

- **Implementation of a Whole School Approach:** DC Scholars PCS believes that academic excellence can only be achieved within a highly structured environment that drives the implementation of a singular, common approach to every school element. This maintains consistent expectations for students, increases efficiencies for teachers and staff, and, most importantly, maximizes time on task so that the achievement gap can be closed during a student's tenure.

Atop this foundation, five pillars drive student success at Scholar Academies on a day-to-day basis:

1. **Extended day and extended year** so that students spend more time in school. We will maximize student learning with approximately 33% more time in class than students attending neighborhood public schools. This extended schedule allows for a daily timeline where students can spend twice as much time on core subjects (reading and math), while still maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music.

2. **Standards-aligned, school-created curriculum combined with a uniform approach to lesson planning/delivery** to consistently provide highly effective instruction using a rigorous, standards-based, objective curriculum in all subject areas.

3. **Commitment to strong school-wide climate** that is centered on a transparent and strict student incentive and accountability system implemented to drive positive student behavior and strong school culture. DC Scholars PCS is committed to creating a school culture

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[22] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[23] DC College Access Program, DC Education Compact, DC Public Schools, and the DC State Education Office, "Double the Numbers for Success: A Call to Action for the District of Columbia," 2006.

[24] Ross, M. & DeRenzis, B. (2007). "Reducing Poverty in Washington, DC and Rebuilding the Middle Class from Within." The Brookings Greater Washington Research Program.

[25] Washington D.C. Workforce Investment Council, "The District's State of the Workforce Report," 2003.

[26] U.S. Census Bureau, 2007-2009 American Community Survey 3-Year Estimates.

[27] Sanders, W. L., & Rivers, J. C. (1996). "Cumulative and residual effects of teachers on future student academic achievement." University of Tennessee Value-Added Research and Assessment Center (Knoxville, TN).

[28] Peske, H. G., & Haycock, K. (2006). "Teaching Inequality: How poor and minority students are shortchanged on teacher quality." The Education Trust (Washington, DC).

where there are "no excuses," where there is a palpable sense of "urgency," and where there are universal "high expectations." School culture, the platform for student achievement, is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep care for every student.

4. **Use of data** to measure overall school performance and to frequently measure student performance so that intervention strategies can be created when needed. DC Scholars PCS will extensively use data at both a micro- and macro-level to measure student performance and prescribe supportive interventions when needed.

5. **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school. DC Scholars PCS fully believes in the collective commitment from students, families, parents and neighboring community to solidify a school culture of achievement.

School Location

Current Options in Wards 7 and 8

Although Wards 7 and 8 already offer some high-quality education options to students in our grade cohort, we believe that there is continued need and demand for excellent choices in these communities. In 2010, 45% of students citywide scored at least proficient on the DC-CAS in reading, with the same percentage scoring at least proficient in math. Although twenty-one public (DCPS and charter) elementary or PS/PK-8 schools with testable grades currently serve students in Ward 7, just four of those schools exceeded 45% proficiency in both math and reading on the 2010 DC-CAS (see Table 1.1). On the other hand, 11 failed to reach the state average in both subjects by 10 percentage points or more. Historical testing data from the Office of the State Superintendent of Education (OSSE) show that many of these institutions have underperformed for years.[29] It is also important to note that two of the schools performing above average on the DC-CAS (Burrville and Houston) feed directly into a middle school where performance in core academic subjects drops sharply (Ron Brown MS, with 36% of students proficient in math and 29% proficient in reading). If students at these schools are unable to seek other options upon graduation from fifth grade, they risk facing academic setbacks during their crucial middle school years.

The story is very similar in Ward 8, where just two out of twenty-two public (DCPS and charter) elementary and PS/PK-8 schools with testable grades exceeded 45% proficiency in both math and reading on the 2010 DC-CAS (see Table 1.2). Again, a much larger number – 14 schools – failed to reach the state average by 10 percentage points or more in both subjects. And again, poor-quality middle school options can severely dampen the positive effect of the few higher-quality options in Ward 8: one of the two Ward 8 schools performing above average on the DC-CAS (Leckie, a DCPS elementary school) feeds into the lower-performing Hart Middle School (18% proficiency in math, 22% in reading) for grades 7 and 8.

(Table 1.1) Elementary and PS/PK-8 Public Schools in Ward 7[30]				
	Current Grades *(projected)*	**Enrollment 2009-10** *(projected)*	**Percent Proficient on DC-CAS 2010**	
DC Public Schools			**Math**	**Reading**
Aiton ES	PS-5	308	26%	26%
Beers ES	PS-5	351	44%	46%
Burrville ES	PS-5	322	51%	48%
C.W. Harris ES	PS-5	214	20%	25%

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[29] We use 2010 DC-CAS scores as a benchmark with the caveat that a few of the charter schools in Wards 7 are new within the last few years and so have not necessarily established a track record for performance.

[30] Data for DC Public Schools collected from individual school profiles available through the DCPS website; data for public charter schools collected from DC Public Charter School Board and Friends of Choice in Urban Schools (FOCUS). "Grades Served" refers to the current 2010-11 school year, while "Enrollment" refers to the audited 2009-10 enrollment figures, available on OSSE's "2009 Fall Enrollment Audit Report." Projections show how charter grades and enrollment will increase as schools grow to capacity.

Davis ES	PS-5	199	23%	24%
Drew ES	PS-5	184	15%	20%
Houston ES	PS-5	246	55%	52%
Kenilworth ES	PS-5	185	43%	31%
Kimball ES	PS-5	303	47%	41%
Nalle ES	PS-5	352	32%	24%
Plummer ES	PS-5	214	26%	33%
Randle Highlands ES	PS-5	403	46%	42%
River Terrace ES	PS-5	148	31%	34%
Smothers ES	PS-5	216	33%	30%
Thomas ES	PS-5	250	35%	36%
Winston EC	PS-8	298	20%	24%
Public Charter Schools				
Arts and Technology Academy PCS	PS-6	606	39%	44%
DC Prep: Benning Elementary	PS-1 *(PS-3)*	204 *(300)*	N/A	N/A
Friendship PCS: Blow-Pierce Junior Academy	PS-8	511	57%	50%
Howard Road PCS: Pennsylvania Ave	PS-3	166	N/A	N/A
Howard Road PCS: Jones Memorial Campus	3-6	78	28%	22%
KIPP DC: LEAP *(Benning Campus)*	PS-K	281	N/A	N/A
KIPP DC: Promise *(Benning Campus)*	1-2 *(1-4)*	111 *(377)*	N/A	N/A
KIPP DC: KEY *(Benning Campus)*	4-8	328	81%	69%
NIA Community PCS	PK-6 *(PK-8)*	202 *(300)*	23%	28%

Narrowing the focus to public charter schools specifically, we have identified four charter school campuses in Ward 7 that currently serve (or are growing to serve) students continuously from early childhood (PS or PK) through eighth grade: DC Prep's Benning campus, KIPP DC's Benning campus (LEAP, Promise, and KEY Academies), Friendship's Blow-Pierce campus, and Nia Community PCS.[31] Of these schools, Friendship: Blow-Pierce and KIPP: KEY Academy exceeded the DC averages in math and reading on the 2010 DC-CAS, with KIPP students in particular far outperforming their peers at other schools. While DC Prep's Benning campus does not yet have testable grades, the performance of its other campuses suggests that Benning will be high-performing as well.[32] Yet schools like these tend to become quickly oversubscribed, largely because their records of success attract hundreds of families to apply for a spot each year. Statistics for the 2010-11 school year show huge waiting lists for both DC Prep and KIPP. At DC Prep's Benning campus, just 205 out of 372 applicants (approximately 55%) were offered admission for the current school year. Most grades at KIPP's Benning campus had waitlists of 100 or more students: 326 students were waitlisted for a PS class of 81 students, 192 for a class of 99 PK students, 160 for a class of 100 Kindergarteners, and so on through 8th grade.[33]

Ward 8 has a total of six public charter school campuses serving (or growing to serve) students continuously from PS/PK through 8th grade: Center City: Congress Heights, Excel Academy, Howard Road Academy: Main Campus, Imagine Southeast, KIPP's Douglass campus (Discover and AIM Academies), and Septima Clark.[34] Among these schools, KIPP: AIM Academy stands out for

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[31] DC Prep: Benning Elementary currently serves students in grades PS-1, and will grow up one grade a year until reaching 3rd grade, when a middle school serving grades 4-8 will be added. KIPP's Benning campus currently serves students in grades PK-2 and 4-8, but is growing to serve all grades PS-8. Several stand-alone charter middle schools, which for the most part will not overlap with DC Scholars in terms of student recruitment, are also located in Ward 7. Of the four DC charter schools approved to open in 2011, none serving students within our proposed grade range indicated interest in locating East of the River on their applications. However, the DC Promise Neighborhood Initiative was one of 20 national recipients to receive a planning grant this year from the US Dept. of Education, for its proposal to launch a Promise Neighborhood in the Parkside/Kenilworth community of Ward 7.

[32] DC Prep's Edgewood Middle Campus (Ward 5) had proficiency rates of 78% in math and 75% in reading on the 2010 DC-CAS. Its Edgewood Elementary Campus (Ward 5) had proficiency rates of 54% in math and 57% in reading.

[33] At KIPP, the only grades with waitlists that did not exceed 100 students were 5th (waitlist of 65) and 8th (waitlist of 38). Enrollment and waitlist figures for all schools were acquired through phone or email conversations with CMO staff.

[34] It is also worth noting that while Friendship: Southeast only serves students through 5th grade, another Friendship school located in Ward 8 (Tech Prep) serves grades 6-8. Neither school, however, has over 50% of students proficient in math or reading. Several stand-alone charter middle schools, which again for the most part will not overlap with DC Scholars in terms of student recruitment, are also located in Ward 8.

its impressive performance on the DC-CAS.[35] But like the schools on KIPP's Benning campus, both AIM and Discover are already oversubscribed. At Discover, classes of 98 PK and 99 Kindergarten students this year had waitlists of 100 and 62 students, respectively. AIM also waitlisted students at all grade levels: 28 waitlisted for a class of 96 fifth graders, 93 waitlisted for a class of 85 sixth graders, 75 waitlisted for a class of 77 seventh graders, and 45 waitlisted for a class of 73 eighth graders. And demand, particularly at the PS and PK level, is not limited to KIPP: for example, the all-boys public charter school Septima Clark waitlisted approximately 40 children for an 82-student early childhood program (PS and PK) this year.

(Table 1.2) Elementary and PS/PK-8 Public Schools in Ward 8[36]				
	Current Grades *(projected)*	Enrollment 2009-10 *(projected)*	Percent Proficient on DC-CAS 2010	
DC Public Schools			Math	Reading
Ferebee-Hope ES	PS-6	359	32%	31%
Garfield ES	PS-5	277	16%	19%
Hendley ES	PS-6	329	24%	23%
Ketcham ES	PS-5	259	32%	38%
King ES	PS-6	385	41%	41%
Leckie ES	PS-6	318	53%	46%
MC Terrel/McGogney ES	PS-6	272	23%	28%
Malcolm X ES	PS-5	212	9%	23%
Moten ES @ Wilkinson	PS-5	403	23%	21%
Orr ES	PS-5	275	39%	33%
Patterson ES	PS-6	388	24%	38%
Savoy ES	PS-5	367	20%	22%
Simon ES	PS-6	309	18%	23%
Stanton ES[37]	PS-5	368	8%	13%
Turner ES @ Green	PS-5	265	44%	47%
Public Charter Schools				
Center City PCS: Congress Heights	PK-8	185	14%	31%
Early Childhood Academy PCS	PS-3	225	19%	35%
Excel Academy PCS	PS-2 *(PS-8)*	209 *(289)*	N/A	N/A
Friendship PCS: Southeast	PS-5	503	50%	43%
Howard Road PCS: Main Campus	PK-6 *(PK-12)*	562 *(600)*	32%	29%
Imagine Southeast PCS	PK-5 *(PK-8)*	321 *(1000)*	18%	21%
KIPP DC: Discover *(Douglass Campus)*	PK-K *(PS-PK)*	100 *(276)*	N/A	N/A
KIPP DC: AIM *(Douglass Campus)*	5-8	330	76%	54%
Septima Clark PCS	PS-4 *(PS-8)*	133 *(320)*	0%	6%

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[35] Again, we use 2010 DC-CAS scores as a benchmark with the caveat that several of the charter schools in Ward 8 are new within the last few years and have not necessarily established a track record for performance.

[36] Data for DC Public Schools collected from individual school profiles available through the DCPS website; data for public charter schools collected from DC Public Charter School Board and Friends of Choice in Urban Schools (FOCUS). "Grades Served" refers to the current 2010-11 school year, while "Enrollment" refers to the audited 2009-10 enrollment figures. Projections show how charter grades and enrollment will increase as schools grow to capacity.

[37] Stanton's DC-CAS scores pre-date the Scholar Academies takeover.

We believe that a new school serving grades PS-8 will make a strong addition to the options currently available in Wards 7 and 8. Moreover, an analysis of where DC's highest-performing schools are located *within* Wards 7 and 8 has further convinced us of the opportunities for strategically locating DC Scholars PCS in a neighborhood (or cluster of neighborhoods) that have the *most limited* quality school options within their bounds. We recognize that physical distance is not stopping DC families from trying to get their children into the best possible schools. Yet we also firmly believe that children in every neighborhood should have the opportunity to attend a high-quality school that is *readily accessible*, without having to trek across the ward (or across the city) for better options. We believe that by providing a high-quality PS-8 school in a neighborhood previously without such an option, we will not only attract families who would otherwise exert themselves to send their children to a higher-quality (if less conveniently-located) school in another part of the city, but also families who may otherwise be unaware or unable to take advantage of options available beyond their neighborhood schools. An initial review of public schools across both wards shows several locations where fewer quality charter options prevail. The following list is neither exhaustive nor conclusive (especially since the ultimate location of DC Scholars PCS will depend at least in part on facilities availability), but we believe these groups of neighborhoods are promising and strategic locations for a brand new PS-8 charter school:

1. Ward 8: Bellevue, Washington Highlands, Congress Heights
2. Wards 7/8: Naylor Gardens, Fairfax Village, Hillcrest, Randle Highlands
3. Ward 7: Deanwood, Burrville, Grant Park, Lincoln Heights, Northeast Boundary

Scholar Academies will make an effort to strategically place DC Scholars PCS in a neighborhood that is home to few high-quality options for elementary and middle school students, in order to attract and meet the needs of the most underserved children in Wards 7 and 8.

School Enrollment Plan

DC Scholars PCS will open in the Fall of 2012 with grades PS through 3, with two (2) sections of students per grade. In year two (SY13-14) and in each subsequent year, DC Scholars PCS will grow one grade per year until it plateaus in SY17-18. If enrolled students leave during the school year, students in grades PS-6 will be taken from the waitlist to fill their spots. However, if the student leaves after December, their spot will not be filled because the new student will have missed such essential elements of the school year and it will not be fair to him or her. If students leave in grades 7 or 8, their spots will not be filled because DC Scholars PCS believes that a student entering a comprehensive middle school where the majority of students have studied since early childhood will not be set up for success. As is clear in the enrollment table below, DC Scholars PCS has built in a range number of students for enrollment in order to account for circumstances such as these.

	PS	PK	K	1	2	3	4	5	6	7	8	TOTAL
2012-13	30	40	48-54	48-54	48-54	48-54						262-286
2013-14	30	40	48-54	48-54	48-54	48-54	48-54					310-340
2014-15	30	40	48-54	48-54	48-54	48-54	48-54	48-54				358-394
2015-16	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54			406-448
2016-17	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54		454-502
2017-18	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	502-556

School's Impact on the Surrounding Community

Scholar Academies' turnaround work this year at Stanton Elementary School in Ward 8 has only solidified our commitment to students east of the river. This work has brought us into the heart of Ward 8, where we have not only seen the challenges that these students and their families face but also the incredible potential in every child we educate. We are dedicated to growing the high-quality education options available to students East of the River, where we believe that we can not only provide choice to those who seek it, but also proactively support those families who are unaware of the options available to them. Scholar Academies is dedicated to building a college-going mentality that will not only pervade the DC Scholars PCS campus, but also extend throughout the community. By elevating the college-readiness of our student population, DC Scholars PCS will also begin to influence the perspective on education for the surrounding community. As outlined in the parent and community engagement section B of this application, DC Scholars PCS is committed to working with families to understand the importance of placement in a college preparatory high school for their students' futures.

Through a comprehensive community engagement strategy, in partnership with DC School Reform Now, DC Scholars PCS will also become a more holistic education center for the community. While the school's primary focus is improving the achievement rates of our students, the school has a number of physical resources that can be used to support the community. In partnership with the Parent Action Committee (PAC), discussed in section B, DC Scholars PCS will open its doors during non-school hours to be used by parents and community members. Community members will have access to literacy workshops, GED classes, computers, and other programs that the PAC and other community organizations believe will have a positive and educational impact on the neighborhood.

Mission and Philosophy

Mission

DC Scholars Public Charter School, serving grades PS through 8, prepares students for the path to college and provides students with the foundation of life skills to become productive members of their community.

Philosophy

The Scholar Academies' Model that will be used at DC Scholars PCS is rooted in the following educational philosophy and organizational core values:

- *Every individual who works at a Scholar Academy has the responsibility to believe, to teach, to lead, and to inspire so that our students can achieve at high levels. We believe that every child deserves a world-class education. We fuse a progressive and rigorous school culture with strong instructional design, delivery and leadership to create an environment where dramatic gains in student achievement can be made.*

- *We embrace the challenges in front of us as urban educators. We confront the reality that our students typically come to us far behind grade level and that they face enormous obstacles. Then, collectively, we take responsibility for our outcomes and we approach every day and each instructional minute with a contagious sense of urgency and enthusiasm – we believe that we are the solution.*

- *We approach our work with meticulous attention to detail and we sweat the small stuff. We think through everything to maximize every second in our facilities and to increase our chances at success. We are solution-oriented, and never settle for less than our best. This is what our students deserve and we couldn't imagine any other line of work that is more meaningful. We are educators and we change lives…we make history.*

- *Each Scholar Academy embraces a set of School Core Values developed by identifying the traits of effective educators and administrators that lead to impressive results in student achievement. These School Core Values reflect how we should operate individually and collectively to most efficiently and doggedly meet and exceed our goals as an educational institution. The six School Core Values (see section K for descriptions of each School Core Value) are:*

  1. *Outrageous Achievement, No Excuses*
  2. *People are Paramount*
  3. *Teamwork is an Exponent to Impact*
  4. *Students First*
  5. *Details Deliver*
  6. *Fun and Balance*

Central to the DC Scholars PCS's educational philosophy is an intense focus on college. DC Scholars PCS will operate with keen attention to reframing student expectations to include college as a plan for each of their futures. An essential part of this reframing process is consistent reinforcement in and around the school's physical space as well as the use of aspiration-building language by faculty (see the Educational Focus section for more details about how this will be accomplished).

c. Educational Focus

High Expectations, No Excuses and a Community of Achievement

DC Scholars PCS will operate with a high-expectations, no-excuses methodology where sweating the small stuff is central to the success of our students. Research has shown that a belief in the potential of all students and an attention to detail have been central to the success of high-performing schools, including the other schools within the Scholar Academies network.[38] A commitment to high expectations will be evident through our rigorous, standards-aligned college-prep curriculum, our use of assessments and data to track student growth and implement interventions, and our maintenance of a positive school culture where disorder is not tolerated.

With this culture of high expectations, DC Scholars PCS will become a *c*ommunity of achievement where students take ownership over their learning and consider distractions a disservice. Students will know where they are going and want to get there. The "community of achievement" is centered on a "Big Goal" for each class. "Big Goals" (for example, "by the end of the year, 80% of my students will score proficient or advanced on the math DC-CAS," or, "my students will show two grade levels growth in reading") create a sense of purpose and make tangible the trajectory of progress for a given school year. The "Big Goal" for a class should be bold while still clear and compelling. Big Goals fall outside of the comfort zone and are aimed at investing students in where they are going and how the school will support them to get there. Teachers and school leaders will also be held responsible for structured, well-managed and instructionally sound classrooms where students are able to meet their "Big Goals."

College Preparatory

DC Scholars PCS will be a college-preparatory comprehensive elementary school focused on reframing the expectation of all students to include college education as a part of their futures. As DC Scholars PCS will be located in an area of the city where less than 15% of the population has attained a bachelor's degree,[39] exposure to and emphasis on college is essential. Only by reframing student expectations will DC Scholars PCS succeed in turning around the current college graduation rates in Wards 7 and 8. DC Scholars PCS students will be exposed to a college-going culture from day one, as occurs at so many of the top-performing charter schools in DC and nationwide.[40] This culture will be supported by daily reinforcement in the organization and physical environment of the school, including:

- Each homeroom will be named for a college or university and each homeroom (grades 3-8) will take a field trip to the school that their class is named for once a year.
- Each grade level will be referred to by the year they will graduate from college.
- College pennants will line the hallways of the school to show the vast number of college and university options that exist.
- A bulletin board in the hallway will show where all of the teachers and administrators went to college.

Life Skills and Character Development

Not only will DC Scholars PCS strive for every student to achieve academically, but we will also place a heavy emphasis on character development. With a solid foundation of academics and character building, DC Scholars PCS students will be prepared to contribute to their community. The importance of character development at Scholar Academies is evidenced by our schools' core values, PATH (Prepared (PS-2) / Professional (3-8), Attentive, Thoughtful, Hardworking), and will be reinforced at DC Scholars through daily and weekly routines during the school year, including behavioral reward systems and community meetings.

While many schools sacrifice the attention to this domain in order to concentrate entirely on academics,[41] we believe that the development of our students' moral characters and life skills are essential to ensuring their future success. We know that we must provide our students with the ability to navigate the world on their own once they leave DC Scholars PCS and enter high school and college.

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[38] Barley, Z. and Apthorp, H. "Creating a Culture of High Expectations," McCrel Research Insights, vol. 55 (Spring 2007).

[39] U.S. Census Bureau, 2007-2009 American Community Survey (ACS) 3-Year Estimates.

[40] Whitman, D. "Sweating the Small Stuff," Thomas B. Fordham Institute, (June 2008).

[41] Huitt, W. (2004). Moral and character development. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University

d. Goals

DC Scholars PCS is a college-preparatory comprehensive elementary school that will ultimately serve students in Preschool through 8th grade. DC Scholars PCS will strive to meet the following goals, which are specifically linked to the mission of preparing students to attend and succeed in the city's and nation's best high schools and colleges.

1. After attending DC Scholars PCS for two years, 80% students will demonstrate math and literacy proficiency as measured by a score of proficient or advanced or proficient on the DC-CAS or PARCC.
2. All graduating students will be prepared to be successful in a college-prep high-school
    a. All graduating students will attend a college-prep high school.
    b. Graduating students complete a three (3) to four (4) page typed analytic essay based on a literary text
    c. Graduating students complete Algebra 1
    d. Graduating students will reach a 10th grade reading equivalency or higher as measured by GRADE
3. By the fourth year of the charter, DC Scholars PCS will close the achievement gap between the low-income students we will serve and the statewide peers as measured by DC-CAS or PARCC.
4. DC Scholars PCS will have a strong school community where teachers, students and families are committed to student achievement.
    a. Students will be present an average of 95% of school days
    b. Parents will be engaged with the school community
        i. 75% of parents will attend report card conferences
        ii. 90% parent satisfaction as shown through a survey
    c. 85% of teachers and staff will be satisfied or very satisfied as measured by the staff survey

2. Charter School Curriculum

a. Student Learning Standards

DC Scholars PCS will adopt and use the Common Core State Standards (CCSS) as the foundation for curriculum and instruction due to the fact that 1) they are nationally recognized as rigorous; 2) DC agreed to adopt them in 2010; and 3) Scholar Academies as a network has already adopted large sections of the Common Core into its schools' curricula. Until the DC standards are phased out completely in 2014, the school will work to sync the CCSS and the DC standards to ensure students are accessing the full range of information. To address the specific needs of students with limited English Proficiency, DC Scholars PCS will align the DC English Language Proficiency standards with the CCSS where needed.

The CCSS were developed based on extensive research[42] from educators and academics to push student achievement at all grade levels and to ensure success in high school and college.[43] The standards push critical reading, writing, and math analysis beyond basic rote skills, towards building competencies that future leaders and scholars must internalize. Since high school and college achievement are at the center of the Scholar Academies' mission, the CCSS are an ideal place from which to draw the curricular foundation. For subjects where Common Core has not released specific content standards (such as Science and Social Studies) and for grade levels that are not included in CCSS (Preschool and Prekindergarten) DC Scholars PCS will use the DC standards, Vermont early childhood (see Section K for a sample) and the CCSS literacy standards for science, social studies, and technologies as a foundation.

Recognizing the importance of using assessments that are directly aligned with the CCSS, DC Scholars PCS will prepare students for success on the DC-CAS or the Partnership for Assessment of Readiness for College and Careers (PARCC) common assessment system based on the timeline of PARCC's integration into the DC system. Once developed, the PARCC common assessment system will be based on the CCSS and will aim to measure college and career readiness.[44] Made up of 25 states, including DC as a governing state, PARCC will allow for cross-state comparisons of assessment results, enabling DC Scholars PCS to better measure performance both in and outside of DC.

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[42] Common Core State Standards Initiative. (2010). English language arts & literacy in history/social studies, science, and technical subjects: Appendix A. http://www.corestandards.org/assets/Appendix_A.pdf

[43] Achieve. (2010). A comparison of the Common Core State Standards (CCSS) for English language arts and literacy in history/social studies, science, and technical subjects (June 2, 2010) to the American Diploma Project (ADP) Benchmarks for English (2004). http://www.achieve.org/files/AchieveCCSSEnglishcomparionwithADPBenchmarks061610.pdf

[44] PARCC (2010). Partnership for Assessment of Readiness for College and Careers (PARCC) Race to the Top Assessment Proposal Summary. http://www.achieve.org/files/PARCCSummary120210.pdf

Based on the research conducted by Grant Wiggins and Jay McTighe, as outlined in their book *Understanding by Design,* the approach to curriculum at DC Scholars PCS will match the teacher-created, backwards-mapped, standards aligned approach used at each Scholar Academy. Teachers will be employed in the summer of 2012 to develop the scope and sequence and unit plans for each grade and course of study. These teachers will analyze the state assessment (DC-CAS and later PARCC) to determine which standards should receive the greatest amount of instructional emphasis across the scope and sequence. To produce the most dramatic student achievement results possible, DC Scholars PCS will utilize the existing Scholar Academies framework for curriculum development. DC Scholars PCS teachers will collaborate in content teams to develop a course description, unit plans, and daily lessons for all core subjects using the process described below. The school's instructional leader in conjunction with a member of the Scholar Academies Academic team will review these planning documents to provide feedback, coaching and support. Once the scope and sequence is complete, the School Director and teacher-leaders will create summative assessments aligned to the year-end outcomes.

Individual teachers will then create their own daily lesson plans, based on these scope and sequences and unit plans, during the school year. All created curricular documents will be centered on a clear and measurable standard that plainly defines what students should know and/or be able to do and how they will be assessed. All curriculum will be created using a backwards planning process, where each course objective is linked to a Common Core State Standard (for Math and Reading) or DC standard (for Science and Social Studies) and then articulated in a productive, engaging, measurable lesson. School- and teacher-created curriculum facilitates greater understanding of objectives, content, and purpose by each individual instructor.

To ensure that teacher curricula and plans are of exceptionally high quality, each DC Scholars PCS teacher will have planning time during the day. In the elementary grades, DC Scholars PCS will use a co-teacher model to provide the lead teacher support during the school day to focus on lesson planning. In the middle grades, teachers will be given three prep periods during the school day to use for lesson planning.

While our approach calls for network-supported, school-created curriculum for all subjects, the following textbooks and supplementary materials are currently used as resources at Scholar Academies' elementary schools and will likely be used at DC Scholars PCS as well: Pearson's enVisions Math Program, Lucy Calkins' literacy methods, Fountas and Pinnell guided reading, Reading Mastery and FOSS Science kits. DC Scholars PCS will begin using these resources based on the success Scholar Academies has seen at its other schools. However, if these resources do not meet the needs of DC Scholars PCS students, the Scholar Academies team will find appropriate replacements. The reasons and justifications for choosing these resources will be discussed in section A2.

The central non-academic standards of DC Scholars PCS, focused on character building, will be reflected in the school's core values – Prepared (PS-2) / Professional (3-8), Attentive, Thoughtful, Hardworking (PATH) – and will draw specific standards from Vermont's Personal Development Standards. These standards address respect, flexibility, goal setting, and more.[45] A school culture curriculum will be developed that explicitly lays out how these values should be taught at each grade level and how they are vertically aligned to ensure student development and growth each year.

Overview of Curriculum Writing and Planning Process

Scholar Academies' teachers are responsible for high-quality long-term unit planning, as we know that this is crucial to keeping classes on pace, reaching long-term goals, and delivering content that is both engaging and relevant to students. In order to maintain and achieve the highest academic expectations and provide our students with rigorous, college-prep classes, teachers at Scholar Academies' schools are also responsible for answering and continuously reflecting upon the following three questions:

1. What do my students need to know?
2. How are my students going to learn the skills and content that they need to know?
3. How will the school know if students understand and master the skills and content that was taught?

To best answer these questions, teachers on the curriculum writing team are required to use the following methodology and tools:

What do my students need to know?
- At the beginning of the year, teachers intensely examine and understand the CCSS and DC standards (as well as released examples of questions from previous year's DC-CAS and, when available, PARCC exams) for their particular subject and grade level.

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[45] http://education.vermont.gov/new/html/pubs/framework.html (dated 2000)

- Teachers break down these frameworks into clear and measurable DC Scholars learning standards. Teachers will review these standards throughout the year to ensure consistent alignment.
- Teachers internalize school-wide Big Goals (1.5 grade levels of growth; 80% mastery of taught standards) and ensure that their course content is designed to lead to attainment of these goals. Additionally, each teacher develops a **Big Goal** for his or her class.

How are my students going to learn the skills and content that they need to know?

- At the beginning of the year, teachers use their learning standards to create a **Scope and Sequence** that provides them with a roadmap of the year ahead. If necessary, this document will be revised throughout the year to reflect sequencing adjustments.
- Teachers translate the scope and sequence into a **Unit Sequence Calendar**. This document will likely be revised throughout the year to reflect pacing adjustments.
- Teachers use the Scope and Sequence, and Unit Sequence Calendar, to create a **Course Description**, which publicly outlines the significant teaching and learning that will be accomplished by the end of the academic year.
- Teachers create **Unit Plans** at least one week before each unit begins.
- Teachers translate their Unit Plans into **Daily Lesson Plans.**

How will the school know if students understand and master the skills and content that were taught?

- Strong internal assessments are a key element to building and sustaining strong curricula across a school. To begin, curriculum teams will use the CCSS and DC standards to create clear learning goals and build a summative assessment that all students will take at the end of the year. After the summative is developed and finalized, quarterly interim assessments are created to assess student progress along the way.

- The goal of interim assessments is to measure student learning and identify skills or concepts that need to be re-taught during the year. Because of this, interim assessments must be cumulative, as each one must spiral in key learning goals from previous units and quarters. From a practical standpoint, this means later quarterly assessments will be longer than earlier ones since there will be more material to assess.

- All questions in these assessments should be directly tied to and labeled with the appropriate learning goal/Common Core standard which they measure. Ideally, we strive to create interim and summative assessments that are more rigorous than their state counterparts in order to best prepare our students and because we recognize the state bar is often too low for the growth we expect in our schools. In order to reliably assess mastery, each standard needs a minimum of five (5) questions (ideally six or seven).

- Throughout the year, teachers look specifically at school-wide assessments and results to determine student readiness for content before every unit begins and to adjust units to account for least mastered standards and necessary re-teaching. Because the curriculum is vertically aligned, teachers will know what material has been previously covered in prior years and what content is completely new.

- Teachers will develop **Pre-Diagnostic Assessments** that students take at the beginning of each unit and **Summative Unit Assessments** (created before the unit begins) that will be taken at the end of the unit.

- Teachers will employ a variety of other formal and informal assessments to gauge mastery.

Step by Step Approach to Writing a Standards-Driven Curriculum

Step 1: Creating a Big Goal

The purpose of a "Big Goal" is to help create a sense of purpose and make tangible a trajectory of progress for a given school year. A "Big Goal" for a class is what it states; it should be clear and compelling, fall outside of the comfort zone, and be bold and exciting. This Big Goal could be: "by the end of the year, 80% of students will score proficient or advanced on the math DC-CAS" or, "students will show two grade levels growth in reading." This goal isn't just for a teacher, but also for students. A Big Goal invests students in where they can go and helps

teachers assist in getting them there. The Big Goal is helpful in producing a culture of achievement where students take ownership of their learning and consider distractions a disservice.

Step 2: Scope and Sequence Creation
To build a Scope and Sequence, teachers first read through the CCSS and DC standards to solidify their understanding of the skills that they must teach students over the course of the year. Next, teachers use a Scope and Sequence template to order these skills throughout the year, making sure that they are taught in a logical order that will make most sense for the students while also working to fit within the school's assessment calendar.

A sample of the Scope and Sequence Template is attached in Section K.

Step 3: Unit Sequence Calendar Creation
After creating a Scope and Sequence, teachers break it down further by developing individual units based on content, skills, and/or themes. Teachers are given flexibility as to how many units are included in their course over the year as long as they can justify the reasoning behind it. The unit calendar needs to reflect all relevant testing days as well as map out the planned instructional approach by specific calendar day. Teachers are expected to adjust their unit plans over the course of the year, as scheduling changes occur and re-mastery lessons are better understood.

A template of the Unit Sequence Calendar is attached in Section K.

Step 4: Creating a Course Description
Each teacher will be responsible for a Course Description that describes the highlights of the course, its learning standards and sequence of units for the year, as well as other teacher- and course-related information. It is required that teachers distribute Course Descriptions to families at the start of the school year. It is also required that they be maintained on the school-wide network. If any substantive changes occur to courses during the year, it is expected that teachers will update course descriptions on the network and distribute the new version to students and families.

Step 5: Writing Daily Lesson Plans
The purpose of having Daily Lesson Plans is twofold: 1) to clearly define the desired outcomes and what exactly the students need to learn, as clear expectations for student learning are in the best interest of the students, families, teachers, and school community; and 2) to provide a roadmap for how teachers will use each minute during a lesson so time-on-task is maximized and time is not wasted.

It is recommended that teachers create daily lesson plans a week at a time so that the standards being taught can easily be connected to the scope and sequence and unit sequence calendar. When doing so, teachers should check the scope and sequence and unit sequence calendar to make sure that required content and performance skills are covered in the daily lesson plans.

The Daily Lesson Plan Template lays out the expectations for lesson formats. The most critical component of daily lesson planning is creating a clear, specific, student-centered, and measurable objective that can be assessed.

b. Resources and Instructional Materials

The majority of the curriculum at DC Scholars PCS will be a blend of teacher and network-created material along with more standardized "off-the-shelf" curricula and resources that are designed to support teachers in their curriculum creation. We believe this mix will help teachers simultaneously remain innovative while feeling supported. Our teachers have the freedom to use the resources provided so long as lessons are rigorous, standards-aligned, and match the Scholar Academies model. Additionally, all classes contain a literacy focus and students are expected to engage in reading and writing during every class period.

English/Language Arts

(Preschool and Pre-Kindergarten)

Early Childhood ELA introduces students to a range of skills and concepts necessary to become a successful reader and writer while also focusing on social-emotional education. An emphasis will be placed on building beginning vocabulary and sight words, foundational phonemic awareness and sound differences, and developing a love of reading. Teachers will model reading fluency and assess basic comprehension skills by asking students questions after read alouds, which occur three times a day. Students will be prompted to make connections between texts and life to increase comprehension. Nursery rhymes will help students gain phonemic awareness and allow them opportunities to experiment with word sounds, initial blending, and segmenting. Teachers will model and prompt writing skills through the tracing of letters and dictation activities where students instruct the teacher what to write based on pictures and play activity.

To help teachers accomplish the previous foundational instruction, the following are examples of potential resources that we are considering for DC Scholars PCS:

- *The Creative Curriculum* provides a broad outset of the early childhood classroom and an outline of what kids should be doing throughout the day. It also articulates what effective centers and room environments should look like. Furthermore, the Creative Curriculum promotes children's social-emotional development alongside content instruction in literacy, mathematics, science, and social studies.
- *My Sidewalks* (Scott Forsman) is a curriculum aimed at phonemic awareness in early childhood that includes scope and sequences as well as assessment materials.
- *Letter People* is another literacy curricula under consideration which offers songs and stories to teach alphabet/phonics lessons.
- Lakeshore offers teachers literacy-specific manipulatives (i.e. letter tiles, magnet letters, sound cards, picture cards) that drive instruction in phonemic awareness and foundational vocabulary when. Teachers will also use letter bins with small objects that students can then match with the starting letter ("b" for bear). Play-Dough and popsicle sticks are also used for students to begin crafting the letters that they are learning.
- Durable children's books to use for read alouds which children can later flip through on their own and begin to learn the reading process.

(Grades K through 2)

Building on the foundational skills learned in PS/PK, the K-2 program will use the Reader's/Writer's Workshop to continue to develop students' literacy skills. This adapted Reader's/Writer's workshop model will retain a focus on phonemic awareness, phonics, fluency, vocabulary instruction and comprehension and will create opportunities for students to apply the foundational skills they acquired in the earlier years. Lucy Calkins' *Units of Writing* outlines foundational approaches to writing instruction in primary grades along with techniques for leading Writer's Workshop and planning effective curriculum. Fountas and Pinnell's *Guided Reading* facilitates targeted, small group instruction by meeting students at their instructional level so that they can read on their own while being challenged enough to develop into stronger readers. Due to the complexity of the process of backwards mapping for phonics, teachers in the lower grades will also utilize Donald Bear's *Words Their Way.* This program provides systematic, research-based direct instruction in phonics, phonemic awareness, spelling and vocabulary. It also allows for a developmentally driven, hands-on approach where students examine, explore, manipulate, and categorize words. Students develop a strong ability to hear and discriminate sounds, decode words and understand patterns of language. Through child-centered word sorts, students focus their attention on the critical components of words – sound, pattern, and meaning. In addition, students will begin practicing independent reading through leveled libraries where they can read self-selected texts to develop at their own individual pace. A phonics program (i.e. SRA Reading Mastery or something similar) will be used to support phonics development for students in grades K-2 and for older students who continue to struggle with basic skills.

To summarize, principal external resources may include:
- *The Art of Teaching Reading* by Lucy Calkins
- *Guided Reading* by Fountas and Pinnell
- *Words Their Way* by Donald Bear
- *Units of Study for Primary Writing (K-2)* by Lucy Calkins
- *Leveled Libraries* by Fountas and Pinnell (or others)
- *Phonics Related Program (SRA Reading Mastery or similar)*
- *Better Lesson and/or Urban Education Exchange (UEE)*

(Grades 3 & 4)

An adapted Reader's/Writer's workshop model will also be implemented for students in 3rd and 4th grades. Core components of balanced literacy instruction will be adopted including: shared reading, shared and interactive writing, independent writing, guided reading, and word study. As in K-2, students will engage in independent reading with leveled libraries where they can read texts at their individual level and develop at their own pace. Writing will be incorporated into as many reading lessons as possible, as students will be asked to reflect – in writing – on their comprehension. This allows teachers to simultaneously monitor comprehension skill as well as writing progress and growth.

Additionally, to support literacy instruction, all reading and writing teachers will be provided with the following:

- *The Art of Teaching Reading* by Lucy Calkins
- *Guided Reading* by Fountas and Pinnell
- *Units of Study for Teaching Writing (3-5)* by Lucy Calkins
- *Units of Study for Teaching Reading (3-5)* by Lucy Calkins
- *Leveled Libraries* by Fountas and Pinnell (or others)
- Scholastic Guided Reading Texts

(Grades 5 through 8)

The Reader's/Writer's Workshop outlined above provides younger learners with the foundations of balanced literacy and the opportunity to actually learn how to read and write. As such, in the middle grades, the DC Scholars reading and language arts curriculum will build on those lessons learned and be structured primarily around novel studies. In the novel study, teachers will be expected to use novels to teach reading comprehension, critical thinking, and analytic writing about literature. Novels will cover a range of authors and time periods, paying particular note to authors who share a sociologic or experiential connection to our students.

To supplement the novel study and build a strong academic vocabulary, middle school students will take biweekly vocabulary quizzes (that are cumulative throughout the year) based on a resource such as the Sadlier-Oxford Vocabulary Workshop series. The workbooks provide an opportunity for students to review and practice words in context throughout the week while the consistent assessment helps ensure that they use and retain the words. By focusing on vocabulary throughout the middle school years, students at DC Scholars PCS will be more prepared to take the PARCC or DC-CAS as well as more rigorous achievement tests like Advanced Placement exams and the SATs when they are in high school.

The writing curriculum will primarily focus on expository, narrative, and analytic writing. An emphasis on analytic writing will help bridge reading and composition lessons as well as force students to engage more meaningfully in texts because of their need to produce critical responses. The major external resource that the middle school may use is the BAIT – Mastery Charter School's Benchmark Aligned Instructional Toolkit. Access to this tool was granted through a partnership with Mastery Charter Schools in Philadelphia. BAIT provides exemplar examples of student work; high-quality, specific rubrics to help assess student work; and comprehensive vertical alignment to link skills and performance tasks between grades. BAIT is more rigorous and comprehensive than any writing curriculum component offered for sale – especially because of its attention to writing about literature – and Scholar Academies' work with Mastery enables us to share it freely.

Mathematics

(Preschool & Pre-Kindergarten)

Early Childhood Math centers on teaching students to begin discovering and recognizing shapes, measuring, matching, counting, and identifying patterns. A major goal is to build a foundational number sense so that students are prepared to continue growth in Kindergarten. To do this, teachers will encourage strategic "play" opportunities to expose students to basic number names and ideas. A key idea is that math is fun and that numbers are everywhere and have defined meanings and roles. Students will engage in building and constructing and are asked to describe what they notice about different materials.

The following resources are used to engage students in productive math "play" activities:

- Lakeshore manipulative sets including a sand/water table where students experiment with estimation, counting, and measuring.
- Construction centers – building blocks that allow students to construct and build. Child-friendly Lego sets are also used for this purpose.

To help teachers build effective course outlines and sequence center activities, DC Scholars PCS will provide some foundational curricular resources such as Move it Math or Everyday Math. Other options include Early Childhood Mathematics by Susan Sperry Smith, which encourages the teacher to create an active learning environment that fosters curiosity, confidence, and persistence in children as they learn math.

(Kindergarten through 2nd Grade)

Math at the K-2 level is focused on increasing number sense, adding and subtracting with fluency, teaching standard and non-standard measurement, and simple graphing.

The core of the K-2 curriculum will be the research based[46] enVision math – as it supplies strong foundational math skills along with a literacy component that DC Scholars PCS hopes to emphasize in subjects beyond ELA. Still, enVision represents only the foundation for the teacher driven curriculum and teachers are encouraged to push the rigor through mini-lessons on problem solving applying basic skills. All math instructors will also have access to Calendar Math materials and a class set of manipulatives. Calendar Math allows for daily review of key skills, spiral review to keep prior topics fresh in students' heads, and intentional skill deficiency focus. Manipulatives help students physically interact with abstract concepts to better develop a concrete understanding, especially in regard to number sense, basic addition and subtraction, and some measurement activities.

(Grades 3 & 4)

Third and fourth grade math are highly focused on solidifying number sense and foundational skills (basic operations, place value, and measurement) so that students are prepared for the demands and rigors of middle school math. Upper elementary teachers will use enVision math as the foundation for building their own teacher driven curriculum. Similar to the K-2 classrooms, all Math instructors will have access to Calendar Math and a class set of manipulatives.

The major difference as students enter 3rd grade is that the upper elementary courses rely on more complex manipulatives (for example a set of different coins) and higher order thinking associated with their implementation. Alongside the foundational skills, teachers in grades 3 and 4 look ahead at 5th and 6th grade standards to begin preparing students for word problems, fractions, and conceptual math that students often need multiple years to fully master. Upper elementary teachers blend in beginning parts of early middle school math presentations and expectations to help students gain comfort and experience solving more advanced work as well as to further push students who have mastered their grade level content. To help achieve this vertical layering, upper elementary teachers will have planning meetings with 5th and 6th grade math leads to ensure communication and intentional skill building from 3rd through 6th grade in order to best drive standard mastery.

(Grades 5 through 8)

The overarching goal of middle school math is to solidify computation abilities and then progress towards proportional reasoning, ratios, pre-algebra, and algebra. In order to cover this range of topics and build basic skills, DC Scholars PCS splits math into two separate classes: Procedures and Problem Solving. Math Procedures follows the traditional guided release model to teach new skills to students. Math Problem Solving uses skills learned in Procedures and works to build a meaningful connection to the real world application of math. The classwork in Problem Solving involves constructed responses and higher order thinking word problems. Teachers also use centers to split students into small groups and focus on specific skill deficits. Lesson plan structure and review as well as observations and feedback from instructional leadership are all central to ensuring that teachers use Problem Solving as an effective tool instead of as a class in which to teach new or different content. Lesson plans will ask teachers to draw a direct link between the skill or standard addressed in Math Procedures and the activity and lesson planned for Math Problem Solving. Teacher orientation and Math content leadership will also address examples (and non-examples) of this so that the dual classes are used effectively to boost student engagement and achievement.

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[46] http://assets.pearsonschool.com/asset_mgr/current/20107/enVisionMATH_Efficacy_Report_Year2.pdf

Middle school math instructors at DC Scholars PCS are encouraged to incorporate interactive approaches to all of their lessons (such as cheers and chants to help students remember multiplication tables, manipulative based fraction work, and key math vocabulary building games). Teachers are encouraged to work with students to produce individual student math portfolios that demonstrate a student's best "problem solving" examples throughout the year. The portfolio is continued in each grade and helps the following year's teacher understand exactly where a student is when the new school year begins.

Although DC Scholars PCS encourages teachers to create their own unique curriculum that is created with our students in mind, we realize that additional external supports are often necessary. The following approaches/resources align with our approach to Math instruction:

Prentice Hall's Math textbooks provide an option as a solid, concrete backbone from which teachers can then build unique curricula. The textbook – along with the summer planning period – will help align math skills vertically between grades. The textbooks also provide exercises that challenge students across Bloom's Taxonomy, with more critical thinking options for students who are successful with basic skills. The textbook includes a test generator CD to help teachers create unit assessments and practice workbooks that can be used for student homework. DC Scholars PCS will use Prentice Hall or a comparable comprehensive text with the same range of offerings as described above.

Beyond the textbook, teachers will be encouraged to pursue curricular resources from instructional clearinghouse websites like Better Lesson, Study Island and The School Collective, as they have comprehensive math materials that teachers can then tailor to fit their specific classroom needs.

To help reach our school goal of Algebra completion by the end of 8th grade, teachers will have the option of using Algeblocks --- a manipulative program that is geared toward algebra lessons and helps students understand the concept of variables and how they differ from one another. Algeblocks can help strengthen the conceptual Algebra foundation for students with less experience in advanced math. NLVM (National Library of Virtual Manipulatives) and Adaptive Curriculum both represent additional resources for teachers whose students need more interactive and engaging lessons to grasp middle school math concepts. For students who are significantly below grade-level, DC Scholars PCS will rely on enVision math approaches from lower grades to help practice basic skills.

Science

(Preschool through 4th Grade)

The main goal of science at the elementary level is for students to develop an understanding of the surrounding world. DC Scholars PCS students will become critical thinkers by interacting with and explaining the scientific process (i.e. testing hypotheses, performing simple experiments, discussing results). Throughout the elementary science curriculum, teachers will present experiments that track a subject (plant, fish, etc.) over time and students will have the opportunity to observe and reflect daily on the change and progress. Science instruction often comes during center-time in the earliest grades but is given its own lesson – following an inquiry based approach – in the upper elementary grades.

Elementary science will use resources such as Foss Kits, Creative Curriculum Study Starters and Engineering is Elementary[47] to develop problem-solving skills and build foundational science concepts laid out in the DC standards. Foss Kits include clear topics of study and materials to allow the teacher to draw a direct link between the lesson and the real world. The experimental resources in Foss Kits allow teachers to focus on instruction and planning instead of having to collect a set of varied science objects for a single lesson. Preschool, Pre-K and K will also use Creative Curriculum Study Starters, which allows for project based learning with everyday materials. Teachers will also be encouraged to use helpful elementary science websites like Science AtoZ, Discovery Kids, and National Geographic as they have non-fiction texts based on science. These resources will support the DC Scholars PCS approach to literacy across the curriculum, provide helpful graphics, and provide opportunities for enrichment work.

(Grades 5 through 8)

Science in the middle school grades will balance between an inquiry learning approach and the traditional guided release model, as teachers work to engage students in more interactive learning during labs and experiments while also ensuring that they build the requisite skills through

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[47] http://www.mos.org/eie/index.php

direct instruction, guided practice and independent practice. Along with the curricula and assessments shared throughout the Scholar Academies network, middle school science teachers at DC Scholars PCS will have access to some of the following resources (chosen to best meet student needs) to drive effective instruction and curricular planning in their classrooms:

- Holt science textbooks (Life, Physical, and Earth Science)
- Kagan Cooperative Learning
- Foss Kits
- SEPUP (Science Education for Public Understanding Program)
- Web Resources

The Holt textbooks come with strong supportive materials, such as section/chapter reviews, workbook activities, inquiry labs that align with national and state standards, and standardized test samples for each unit taught. Though teachers will be expected to build their curriculum, the textbooks offer a foundation for planning, assessment, and activities. Kagan's Cooperative Learning allows for a structured group format where 100% of students are engaged and responsible for their part in the learning. Also, the structures in place in Kagan allow for inquiry based learning, since it is more of a student centered learning environment. Foss Kits and SEPUP both offer inquiry-based approaches for teachers when they are teaching a concept that lends itself to such an approach. Both align with state and national curricula and also include all necessary materials in the kits so teachers can easily present the entire lesson. Web resources such as Science AtoZ, edhelper, unitedstreaming, and Brain Pop provide teachers with curricular planning outlines as well as instructional videos that explain higher-level concepts in simple terminology.

Social Studies

(Preschool through 4th Grade)

The focus of elementary social studies education at DC Scholars PCS is to teach students about group, community, and neighborhood interaction. In the earliest grades, students will learn how to function in a group and about appropriate classroom and school rules as well as key characteristics of families and community living. Upper elementary students will learn about what being a citizen is and learn the rules that are used to govern these systems. The elementary social studies curricula will be teacher-created and will have a heavy emphasis on continuing to build literacy skills, especially as they relate to non-fiction texts. This literacy infusion will be done through read-alouds, basic geographic vocabulary, and writing tasks. In addition, social Studies will often overlap with ELA to provide students with additional time to develop their reading and writing foundational competencies. Harcourt Horizons textbooks are an example of the type of resource that teachers will be provided as a starting point to build strong curriculum.

(Grades 5 through 8)

Middle school social studies will follow a similar format as elementary – an emphasis on neighborhood, state, country, and world community --- with a heightened degree of focus on reading and writing about non-fiction. Teachers will follow the guided release model while overlapping literacy standards with those of social studies. Additionally, social studies will focus on key historical periods, events, and figures. Students will develop content-specific vocabulary to discuss specific eras, frameworks, and cause/effect relationships. Though most resources will be teacher and network-created, materials such as the following will also be used:

- Holt Textbooks (United States history)
- The Nystrom Atlas of United States History
- Web subscriptions to Brain Pop, and united streaming
- Subscriptions to local newspaper (*The Washington Post*) and Junior Scholastic

As is in science and math, the Holt textbooks (two different ones that span 400 years of US history) provide a framework from which teachers are encouraged to plan and adapt. Students have access to a classroom set of books to conduct research or use for reference, when necessary. The Atlas is also used to review and study geography at the local, national, and international level.

Teachers will have access to a collection of subscription and free web resources to help support classroom instruction with interactive media. Local newspapers (Washington Post) and student-friendly journalism (Junior Scholastic) will allow teachers to lead discussions and research on current events throughout the year and help students become more aware of the different communities in which they live.

Additional Resources

As a school our philosophy is to meet all of our students at their skill level and provide the necessary scaffolding and resources to ensure they achieve mastery over grade level objectives. Our special education teachers intensify that process through push in and pull out interventions. Starting with the general education teacher's lesson plans our Special Education teachers will use the following resources to provide students an opportunity to reach grade level objectives using materials at their present skill level.

Reading:

Cambium Learning Group Rewards - Provides decoding interventions, REWARDS stands for Reading, Excellence, Word Attack and Rate Development Strategies

Fountas & Pinnell Level Literacy Intervention – Intense support in literacy skills for elementary and is aligned F&P method that our general education teacher are incorporating in their classrooms

Fountas & Pinnell Guided Reading Libraries – Targets our middle year students to provide texts on their grade level where they can apply the grade levels skills taught in the general education classroom

High Interest Low Level Novels – Moving beyond the guided reading books, our middle level teacher are also using lower level novels to engage students in reading pull out groups

Tumble Book Library (online books)

Headsprout

Math:

Key Curriculum Press Key to… (Fractions, Decimals, Algebra, Geometry, and Measurement) - Starting at grade 3 spirals up in difficulty level to 8th grade for all standards

KeyMath 3 Diagnostic Assessments - Assess a student's understanding and application of math concepts from K – 8 grade

KeyMath 3 Resources – Aligned with the KeyMath 3 diagnostic system, it provide different leveled lessons to meet students on their level but remain aligned with standards

c. Methods of Instruction

Overall Instructional Philosophy

Instruction at DC Scholars PCS will be rooted in the Scholar Academies Instructional Standards ("Instructional Standards") at were designed to ensure consistency across each classroom. We recognize that our most valuable resource is our teachers. As such, it is critical to provide our faculty with a framework through which they can deliver highly effective and engaging lessons. With this in mind, the Instructional Standards are derived from fundamental best teaching practices and exemplary teacher traits that have led to impressive gains in student achievement. The Instructional Standards were designed to:

- Provide teachers and leaders with a universal language as the primary driver of each daily lesson
- Support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture
- Guarantee the most transparent and predictable environment for students, thereby creating the safest and most orderly environment for significant learning to occur

- Serve as a framework for evaluating the instructional delivery component of teacher quality and as a central component of professional development

There are 5 Scholar Academies Instructional Standards:

1. Develop and lead objective-driven lessons**: All lessons are centered on a clear objective that is appropriate, rigorous, and measurable. The majority of class time should be devoted to instruction, practice, and assessment of this objective.**
2. Deliver rigorous, high-quality instruction that adapts to the understanding and needs of students**: Classroom instruction needs to follow the lesson structure appropriate for the grade level (e.g. Guided Release Model) and teachers must be clear in their instructions, differentiate effectively for individual students, and use time effectively to maximize instructional impact.**
3. Effectively lead and manage classroom to maximize time and enhance the learning environment**: Teachers use school-wide and individual systems to eliminate wasted time and keep the classroom environment clean and orderly.**
4. Promote student investment in learning through positive interactions and classroom culture**: Students are on-task and learning throughout the lesson as the teacher's comments contribute to and build a positive culture that relies on school-wide incentive systems and goals.**
5. Continuously check for understanding to inform instruction, drive critical thinking and evaluate lesson success**: Teachers are constantly checking for student understanding to ensure lesson success, promote higher-order thinking, and proactively address common or individual misunderstandings.**

For further detail on the Scholar Academies Instructional Standards see Section K.

Distinctive Instructional Methods

Guided Release Model (I Do, We Do, You Do)

Exceptional lesson planning and delivery is a core element of a traditional guided release model (GRM). Instructional planning and delivery is designed with mastery in mind. At the conclusion of a given lesson, scholars are expected to demonstrate a thorough understanding of the daily objective. Many of the highest performing urban elementary and middle schools use the GRM: a method that places teachers as the key transmitters of knowledge, but that incorporates guided and independent practice.

Direct instruction is characterized by teaching in small, logically sequential steps with student practice after each step to ensure that students and teachers are on the same page. The emphasis is on ensuring that all students experience a high level of observable, successful practice in order to master the objective by the end of the lesson. The process entails carefully guided direct instruction from the teacher to introduce a new skill or content knowledge ("I do"), followed by the teacher working closely with students to practice the skill ("we do"), followed by students mastering that skill independently under the support of the teacher ("you do"). GRM emphasizes carefully planned lessons designed around highly specific knowledge and well-defined skills for each subject.

In elementary school (and particularly in grades PreS – 2), DC Scholars PCS blends GRM with a workshop approach. Teachers will begin literacy or math with direct instruction ("I do") in a specific skill through a mini-lesson. Teachers do this by first connecting students to the concept and then performing it so students understand what it looks like when done correctly. Then, as students move through workshops, they will have a chance to practice the skill with partners and the teacher during active engagement ("we do") as well as independently ("you do"). In middle school (grades 5-8), the GRM is the focus of all instructional delivery and the basic steps are performed with fidelity, except for science labs which often incorporate more inquiry-based learning. In order to drive academic achievement in a consistent manner, the emphasis is on the GRM, as well as the consistent application and use of our Instructional Standards and other unique elementary-specific instructional models.

Emphasis on Bloom's Taxonomy

Great teachers make effective use of Bloom's Taxonomy when designing objectives, assessments, and daily plans. The six levels of Bloom's Taxonomy organize cognitive information and understanding: from the simple recall or recognition of facts, at the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. By presenting information and material to students in a leveled manner, we ensure that students master key concepts in order to stimulate high level thinking. Teachers at DC Scholars PCS are strongly encouraged to develop objectives and lessons that require higher level thinking skills. Students should move from lower level thinking to higher order thinking in every lesson. Scholars gain a deeper and broader understanding of the material when they are asked to apply, analyze, synthesize and evaluate information. The combination of depth and breadth is critical in helping students master key concepts.

Consistent use of academic based routines and procedures

In order to maintain consistency and increase efficiency, and therefore increase time spent on task, all DC Scholars PCS instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through. Examples of times for when there are routines and procedures include:

- Entering the classroom and choral greeting
- Exiting the classroom and choral closing
- Calling to Attention
- Distribution of classroom materials
- Hand signals for bathroom, tissue, question, comment, answer, etc.

Student Investment in Individual Performance

Developing an intrinsically motivated student body is critical to ensuring our students become lifelong learners. Informing students of their progress will happen every day at DC Scholars PCS. For PS-2, all scholars have a daily color chart on which teachers indicate behavior and must be signed by a parent every night. At the end of every two-week period, Scholars earning the two highest levels (blue or blue star) are eligible for rewards or a Fantastic Friday celebration. Teachers also use the color chart to help deliver more immediate daily rewards by creating a more concrete relationship between behavior and positive reinforcement. Students are allowed to move back up the color chart if their behavior improves over the course of the day (by making a "Blue Star Choice") so that they do not become overly frustrated if they are moved down earlier in the day.

For students in 3rd through 8th grade, DC Scholars PCS will use a student behavior system based on a token-economy of Scholar Dollars, where students receive additions or deductions based on their demonstration of the core values (Professional, Attentive, Thoughtful, and Hardworking). Each week, students receive a paycheck that reflects their total Scholar Dollars as well as in what categories they earned or lost dollars. In order to get credit for the dollars, students must take the paycheck home and have it signed by a parent. Frequent trips and activities are organized for students who have reached a minimum balance of Scholar Dollars. Students receive their PATH paycheck during a weekly "Paychecks and Progress" period where teachers discuss their academic and conduct standing. During this time, students will review their performance, reflect on causes for their progress and then set motivating goals and required steps to reach for the upcoming week or for the next major academic assessment.

Integration of Technology

All teachers and administrators at DC Scholars PCS will be provided laptops to enable access to and use of technology to boost instruction. All curricular elements are stored on a staff share drive so that teachers can easily pull materials from content teams, previous years or network shared information. Lesson plans are submitted either to a specific folder on the share drive or through email and then reposted into the appropriate share drive folders to allow administrators to quickly observe what individual teachers have planned on a given day. All other curricular planning – including unit Plans, scope and sequences, and quarterly assessments – are also available on the share drive so that teachers and administrators can access it without requiring a hard copy. Additionally, DC Scholars and Scholar Academies are investigating web-based curricular platforms that would allow for sharing resources both across the Scholar Academies network as well as with other high-achieving charter schools that serve similar populations of students. It is expected that a solution will be piloted in the fall of 2012 and in place network-wide by the fall of 2013.

To provide students with basic instruction in computers, both functional computer literacy skills and web-based research, computer lab and/or lap-top carts are available for teachers to "check-out" and use with their students.

Overall Elementary Instructional Methods and Approaches (PS-4th grade)

The following instructional strategies will be employed at the elementary level (PS-4) to address age-appropriate learning as a driver of student achievement for younger learners.

E1) Co-teaching Model

E2) Content-specific classrooms and teachers at all levels
E3) Reader/Writer's Workshop
E4) Centers and Small Group
E5) Math Meeting
E6) Project-Based Science and Social Studies

E1.Co-teaching Model

To effectively support the varied needs of the younger learners, DC Scholars PCS will employ a co-teaching approach in grades K through 2. The additional teacher in the classroom will support differentiated instruction and ensure that the lead teacher has enough time to develop well-planned, highly-structured, engaging lessons. In grades 3 & 4 DC Scholars PCS will use a modified co-teaching model where each grade will have a support teacher who will push-in to a homeroom for ½ of the day. This will typically occur during the reading and literacy block to support varied reading levels; however, this can be shifted based on the unique needs of the student population.

E2. Content specific classrooms and teachers

In order to ensure that our teachers are subject matter experts and can best support all student needs in their classrooms, DC Scholars PCS will have elementary teachers (with the exception of Preschool and PreK) specialize in either literacy or mathematics. Teachers at the elementary level will then sign on to teach math, science and social studies or reading and writing. In the traditional single-teacher elementary classroom, teachers are expected to act as content experts for a wide variety of core subjects. In a regular 7.5 hour day, they are responsible for planning, designing, and executing objective-based lessons in science, social studies, mathematics, and reading. Even the most experienced educator has difficulty mastering such a range of subjects, topics, and instructional approaches. DC Scholars PCS believes that teachers who have a deep understanding of the content standards, assessments, and best practices aligned to the material can more effectively impact student achievement. By giving teachers the mental freedom to concentrate their planning and instruction on one of the core numeracy or literacy content areas, our educators can spend more time planning, reflecting, and working with content team leaders on excellent math and literacy instruction.

E3. Readers/Writers Workshop

Building fluent readers and writers is complex and requires a deep understanding of reading comprehension, language, vocabulary, writing, composition and decoding. In order to address all components of literacy and language development, a balanced approach to literacy will be used in Preschool through 4th grade through an instructional strategy/approach called Reader's/Writer's Workshop. The framework accounts for students' acquisition of language and literacy skills in various ways and provides meaningful and appropriate instruction to support a range of learning styles in the classroom through centers, guided reading, mini-lessons on reading and writing skills, and in early grades, guided "play". The balanced literacy approach is not a curriculum, but rather an approach to providing great instruction in reading and writing. This framework allows teachers to call upon multiple teaching tools and methods to teach specific objectives and learning goals.

As mentioned previously, all the mini-lessons will still follow the GRM. But instead of one long lesson, there will be mini-lessons associated with the guided reading and guided writing components where teachers instruct on a specific skill and then students follow through with active engagement in the "We do" and "I do" parts of the workshop. The following elements of a balanced literacy program will be incorporated into the academic day:

E4. Centers and Small Group Instruction – Workshop Model

To ensure a strong foundation in language development, vocabulary acquisition, literacy, and mathematics, a highly structured learning environment will be executed where numeracy and literacy skills can be taught in small groups and practiced throughout all components of the day. Centers do not have to happen every day and are used most regularly in Preschool and PreK classrooms. Once again, centers and small group instruction work to incorporate all components of the traditional GRM through targeting specific skills in mini-lessons. Then, during the workshop and center time, students will have opportunities to practice and master these skills.

Exploratory, content-specific centers will complement small group instruction in PreSchool through 4th grade classrooms. Centers will be standards-based and provide students with pointed opportunities to review earlier skills, extend ideas, incorporate key vocabulary and make meaning from daily/weekly lessons. Teachers will embed language and literacy into every part of the school day to extend and deepen a student's learning over the course of a unit as well as across units. All centers will have key vocabulary terms and images posted to reinforce

previously taught terminology and encourage children to incorporate new words into their daily conversations. Review activities, manipulatives, puzzles, games, computer programs, and other center materials allow students with different learning modalities to explore and demonstrate understanding in a variety of ways.

Well-constructed independent centers not only provide extensive independent practice time, but they also allow teachers the opportunity to provide and follow the GRM in a smaller, leveled setting. While the majority of the class engages in meaningful center work, teachers pull 4-6 Scholars for a targeted literacy, guided reading, phonics, or mathematics lesson. The consistent use of small, homogeneous groupings allows for a greater level of differentiation for all students. To meet the diverse needs of learners, teachers tailor introduction of new materials to the unique styles and interests of each group, thereby merging traditional direct instruction with a small-group, workshop approach.

E5. Math Meeting

Every student in Preschool through 4th grade will participate in a 15-25 minute whole group math meeting. Math meeting is a fun, upbeat, practice of rote skills, mathematical procedures, and daily skills. Students will begin by reviewing components of the calendar including the days and months of the year; move onto rote counting, skip counting and other number sense skills; practice patterns; identify shapes and colors; review and analyze graphs; create and extend patterns; and review fast facts of addition, subtraction, multiplication and division. Teachers select skills for the math meeting that require consistent daily practice. Teachers use songs, chants, cheers, and call and response to give scholars lots of "at bats", or opportunities to practice foundational objectives. Each math meeting objective is tailored to the grade level and focuses on group- earning.

E6. Project Based Science and Social Studies: The 5E's Lesson Plan

In addition to utilizing a traditional guided release lesson plan, teachers will also have the option of utilizing a 5Es approach to lesson planning and instruction for science and social studies projects and inquiry-based learning. This constructivist approach gives students the chance to create their own meaning and make more connections between and across content areas. Children in the developmental stage of early childhood and elementary are concrete learners. They are exceptionally sensory and active and learn by touching, tasting, hearing, smelling and through movement. Younger students are interested in experiments, trial and error, representing what they are learning through construction and play and finding answers in books. The 5Es is a philosophy of instruction that encourages inquiry-based thinking. It allows students to generate their own questions, hypotheses and predictions before being given explicit instruction. Using this approach, teachers push into small student work teams or conference with individual learners and act as a learning facilitator and coach. The 5Es are:

- Engage: A warm-up to gain the interest of students.
- Explore: An opportunity for students to review, ask questions, play or predict
- Explain: A discussion either teacher-led or group-based, student with student
- Elaborate: An opportunity to apply what was learned in a new way.
- Evaluate: A check for understanding.

The above Instructional Methods and Approaches are applied throughout the PS-4th grade, however, as outlined below, there will be grade level adjustments to account for age-appropriate learning.

(Preschool & Pre-Kindergarten)

Preschool and Pre-Kindergarten drive instruction through thematic centers across different content areas. For example, the theme of "Celebrations" might include a story about a birthday party, basic math and colors that relate to the story, a social studies lesson that discusses the background of a major celebration (like Thanksgiving), and a science lesson on the pet animal that was one of the presents in the story. Assessments are primarily driven through teacher observational notes of student performance against a rubric established at the school level.

Examples of possible centers include:
1. Dramatic Play
2. Construction
3. Library

4. Writing
5. Discovery (science/sand and water)
6. ABC (literacy centers)
7. Math Games and manipulatives
8. Listening
9. Art

Social-emotional development is also a key focus of DC Scholars PCS's Early Childhood Program as many of these basic interactive skills have to be explicitly taught to students who have not yet begun to fully recognize the impact of their actions and behaviors on the world around them. Students begin learning how to resolve conflicts with each other in appropriate manners when given the opportunity to work collaboratively in centers.

(Kindergarten through 4th Grade)

Instructional approaches unique to grades K-4 at DC Scholars PCS include the following:

Academic Starter: Like the "Do Now" used in older grades, the "Starter" communicates a sense of academic urgency and kick-starts the lesson's learning into high gear for students and teachers. The starter is a quick, upbeat, energetic mental and physical transition from one activity to another. In the self-contained early childhood and elementary classroom, a physical transition from one place in the room to another generally signals the start of a new lesson or content area. Starters allow students to transition to a new place in the room, while simultaneously giving them fun practice with an academic skill through chants, songs, or poems.

Shortened Lesson Components: While all scholars will be engaged in math and literacy activities for more than 2 hours a day, the lessons will be given in shorter chunks to maintain student focus and engagement.

Required Homework: Scholars in K-2 will receive 20-25 minutes of math and 20-25 minutes of literacy homework every night while scholars in grades 3rd and 4th will have approximately 30 minutes for both math and literacy each night. The goal of the homework is to allow students time at home to reinforce concepts that they have successfully completed in class.

Overall Middle School Instructional Methods and Approaches (5th – 8th grade)

The following instructional methods are used across the middle school:

Double Blocks of Math and Reading: In order to emphasize the importance of math and reading, each period will receive a double block at DC Scholars PCS. Math courses are split between Math Procedures and Math Problem Solving (explained earlier in the application). English courses are divided between Reading and Writing. By allowing teachers to both have more time to teach these core content areas as well as the ability to focus in on specific parts of each one, we believe our students will be better prepared for rigorous high schools and colleges.

Structured Lesson Format: Each middle school class period is broken into the six components outlined below that comprise the complete GRM:

1. Do Now

This is a three to six minute pen to paper activity at the start of each lesson. The Do Now is often a quick review of a previously covered topic or skill. This procedure provides a way for students to get to work immediately without explicit instruction. The activity always states, models and checks for understanding on all procedures or expectations before students proceed. An exemplary teacher similarly treats every moment as an opportunity to teach and/or re-teach procedures and reinforce expectations. This activity is timed so that students feel a sense of urgency at the beginning of class. Teachers circulate and monitor the Do Now in order to ensure student compliance, narrating the positive behaviors and efforts they see during this time. A brief review of the Do Now is a typical way to begin the lesson and transition into core content for the day's lesson. It is critical that expectations are verbally reviewed for the Do Now at the start of each class period. It is recommended that teachers give directions for the Do Now verbally each day and read the question aloud to ensure that all students are clear on expectations for the given question.

2. Objective Review and "Hook"

Each class period is organized around a specific, student-centered measurable goal that is well-designed, frequently communicated, and always assessed. The objective allows students to know exactly what is expected of them. The start of the lesson includes a review of the daily objective followed by a "hook" or statement/action intended to engage learners in the key points of the lesson and warm the brain to new objectives. The hook captures student attention and lures them into the heart of the lesson.

3. Direct Instruction "I do"

Also referred to as the "heart of the lesson," the Direct Instruction component provides the teacher with an opportunity to structure the classroom and sequence subject matter to reflect a clear academic focus. Teachers establish the lesson objectives and present new information through the breakdown of information into manageable process steps. The Direct Instruction lesson includes three sub-elements:

- Input: teacher providing information needed for the student to fully learn the skill or meet the class objective
- Modeling: teacher showing students what is expected:
- Check for Understanding: teacher determines if a student "has it" and determining if re-teaching is necessary before moving on.

4. Guided Practice "We do"

Allows the entire class to practice new skills under the direct supervision of the teacher. Outstanding teachers informally assess the student responses to make sure that the new material has been adequately presented during direct instruction. Teachers provide corrective feedback to reinforce key concepts and ensure the accuracy of new skills and information. A teacher moves around the classroom to assess each student's level of mastery and provide individual remediation where needed. Guided practice continues until student answers are more than seventy percent accurate.

5. Independent Practice "You do"

Once a student has mastered a new skill or content area they are provided with an opportunity for reinforcement practice on their own. Before having students begin independent work, teachers give instructions in several different formats: recite aloud, read together, have instructions written on the board or on a hand out, call on students to repeat instructions, etc. Teachers thoroughly review behavior instructions before independent work begins. The practice lesson should provide for enough different contexts so that the skill/concept can be applied to any relevant situation, not simply the context within which it was originally delivered. During independent work, teachers circulate throughout the room to ensure that the students are on task, quiet, and producing high quality work. Students should be periodically reminded of expected progress. DC Scholars PCS teachers require that 100 percent of students are on task 100 percent of the time.

6. Conclusion/Check for Understanding

The lesson conclusion is an opportunity for the teacher to highlight key points from the lesson and reinforce the key skills and processes that were introduced. A portion of the closing includes revisiting the objective and outlining the most important concepts or "take away" ideas students should leave the classroom with. Additionally, the teacher connects the lesson to what will be learned tomorrow and by the end of the unit. Each teacher ends each lesson with an informal "Exit Slip" to determine each student's mastery of the daily objective. The data is available immediately and informs adjustments (if any) needed for the next day's lesson.

Daily Homework Assignments

It is essential that students continue their learning at home with written, standards-based homework. Teachers are expected to supplement each and every lesson with a homework assignment. Homework assignments should take approximately 30 minutes to complete. The assignments are clearly linked to the objectives covered by the classroom teacher and are designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to review prior material, assess understanding, and challenge high-performing students. Effective homework is a high-quality assignment (rather than busy work) that is accompanied by clear written and/or oral directions capable of being understood by every student.

Formative and Summative Assessments

DC Scholars PCS has a school-wide assessment strategy to gather and use student achievement data to inform and improve instruction. Individual, small group or whole-class interventions are developed based on data from the assessment program. The following types of assessments are used in combination for a comprehensive evaluation strategy.

Exit Slips & Classroom-based Tests
At the classroom level, each teacher ends each lesson with an informal "Exit Slip" designed to determine each students' mastery of the daily objective. The data is available immediately, helps teachers know if each lesson was effective, and informs adjustments (if any) needed for the next day's lesson. Approximately monthly, teachers administer their own classroom-based tests/quizzes. These informal assessments monitor mastery and retention of lesson content.

Fountas and Pinnell Literacy Assessments
In grades PS-4th, students will be assessed three times throughout the year using Fountas and Pinnell's literacy assessments. Teachers will administer a baseline F and P assessment to help determine each student's starting point, a mid-year assessment to track progress and readjust instruction, and a final assessment to gauge year-long growth and help inform the next year's teacher for his/her summer planning.

GMADE/GRADE
DC Scholars PCS will use Pearson's norm-referenced Group Mathematics Assessment & Diagnostic Evaluation (GMADE) and its Reading counterpart (GRADE) to establish baseline achievement data, determine appropriate placement and measure growth. These assessments are given twice a year for all students except in 7th and 8th grade where they are given once a year. These assessments provide the school with an important objective view into students' achievement relative to a national pool of their peers.

Benchmark Assessments
Four to six times per year, DC Scholars PCS administers its standards-aligned benchmark assessments. These formal criterion-referenced assessments are designed to ensure student mastery of not just the state standards but also the school's scope and sequence (which have been set at a higher level to ensure student success in challenging high schools and colleges). At the end of each quarter, teachers meet in teams and individually with the School Director to discuss benchmark assessment data and develop individual, small-group, or whole-class interventions as needed. Consistent with the approach used at each of the other Scholar Academies schools, DC Scholars PCS with the support of the Scholar Academies team will develop internal benchmark assessments aligned to CCSS. Additionally, in the next 12 months Scholar Academies will explore a partnership with Achievement Network to fortify the school created assessments.

Adaptations/Strategies/Models for Special Needs/Students with Exceptional Needs

Special Education

DC Scholars PCS has a Director of Special Education who, along with the special education teachers and the academic team, will drive professional development, resource collection, and other training around modifying and adapting assessments, worksheets, and lessons to best accommodate students with special needs. Our first step to providing great services for our students will be collecting data about the number of special education students and then analyzing what their major needs are. Based on this analysis, we will decide on effective resources and approaches, including the possibility of any of the following:

- Providing curricular foundational resources (including Harcourt, enVision, and Holt) that offer modified lessons, worksheets, and even assessments to allow students with special needs to better engage with the material.
- Elementary specific special needs adaptations include targeted classroom tools (i.e. oversized pencils, adaptive scissors), and strategies to promote sensory integration, perceptual development, and gross motor skill functioning. For students who require more intensive support, DC Scholars PCS will create an additional classroom with a permanent special education teacher and an aide so that students are provided more targeted and individualized support. These classes will focus on basic social and academic skills that elementary students need to best prepare for the next grade or transition to Middle School. Students will reintegrate with their grade level for all specials, lunch and important all-school activities.
- For middle school students, more specific approaches for special needs students could include a remedial reading program that would function as a guided reading group for students to target more basic reading skills where they demonstrate deficiencies. These groups would happen during morning independent reading (DEAR) or even as part of an established pull out during reading classes. In math,

special needs students will be provided packets of remedial work to complete as part of their homework (multiplication facts, etc.) to practice basic skills that they need to master.

English Language Learners
(Please see section A2d (students with exceptional needs) for more information on how DC Scholars PCS plans to serve our ELL students.)

Once the scope of the ELL population is determined at DC Scholars PCS (in terms of number of students, English proficiency skills, diversity of other languages spoken), School Leadership will create and deliver an ELL plan specific to the student needs. This will include a combination of internal and external professional development, additional hiring decisions for ESL and multilingual staff (including the potential of an ESL coordinator), and additional curricula developed to improve ESL classrooms. The principal goal of the School Leadership ELL plan will be to provide teachers with key strategies and expectations to ensure they are best supporting ELL students in daily instruction.

Instructional approaches for ELL students will follow recent research by the Alliance for Excellent Education suggesting key strategies for language learners:

1. Vocabulary and Language Development – Focusing on key English vocabulary words that ELL students need in order to grasp major concepts.
2. Guided Interaction – Using guided practice time collaboratively so students have increased opportunities to talk, write, and listen to peers in English
3. Metacognition and Authentic Assessment – Teaching ELL students key reading thought processes and determining appropriate assessments that reflect actual understanding of content instead of language proficiency.
4. Meaning-Based Content and Universal Themes – Including concepts, themes, and ideas from a student's culture to help them more directly engage with the classroom lessons.
5. Modeling, Graphic Organizers, and Visuals – Consistently using visual aids and organizers to help ELL students better process and order their thoughts as they transition to increasing amounts of English instruction.

Core content vocabulary will be translated for ELL students so they can learn the concepts without struggling through a language barrier. Many of the resources we are considering using – including Harcourt and Holt – offer texts in additional languages to help modify assignments and assessments. For example, ELL students will have the opportunity to remain in their mainstream class and work with Math Storybooks to help build the necessary content vocabulary in English and practice literacy skills while remaining in math class.

d. Students with Exceptional Needs

DC Scholars PCS leadership (primarily the Director of Special Education) will work with the Scholar Academies network Special Needs leaders and outside organizations (such as the DC Special Education Co-operative) to create an environment where Special Needs students are held to high expectations but still appropriately supported so they can continue to learn and thrive.

Identification Process

Response to Intervention Approach (RTI)

Schools that employ a successful Response to Intervention program (RTI) have seen dramatic results in student achievement for all learners. RTI is a multi-tiered approach to intervention that ensures students receive high-quality instruction matched to their individual needs. RTI is growing in popularity for students who require richer and more intensive instruction without being separated from the mainstream classroom population or placed in special education settings. At DC Scholars PCS, our Special Education Coordinator/Teacher and teaching staff will launch RTI to meet the needs of diverse learners. The RTI team will analyze diagnostic data, quarterly assessments, and progress monitoring tools to identify students at risk for poor learning outcomes. The team will then track student progress, provide research based team interventions and adjust the intensity and nature of those scaffolds and interventions depending on the student's responsiveness and success.

<u>Evaluation Process</u>

RTI & Student Support Team (SST)

As part of its overall focus on RTI and close tracking of student progress, teachers at DC Scholars PCS will carefully monitor student performance and identify students who are not making significant academic gains. Through the examination of diagnostic data, quarterly data and other school records, students will be grouped into tiers of leveled support each fall. Strategies of various intensity levels will be applied to students within each RTI tier at the start of the school year. Students in Tiers 2 and 3 who do not meet quarterly goals, will be directed to our Student Support Team for additional intervention.

Teachers will complete formal referrals for those students who display significant academic and/or behavioral concerns. The SST will review the referral and observe the student in the classroom on several occasions. The SST will meet regularly to discuss referrals and determine a plan for supporting the student's identified areas of weakness. Once the support plan is developed, the SST will monitor the student's progress and reconvene to review and discuss progress made over a four week time period. In the event that progress is inadequate, the SST will proceed with making a referral for the student to be evaluated for special education and related services.

<u>Special Education Decision-Making Process</u>

Serving Students with IEPs

DC Scholars PCS will comply with all provisions of the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1974; and the Americans with Disabilities Act of 1990, Title II. DC Scholars PCS's philosophy is that by minimizing the impact of disabilities and maximizing opportunities for learning, all students can achieve high levels of academic success. This approach aligns with Scholar Academies' focus on college-preparatory education. While we cannot speak to the specific interventions and supports individual scholars will need as outlined by their individualized education plans (IEP), at DC Scholars PCS, we will educate students with disabilities in the least restrictive environment to the extent appropriate and allowed by each student's IEP.

Once it has been determined that a student qualifies for special education and/or related services, the IEP team (special education coordinator, parent/guardian, general education teachers) will meet to discuss the identified areas of weakness. The team will develop appropriate goals as determined by the student's present levels of performance and current grade level. After careful review of each student's IEP, educators at DC Scholars PCS will design professional development workshops and trainings on differentiation, incorporating different learning modalities, and progress monitoring to fully support the implementation of the IEP and the academic success of the student in the classroom.

<u>Delivery Model</u>

Scholars with IEPs at DC Scholars PCS will receive targeted push in and pull-out support similar to the model employed by Young Scholars. We will have two full-time, highly qualified special education teachers beginning in our first year of operation. These staff members will be responsible for overseeing evaluations and learning interventions and supports for all students, including those with identified disabilities across all grades. Like at other Scholar Academies schools, at DC Scholars PCS the Special Education teachers will meet and plan with general education teachers each week to ensure that lessons and instructional materials are differentiated based on individual student objectives. During these planning meetings, teachers will also discuss students' progress toward mastery of goals.

If students require a high level of direct support at all times, DC Scholars PCS will open an additional homeroom where these students will receive reading and math instruction in a small environment that allows them to be successful. During other parts of the school day (art, recess, lunch, gym) these students will be integrated with their regular education peers. A Special Education teacher will teach these classes to build the necessary academic and life skills that are outlined in students' IEPs

Our special education site team will provide the majority of academic and behavioral supports for student with IEPs. However, we will also have a full time school counselor to provide individual counseling and group therapy to students who display significant social emotional challenges. Considering the young age of our population, we also recognize that many of our students with IEPs will require specialized instruction and support in the areas of speech and occupational therapy. We will contract these specialized services through an outside provider. DC Scholars PCS's special education team will log visits from service providers and monitor student progress against their IEP goals.

<u>Gifted & Talented</u>

Identification & Evaluation Process

Gifted students at DC Scholars PCS will be determined based on a comprehensive evaluation which will include teacher recommendations, grades, standardized test scores, and, for elementary students, social worker or psychologist input. Students scoring in the top 5% of any nationally normed test (such as the GRADE or GMADE) will be automatically considered for the program. Students will be considered for entry into the program in the 2nd grade and again in the 5th grade (students transferring into DC Scholars PCS will also be evaluated for eligibility when they enter). After students are evaluated, the Director of Special Education and special education teacher will work together to draft school-level evaluative check-in points with gifted students and to designate a teacher or staff member to oversee the program. Teachers will be provided with forms to regularly update the Director of Special Education on the progress of gifted students.

Delivery Model

DC Scholars PCS is will support all instructors in the development of materials and curricular enrichment activities so that gifted students are pushed across content areas. Special education teachers would work with the content teachers to help ensure that the additional activities promote higher-order thinking and are not simply "extra" work. DC Scholars PCS recognizes that gifted students often need work that differs from classmates' in order to actively capture their attention.

Additionally, the school will run specific field trips and enrichment activities available afterschool for gifted students to further encourage their development and engagement. Also, school-wide professional development will offer support on developing activities to target gifted students in the classroom.

e. English Language Learners

<u>Identification & Evaluation Process</u>

DC Scholars Charter will administer a home language survey upon student enrollment. Students who speak a language other than English at home will then take a diagnostic assessment (WIDA ACCESS Placement Test) to determine their relative level of English proficiency. After the initial diagnostic, student progress towards achieving English proficiency will be monitored through a state-required assessment called ACCESS. Student performance on ACCESS will be included as one performance measure in ESL teacher evaluations. Once a student reaches a score of "5" on ACCESS, he or she will be transitioned out of the ELL program and fully integrated into the regular education population. ESL teachers will still maintain periodic check-ins with these students' teachers to ensure they are progressing in their English language development and do not require additional support.

<u>Delivery Model</u>

The goal of DC Scholars PCS ELL approach is to help students acquire oral, reading, and written English skills as quickly as possible so that students can more completely interact with the entire curriculum offerings. However, because entering ELL students will be taking subjects other than English, key content specific vocabulary will be translated into their native language so that students do not fall behind in content area subjects. A teacher or volunteer familiar with the language of the ELL population will support content area teachers in translating and modifying worksheets in the students' native languages.

Elementary ELL students will have the regular full 2 hour block of English each day, along with either push-in support or an hour of additional pull-out work (either in small groups or one-on-one situations) with an ESL trained teacher. This pull-out intervention will take place in a targeted ESL resource center that offers a range of ESL toolkits, books, and activities to build basic skills. The decision between push-in and pull-out will be based on conversations between the ESL teacher, the homeroom teacher, and the School Leadership Team. Depending on the number of ELL middle school students at DC Scholars PCS, the school will offer a designated ESL period instead of the students' reading and writing classes. Within this class, students will be split into leveled groups based on English ability and engage in conversations, reading assignments, and writing tasks to practice gaining comfort and facility in English.

DC Scholars PCS will offer translation services at the main office for parents through bi- or multilingual staff members. During teacher conferences or other times of direct parent-school staff interaction, the school will provide translation services through bilingual staff members or, if necessary, external community volunteers.

f. Strategies for Providing Intense Academic Support

Identification & Evaluation Process

In elementary school (PS-4) the majority of direct instruction in mathematics and literacy will be done in small homogeneous groups within homerooms. With the supervision of the School Leadership Team, teachers and administrators will examine baseline data from GRADE, GMADE, and Fountas and Pinnell to determine the number, size, and student makeup of each small group. Each homeroom will contain between 3-4 leveled groups for math and literacy that will be adjusted throughout the year based on growth and objective mastery rates of the students. The groups will range in size from 4-8 students.

While the teacher is engaged in GRM with his/her learners for 20/30 minute sessions, the other students are completing content related independent center work. Starting at the Pre-Kindergarten level, an aide or co-teacher will push in to support learning in centers. Center activities will include leveled components and differentiated activities. To facilitate leveled reading, the library will be color coded or lettered to indicate specific Guided Reading or DRA levels. Writing prompts will be tailored to low, medium, and high groups, and games will be selected to meet the interests of learners at each level. Students who are leveled into a *lower-leveled* section are provided additional time and resources in which to meet remediation needs, as well as meet grade level academic content. This includes extra time for testing and in-classroom "push-in" support for the entire class (when necessary).

For middle school students (5-8), identification and placement of students requiring intensive support is initially determined by students' performance on the Group Reading Assessment Diagnostic Evaluation (GRADE). Students with scores significantly below grade level are then considered for intensive support after conversations with their teachers based on their performance early in the year, specifically in core subjects such as reading and math. After the first year of DC Scholars PCS, teachers will evaluate students and recommend individuals for an intensive support focus the following year. Following the section assignments based on GRADE scores, ELA teachers use the results to design their scope and sequence and modify their instructional approach to both challenge students and also to ensure the rigor is appropriate for the given level. Students who exhibit growth during the year may switch classes so instruction best supports their continued growth. In parallel, math levels are measured by the Group Math Assessment Diagnostic Evaluation (GMADE). Math instructors use the results of the GMADE to inform planning and target skill deficiencies in those areas where students require more intensive support. In the event that a student's math level is drastically above or below their reading level an appropriate accommodation will be made to ensure the student is challenged across all subject areas.

Support Strategies

The central support strategies for students requiring intense support are the same as for Special Education students discussed in the previous section of the application. To summarize, this includes leveled reading groups, extra remedial work to solidify basic foundational skills, and accommodations within lessons to help students follow along (guided notes, definitions of vocabulary included in the text, written reminder of necessary steps in a problem, etc). The following are additional support strategies that will be available:

(*PS-4*[th]*) Reading and Math Focused Interventions*

In order to master higher order skills, all scholars must be fluent, confident, astute independent readers and mathematicians. Numerous resources, time, and energy will be dedicated to ensuring that all learners have a strong literacy and numeracy foundation. In addition to the approximately 2.5 hours of literacy and math instruction provided in each classroom, our lowest learners will participate in reading intervention push in or pull-out sessions 3-4 times each week. Destination Reading and Math curricula will be used for this purpose. During this time, scholars in the lowest grades will work to master basic phonics and phonemic awareness skills and utilize self-paced literacy and mathematics tools.

(3rd-8th grade) Tutoring

Students who are below grade level will receive teacher-led tutoring services after school. Both reading and math tutoring will be offered for an hour and half one day a week after school. Tutoring is targeted at remediation of grade level content, as well as any additional remediation for students who are not on grade level.

(4th-8th grade) Homework Academy & Homework Club

Homework Academy is assigned to students who have shown consistent failure to complete daily homework assignments and when a teacher believes that extended time on homework assignments will strongly benefit a students' achievement. Students then work with faculty during this after school time to complete their work or the bulk of it and address any areas of trouble or concern.

Homework Club is intended to provide an additional support for students who are identified by teachers or parents as needing additional assistance on their homework. Students may elect to attend Homework Club on their own if they need assistance with their out-of class assignments. Homework Club is not intended for students who intentionally do not complete their homework.

3. Student Performance

a. Student Progress and Achievement

To assess and track progress towards standards and grade level mastery, DC Scholars PCS will use a range of measures:

	Norm- / Criterion-Referenced	Informal / Formal	Purpose	Frequency
After-Lesson Check for Understanding	Criterion-Referenced	Informal	Monitor Mastery of Content & Inform Instruction	Every Lesson
Classroom-based Tests & Quizzes	Criterion-Referenced	Informal	Monitor Mastery of Content & Inform Instruction	Approx. monthly
Quarterly Benchmark Assessments (school-designed)	Criterion-Referenced	Formal	Monitor Mastery of Content & Inform Instruction	4x per year
GMADE: Group Math Assessment & Diagnostic Evaluation (Pearson)	Norm-Referenced	Formal	Initial Placement, Growth Monitoring	2x per year
GRADE: Group Reading Assessment & Diagnostic Evaluation (Pearson)	Norm-Referenced	Formal	Initial Placement, Growth Monitoring	2x per year
DC-BAS	Norm-Referenced	Formal	Determines Pre-req skills and then is a summative assessment of mastery to date	4x per year
DC-CAS or PARCC	Norm-Referenced	Formal	Accountability & Demonstration of Model's Effectiveness	1x per year

English Language Arts

Grades	Baseline Standard of Achievement	Desired Outcomes (What is Mastery)	Aligned Assessments	Assessments linked to Instructional Choices
Lower Elementary (PS-2)	• Students build and acquire basic literacy,	• 1.5 grade levels of growth	• Fountas and Pinnell reading assessments to isolate literacy and	• Fountas and Pinnell progress is monitored throughout the year as goals are set for student progress after each

	writing and reading skills	• Students achieve 80% or higher on each tested standard/objective	phonics skills • GRADE – criterion referenced assessment to assess reading level and growth over year	quarterly assessment. Student scores are used for strategic grouping as well as identifying students who need additional support.
Upper Elementary (3-4)	• Students solidify basic literacy, writing and reading skills	• Students achieve 80% or higher on each tested standard/objective • 1.5 grade levels of growth	• GRADE – criterion referenced assessment to assess reading level and growth over year • Internal school-created reading and writing benchmarks (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards.	• GRADE scores provide initial diagnostic data on overall reading ability as well as specific areas of strength and weakness for the teacher to recognize individual student and class-wide needs. • Internal assessments are followed by staff professional development where student scores are analyzed by teachers and subsequent re-mastery plans are created to ensure deficient skills are prioritized for re-teaching. • Targeted content specific professional development in areas where scores reflect struggling students
Middle School (5-8)	• Students master basic literacy, writing and reading skills. • Students develop college level writing, vocabulary and reading skills.	• Students achieve 80% or higher on each tested standard/objective • Minimum of one (1) grade levels of growth (on average) • 80% or higher on network wide vocabulary tests • Completion of portfolio writing project (7th and 8th grade)	• GRADE – criterion referenced assessment to assess reading level and growth over year • Internal school-created reading and writing benchmarks (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • Formative and summative vocabulary quizzes • Writing portfolio projects (performance based task for every quarter) to assess progress and growth toward analytic essay for 8th graders	• GRADE scores provide initial diagnostic data on overall reading ability as well as specific areas of strength and weakness for the teacher to recognize individual student and class-wide needs. • Internal assessments are followed by staff professional development where student scores are analyzed by teachers and subsequent re-mastery plans are created to ensure deficient skills are prioritized for re-teaching. • Vocabulary quizzes provide unit specific and cumulative data on student vocabulary learning which teachers use to emphasize key words in writing tasks • Portfolio projects track specific student writing skills that build in difficulty and rigor throughout the year. Teachers discuss writing focus areas before each task and then grade each assignment based on focus area. Feedback is given to both class and individual student based on mastery of focus area skills. • Targeted content specific professional development in areas where scores reflect struggling students

Math

Grades	Baseline Standard of Achievement	Desired Outcomes (What is Mastery)	Aligned Assessments	Assessments linked to Instructional Choices
Lower Elementary (PS-2)	• Students build and acquire basic math skills	• 1.5 grade levels of growth • Students achieve 80% or higher on each tested standard/objective	• GMADE - criterion referenced assessment to assess math level and growth over year (K-2) • Internal school-created math interim assessments (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • enVision math unit assessments • Teacher created unit assessments	• GRADE scores provide initial diagnostic data on overall reading ability as well as specific areas of strength and weakness for the teacher to recognize individual student and class-wide needs. • Internal assessments are followed by staff professional development where student scores are analyzed by teachers and subsequent re-mastery plans are created to ensure deficient skills are prioritized for re-teaching.
Upper Elementary (3-4)	• Students solidify basic math skills	• 1.5 grade levels of growth • Students achieve 80% or higher on each tested standard/objective	• GMADE - criterion referenced assessment to assess math level and growth over year • Internal school-created math interim assessments (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • Formative enVision math unit assessments • Teacher created unit assessments	
Middle School (5-8)	• Students master all basic math concepts and skills • Students complete Algebra 1 by the end of 8th grade	• 1.5 grade levels of growth • Students achieve 80% or higher on each tested standard/objective • 8th grade students complete Algebra 1	• GMADE - criterion referenced assessment to assess math level and growth over year • Internal school-created math interim assessments (minimum of 5 questions per standard to ensure reliable/valid data) to assess mastery of learning goals and standards. • Formative enVision math unit assessments (5th-6th grade) • Teacher created unit assessments	

Mission-Specific Goals

Goal	Baseline Standard of Achievement	Desired Outcomes (What is Mastery)	Aligned Assessments
Placement in college prep high-school	• Tracking of all 8th graders and alumni through high school and college process	• 80% of graduates attend college prep high school	• College prep high schools have 80% or more of graduates attending college
Complete Algebra 1	• All students complete Algebra 1 by end of 8th grade	• 90% of students complete Algebra 1	• Rigorous Teacher/School developed Algebra 1 test
Write 4 page analytic essay	• All students write typed analytic essay following standard college format	• 100% of students complete analytic essay	• Analytic essay rubric aligned to performance task
Graduate on 10th grade or higher reading level	• All 8th grade graduates can read on a 10th grade level	• 90% of students graduate on 10th grade reading level or higher	• GRADE criterion referenced diagnostic • Vocabulary assessments

State-Wide Assessments

DC-CAS Math (Elementary)

Grades	DCPS 2010 Proficiency	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target
Elementary	43.4%	54%	65%	80%	85%
Middle School/Secondary	43.7%	n/a	n/a	80%	85%

DC-CAS Reading (Elementary)

Grades	DCPS 2010 Proficiency	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target
Elementary	44.4%	55%	65%	80%	85%
Middle School/Secondary	43.3%	n/a	n/a	80%	85%

ACCESS for English Language Learners

DC Scholars PCS will follow DCPS instructional approach for English Language learners.

Grades	ACCESS Goal
Lower Elementary	• Minimum of 1 level of growth per year on ACCESS assessment
Upper Elementary (3-4)	• Students exit program with 3 years
Middle School (5-8)	

Assessment Tracking Systems:

Critical to making effective use of assessments are highly useful assessment tracking systems. As part of the Scholar Academies network, DC Scholars PCS will use the following:

- SunGard Education's Performance Tracker is a web-based learning management system that, beginning in the Spring of 2011, each of the schools across the Scholar Academies network will use to better track student achievement throughout the year, by grade and across schools. Performance Tracker provides school leaders and teachers a single – and highly usable – location to access all formal interim and summative assessment data.
- For items not captured in Performance Tracker (exit slips, early grade non "bubble" tests, DC Scholars PCS will use network-created Microsoft Excel mastery trackers that allow teachers and school staff to quickly assess student, class, and grade level objective and standard mastery. The trackers also help teachers identify which standards students are struggling to master, providing teachers a framework to design a re-mastery action plan targeting those specific standards.

b. Gateway Measures

Elementary School Grading Policy (PS-4)

Elementary school students are assessed scores (1-4) to reflect their mastery of subject specific learning goals and standards. The numerical scores are tied to traditional percentages to help parents understand the relative level of their children and track growth throughout the year. *Students receiving final scores of "1" in Math and/or Reading will be considered for retention in order to ensure they are properly prepared for the next grade.*

Does not meet the standard (below basic) **1**	Approaches the standard (basic) **2**	Meets the standard (proficient) **3**	Exceeds the standard (advanced) **4**
Mastering few or no grade level learning goals	Mastering some grade level learning goals	Mastering all grade level learning goals	Mastering all grade level learning goals and some above grade level goals
Corresponding Numeric Score			
59% and Below	60-79%	80 to 89%	91% or above

A student must also have been in attendance for at least 90% of the school year, which translates to no more than 18 absences – excused or unexcused – to be promoted to the next grade. If a student receives a (1) in one or more core subjects he or she must attend summer school in order to have an opportunity to be promoted to the next grade level. Any student exceeding 18 days of absences will be required to attend summer school.

Additionally, any student not at grade level in reading at year end, according to GRADE or Fountas & Pinnell, will be required to attend three weeks of half-day summer school with intensive focus on literacy.

Middle School Promotion and Grading Policy (5-8)

A student must receive a grade of C or better in 6 of their core content classes (Math Procedures, Math Problem Solving, Reading, Language Arts, Science and Social Studies) in order to be unconditionally promoted to the next grade. A student must also have been in attendance for at least 90% of the school year, which translates to no more than 18 absences, excused or unexcused. If a student fails one core subject and/or has a failing grade in two of the three electives – Art, Physical Education/Health or Computers – he or she must attend summer school in order to have an opportunity to be promoted to the next grade level. Additionally, any student receiving a D in more than two classes will be required to attend summer school. Any student exceeding 18 days of absences will be required to attend summer school.

Promotion is dependent upon not missing more than 2 excused days of summer school and passing a subject specific competency test that is a combination of the 4 quarterly exams from the subject which the student failed. If a student does not pass this test, he or she may be retained.

Additionally, any student testing Below Basic on the DC-CAS (or PARCC, when implemented) in Math or Reading or not at grade level according to year-end GRADE/GMADE exams will be required to attend summer school for remedial support.

If a student fails two or more core subject areas, he or she may be retained and required to repeat the grade level. It is our goal to equip each student with the skills necessary to succeed in the next grade. If a student fails to meet promotion criteria, DC Scholars PCS will work with students and parents to develop an intervention plan for the first quarter of the following year. This will allow the student to potentially be promoted to the next grade in the fall, should he or she meet the outlined criteria for promotion after the first quarter. If a student fails to meet these outlined criteria, the student will be retained for the year. The specifics of this plan are decided on a case-by-case basis. Any 8th grade student who fails one or more core subjects will not be permitted to walk at graduation.

Graduation Requirements

In order to graduate, 8th graders must meet all middle school grading requirements, apply to at least 1 college prep high school, and write a 4-page literary analysis essay. Students who do not complete the essay will be forced to write it in summer school or repeat the grade.

c. Leading Indicators

Promoting Attendance

Students attending a DC Scholars PCS are expected to attend school every day, as attendance is a direct predictor of student learning and academic success. Attendance is also directly aligned to the Scholar Academies approach of maximizing time in school. Students should arrive at school on time and any student arriving 15 minutes late will be marked as tardy. Parents are expected to ensure that their child is in school on time, every day. If a student is going to be absent for the day, families must contact the main office explaining the reason for the absence. If a student is absent without advanced notice, DC Scholars PCS will call home to inform the families of the absence later in the morning.

Grade and school level incentives (parties, events, etc) will be used in order to encourage student attendance. Additionally, teachers are expected to call home and build relationships with parents when they notice students have been frequently absent.

In order for an absence to be designated as excused, students must bring a signed doctor's note that explains their illness or a note from a parent explaining the reasons for a student's absence. Any absence lasting two days or more for illness requires a doctor's note to be excused. If a doctor's appointment is scheduled during the school day, a student is expected to come to school before and after the doctor's appointment. In cases of truancy, DC Scholars PCS may report the student and/or family to certain state agencies or file an official complaint with the court.

Absence Interventions	
Number of Absences (Excused or Unexcused)	**Action**
4	At 4 student absences, the school will contact the family in writing. Homeroom teachers/School Leadership will begin calling home each day a student is absent going forward.
8	At 8 student absences, the school will require a meeting with the family to investigate the absences and determine appropriate next steps.
12	At 12 absences a student will be sent a warning notice explaining the serious nature of missing school and the potential for retention. Another meeting with the family will be required at this time.
18	The school reserves the right to retain any student who exceeds 18 absences.

Retaining Students

DC Scholars PCS will work with students and their families to help all students remain in school once enrolled. Strategies to reduce withdrawals and expulsions include:

- Frequent parent/teacher conferences and check-ins where areas for concern or further development are explicitly addressed and then followed up on continuously throughout the school year
- School Leadership focused directly on school climate and culture (Director of Culture and Dean of Students) both of whom focus on building a positive school culture and work with individual students who are struggling behaviorally. Additionally, these leaders support teachers to explore new and creative ways of engaging and redirecting students who are struggling in their classroom.
- An on-site school counselor to serve students with emotional/psychological problems. The counselor will also work with parents to connect students with external resources and supports if needed.
- A Director of Special Education to help students with learning difficulties who are in danger of falling behind academically.

4. Support for Learning

a. Parent Involvement

Building Family-School Partnerships

DC Scholars PCS will operate on the critical execution of collective commitment from students, families, parents and the neighboring community to solidify a community-wide culture of achievement. DC Scholars PCS will put a strong emphasis on a proactive approach to engage community and families including the establishment of a role, Parent Liaison, dedicated to focusing on these efforts.

Building on the existing relationship between DC School Reform Now and DC Scholars Stanton Elementary, DC Scholars PCS will work in partnership with DC School Reform Now to identify and organize a committed group of DC Scholars PCS parents and families to be the voice of the parent community. DC School Reform Now brings to the DC Scholars PCS team a true sense of the DC community landscape and lends its expertise to align with the DC Scholars parent engagement strategy.

DC Scholars PCS will also develop a Parent Action Committee (PAC). The PAC will liaise with the school leadership to maximize parent engagement for critical school-based events as well as to strengthen the resources the school offers to families. A representative of the PAC, as well as one additional parent, will be appointed to the Board of Trustees to ensure the governing bodies are aligned and aware of each other's focus and strategy.

Parent Training

Orientation

At the time that a student is offered a seat at DC Scholars PCS, parents will be highly encouraged to participate in Parent University where they will learn the details of the DC Scholars PCS approach. At the orientation, parents will be presented with the DC Scholars PCS survival guide. This guide outlines the critical areas in which parents will need to be responsible for ensuring their students' success and preparation for school on a daily basis.

As part of the orientation, parents are asked to review and commit to the following:
- Reinforcement of school-wide Core Values
- Non-violence policy
- Support of and adherence to school rules and expectations
- Adherence to the uniform and dress code
- Policy on attendance, early dismissal and late arrival
- Homework policy
- Discipline policy

- Rewards and consequence approach
- Afterschool activities procedures

The survival guide is intended to orient parents and families to the ways of DC Scholars PCS and encourage collective commitment to meet the expectations outlined for our scholars.

Ongoing

DC Scholars PCS will partner with other organizations to provide programming that supports, reinforces and engages families in the practices of the school's culture. The school will run workshops that emphasize things such as positive conflict resolution and how to help with homework and provide families with the tools that they need to be successful in reinforcing these practices at home. Beginning in 5th grade, parents will begin to learn more about the high school placement process through workshops hosted by the School Leadership as well as Directors of Admission and recruitment from area college-prep high schools.

DC Scholars PCS will not directly offer programming to parents and families. However, DC Scholars PCS will work closely with the PAC (mentioned above) to use the school's resources as a platform to work directly with parents. PAC will be provided with a budget from which they can draw funds to organize both educational programs and social gatherings. These may include:

- Using the school's computer lab/lap top carts to provide families access to computers or the internet during non-school hours
- Guest speakers and lectures on topics such as the importance of parent involvement and investment in their child's education
- Pot-luck dinners/lunches to bring together the families and the staff

Parental Involvement

All members of the DC Scholars PCS community — that is, students, families, staff, and community volunteers — have a stake in the academic success of the students. As such, one of the most significant documents used at DC Scholars PCS will be the Community Accountability Contract. Signing this contract represents serious commitment by each individual to the success of our students. For students, the contract provides an overview of what it means to be a Scholar. For families, the community accountability contract details explicitly the roles of each stakeholder in a student's success, parent/guardian, student, school. Similarly, DC Scholars faculty, administrative staff and other community members (volunteers, Trustees, etc) sign the contract to commit themselves to working tirelessly to provide students with a world class education. *See Section K for a sample Community Accountability Contract.*

A key component of engaging parents is ensuring that they are aware of and kept in the loop about what is happening in the classroom. DC Scholars PCS will have a number of involvement opportunities designed to encourage this information sharing:

- *Open Door Policy*—parents and guardians can schedule a day to shadow their student throughout the school and see their student in the full-time classroom setting.
- *Open House*—during the first two months of school, DC Scholars PCS will host an Open House where parents can visit their student's classroom and walk through a mini-version of the school day.
- *School Director's Breakfast*—once a quarter the School Director will host a breakfast where parents and guardians can come and hear an update on the school as well as address any concerns or issues in a public forum.

As a specific adaptation for the youngest learners in the building, parents will have the opportunity to join their student in class for the first few days of school. This modification will help support the transition from home to school for the youngest learners.

Parent Communication

DC Scholars PCS is committed to regularly communicating with families through a variety of channels, including:

- *Friday Folders*—Each Friday, students are sent home with their Friday Folder which includes valuable information about upcoming school-wide events, school calendars, and information on school policies and procedures. Friday folders are reviewed and distributed each Friday afternoon in PM Homeroom. All parents should check each form as many require signatures and to be returned to school.
- *Regular Calls Home*—DC Scholars PCS Teachers are required to call the homes of students regularly to discuss the progress of a student. These calls will be made both to report on positive progress that the student has made and to relay any challenges the student is having in school.
- *Behavior Related Communication*—DC Scholars PCS will ensure that parents are regularly aware of the choices their student is making at school. These communications come in the form of sending home a student's color chart everyday (grades PS-2) and a student's Paycheck once a week (grades 3-8) to reflect how a student is doing behaviorally. Parents are required to sign the student's behavior record for the day or week to signify that they have seen and reviewed it. If a parent is required to come into school to discuss a student's persistent poor behavior, these records are used to help support the conversation.
- *Letters Home*—Critical information that requires extra attention will be mailed home separately from Friday Folders. These letters include those that outline the school's AYP status, teacher qualifications or Title 1 status.

b. <u>**Community Participation**</u>

<u>**Community Relationships**</u>

A pillar of the Scholar Academies model is the engagement of families and the community in support of the school and its mission. A focus on strong relationships in the neighboring community is critical to developing community support for the DC Scholars PCS approach to student achievement. DC Scholars PCS will take a proactive approach to building community support and will partner formally with DC School Reform Now to strategize and enhance the school's initial and ongoing outreach.

One component of DC Scholars PCS's approach to community engagement will be regular meetings to update the community on the school's progress throughout the planning year as well as into the school year. This will include monthly gatherings where a member of the DC Scholars PCS founding team will provide clear, succinct updates on the progress of the school's opening from a student recruitment, teacher recruitment, facility renovation and development standpoint, as well as any other key topics. This will also be an excellent forum to engage community partners who can lend expertise or elbow grease to the school's opening. Once the school opens, the DC Scholars PCS Community Liaison will host monthly walkthroughs during the school day to expose the community to the inner-workings of the school and provide a platform to address questions or concerns.

In addition, DC Scholars PCS will operate a Young Friends program. Composed of young, energetic, socially-aware DC Residents and workers, the Young Friends of DC Scholars group works to shape the future of education in our city through informed and active participation in our school community. Through volunteer activities with students a Young Friend sees the positive impact his or her presence and enthusiasm can have on a child. Through social events designed specifically for Young Friends, members meet other young professionals who share an interest in educational issues and promote awareness for DC Scholars by sharing the school's mission with friends, colleagues, and other members of the community. The group will meet monthly to discuss ideas and plan volunteer or fundraising activities.

<u>**Community Partnerships**</u>

Through our partnership with DC School Reform Now, our relationships in Ward 8 and Founding Group member Jacque Patterson, we will work to strengthen the overall community and family outreach program at DC Scholars PCS. The school leadership during the planning year will quickly assess the community resources to engage partners towards meeting our mission.

One example of these partnerships will include day care centers where families may send their children in advance of matriculation to DC Scholars PCS to enhance the articulation of the programs and ease the transition.

Attached to this application are letters of support from a representative of the ANC in Ward 8 as well as the Woodland Terrace Community Council as well as the Chairman of the Board of DC Prep.

Some examples of organizations that we have a relationship with or have engaged:

Organization	Contact	Mission
ANC Ward 7		The Advisory Neighborhood Commissions consider a wide range of policies and programs affecting their neighborhoods, including traffic, parking, recreation, street improvements, liquor licenses, zoning, economic development, police protection, sanitation and trash collection, and the District's annual budget. In each of these areas, the intent of the ANC legislation is to ensure input from an advisory board that is made up of the residents of the neighborhoods that are directly affected by government action. The ANCs are the body of government with the closest official ties to the people in a neighborhood.
ANC Ward 8D (see letter of support)	4601 Martin Luther King Jr. Ave SW Washington, DC 20032 (p) 202-561-0774	The Advisory Neighborhood Commissions **consider** a wide range of policies and programs affecting their neighborhoods, including traffic, parking, recreation, street improvements, liquor licenses, zoning, economic development, police protection, sanitation and trash collection, and the District's annual budget. In each of these areas, the intent of the ANC legislation is to ensure input from an advisory board that is made up of the residents of the neighborhoods that are directly affected by government action. The ANCs are the body of government with the closest official ties to the people in a neighborhood.
City Year	1875 Connecticut Ave, NW, Ste 1130 Washington, DC 20009 (p) 202-776-7780	City Year unites young people of all backgrounds for a year of full-time service, giving them skills and opportunities to change the world.
DC Choices	Choices, Inc. 4701 N. Keystone Ave. Suite 150 Indianapolis, IN 46205 (p) 888-543-9727	Our mission is to strengthen individuals and families while advancing community systems of care.
DC Prep PCS (see letter of support)	Terry Eakin, Board Chair 707 Edgewood Street, NE Washington, DC 20017 (p) 202-635-4590	DC Prep has a straightforward mission: to bridge the educational divide in Washington. By providing students with an outstanding education that emphasizes rigorous academics and character development, we aim to prepare our graduates for success in top-tier high schools, college, and adult life.
East of the River Clergy, Police, Community Partnership	Main Office 4105 First Street, S.E. Washington, D.C. 20032 (p) 202-373-5767	As led by God, the East of the River community will experience healing, restoration and transformation from brokenness to healthy, self-sustaining, and holistic neighborhoods through the collaborative work of the Clergy, Law Enforcement, Individuals and Community.
EL Haynes PCS	Jennie Niles, Founder & Executive Director 3600 Georgia Avenue Northwest Washington D.C., DC 20010 (p) 202-667-4446	Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.
People Animals Love (see letter of support)	PAL: Rene Wallis 4900 Massachusetts Avenue, NW, Suite 330 Washington, DC 20016	The organization's mission is to sponsor programs for adults and children that show how the special bond between animals and humans can make a unique contribution in solving challenging

	(p) 202-966-2171	societal needs.
Positive Natures	Positive Nature Inc. 219 50th Street, SE Washington, DC 20019 (p) 202-671-6280, ext. 153	It is our mission to provide structured, strengths-based therapeutic services to at-risk and emotionally disturbed youth through comprehensive, family-focused and cost effective programs. Above all else, we always stress the power of positivity.
Turning the Page	Jason King 1010 Vermont Ave NW # 915 Washington D.C., DC 20005-4957 (p) 202-682-4151	Turning the Page links DC public schools, families and our community so that, together, we can ensure DC students receive valuable educational resources and a high-quality public education.

DC Scholars PCS will also quickly work to build a solid relationship with the mental health resources available in the community. These professionals have an in-depth and rare perspective on the community at-large and will be a critical component to supporting the mental health and social/emotional needs of our students.

c. School Organization and Culture

At DC Scholars PCS, we believe that academic excellence can only be achieved within a highly structured environment. Any time spent dealing with student misbehavior is lost instructional time. Therefore, DC Scholars teachers and students are required to follow the routines and procedures of our school with strict precision. Any deviation from school-wide policies and procedures undermines school culture and threatens the orderly and efficient operation of our building. Consistency is the most important part of school culture and discipline at DC Scholars PCS.

We are a positive alternative to a system that has continually let its children down. Many of DC Scholars' students come from unstructured, low performing schools. Consequently, the majority of our students arrive at our building below grade level and significantly behind academically. Therefore, it is the responsibility of the DC Scholars PCS team to maximize every second of the school day to provide DC Scholars students with the knowledge and skills required to grant them access to limitless opportunity. The DC Scholars functional learning environment will be the platform for student achievement. This platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student and our collective community.

A DC Scholars PCS teacher must be strict but also caring and supportive. This balance is extremely important. Teachers must be firm but cannot just expect students to meet our standards. It is a requirement that DC Scholars teachers support students to meet the school's expectations and provide them with the tools necessary to be successful in a classroom environment. Effective managers are resolute and reasonable; they never give up or leave a situation unresolved but are also reasonable in that they involve themselves in helping the student to comply. Each student must be effectively managed through clear direction and high expectations. Adhering to the systems for dealing with student misbehavior holds students uniformly accountable and ensures fair and equitable treatment of students. Students should feel respected and valued even when being disciplined. Students should feel that they are being corrected not because the teacher said so but because that teacher is so dedicated to educating them that they will not tolerate anything less than the best.

At DC Scholars PCS the School Culture approach is centered around four (4) student Core Values that define the acronym PATH (Prepared (PS-2) /Professional (3-8), Attentive, Thoughtful, and Hardworking). The following are how we define PATH:

Prepared/Professional:
- Each morning students enter the school building and make direct eye contact and shake the hand of a member of the School Leadership Team.
- Students at Young Scholars practice using appropriate manners by following "PETSY" (Please, Excuse Me, Thank You, Sorry, You're Welcome). Students can move on the color chart or earn scholar dollars for exhibiting these manners throughout the day.

Attentive:

The following behavioral objectives are expected of students in class, community circle or any event in or out of school (STAR):

- Sit and stand up straight

- Track the speaker

- Always on task and engaged

- Ready to learn

Thoughtful:

- One of the primary student behavior objectives is to expect that each student will 'Make good choices'

- As a component of the DC Scholars ladder of consequences (discussed further in the discipline section of this application) when a student makes the wrong choice, s/he is asked to write a formal reflection of their behavior and define how they might make a better choice the next time

- Students are regularly encouraged to self-monitor and report on behaviors that occur outside the boundaries of the core values; this behavior is encouraged as a platform to embody the core values

- Teachers and administrators are expected to model Professional Respect for each and for students

Hardworking:

A fundamental belief is that students have to be willing to fully engage and commit to the opportunity presented to them at DC Scholars PCS. We recognize that all of the supports and activities are only as good as the students' willingness to take advantage of them. At DC Scholars we work hard to help students recognize the advantage that they have in being a part of this community. Students are expected to do their best in the classroom and to do their part in the learning process. The following traits are key attributes students must demonstrate in order to be successful. These traits are regularly reinforced and modeled:

- Perseverance

- Putting forth best efforts

- Goal Orientation

- Asking for help

Aligned to these core values, the DC Scholars Approach to Culture focuses on creating and sustaining a positive, safe culture of achievement. We do this by building school culture through 1) Consistent Use of Academic-Based Routines and Procedures, 2) Community Building, 3) Token-economy Discipline System and 4) Character Building.

1) Consistent Use of Academic-Based Routines

In order to maintain consistency and increase efficiency and, therefore, time spent on task and learning, all DC Scholars instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through. Examples of items for where there will be routines and procedures are as follows:

- Entering the classroom and choral greeting

- Exiting the classroom and choral closing

- Calling to attention during class

- Requesting pens/pencils

- Hand signals for bathroom, tissue, question, comment, answer

2) Community Building

DC Scholars will operate as a community made up of students, faculty, staff and families who are all tied together by the common bond of ensuring that every child achieves success. DC Scholars has developed many structures to provide our students with the best possible school culture that will allow them to achieve their dreams and reach their full potential. We will build school culture primarily through structures that develop students' academic and social skills and unite us all as a school community.

Community Circle

Community Circle will occur twice a day and rotates through each grade, resulting in each grade attending Community Circle at least once a week. Community Circle is intended to be a space where student accomplishments are recognized and the student core values are reinforced through a variety of activities. Community Circle is a large part of how school culture and community of achievement are built. Community Circle lasts 15 minutes and features each of the following components:

Community Circle **Daily Schedule of Events**
Welcome and Word of the Week: A word is selected and talked about at Community Circle in the beginning of the week. The definition of the word is given and it usually applies to student life. The word is repeated by the students twice at the end of the talk.
PATH Recognition: We recognize students who have earned very high PATH reports for the week, this means a student has earned a 130 or above. We also give out numerous monthly rewards at community circle.
Blue Star Award (K-2): Students who are exemplary in making good choices in class will receive the Blue Star Award and be recognized at Community Circle.
Academic Celebration: Community Circle is the ideal time to recognize the achievement of individual students and classes.
Sharing and Updates: This is the only time when the entire grade meets so it is a perfect time for students or classes to share poems, papers, speeches, class projects and current events. We also use this time to touch on any upcoming trip, major event or test that students are working towards.
Character Building Exercises: Certain characteristic traits are touched on that are important to student development. Examples include: - Honesty – why it is important to tell the truth even when it is difficult - Service – why is important to help other people - Manners – "Please Excuse me Thank you Sorry You're Welcome (PETSY)" when should manners be used and why are they important.
Shout Outs: Community Circles always end with Shout Outs. Students and Staff raise their hands and give a "shout out" to a student or staff member for a random act of kindness or some other good deed.

Community Circle is also an opportunity to bring in guest speakers from the community to provide students an opportunity to learn new ideas and hear new perspectives. It is also a space where students showcase their talents and accomplishments to each other. Community Circle is led by the Director of Culture who encourages and provides opportunities for students to lead discussions, share their work or share experiences.

3) Token-economy Discipline system

Students come to DC Scholars to prepare themselves for high school, college and future employment. They will be equipped with the skills necessary to function as a successful adult professional. Accordingly, students will be encouraged to make good choices and then will be rewarded or given consequences based on the choices they make.

Grades PS-2

The token-economy system will manifest as a daily/weekly student behavior report based on a color-coded system. The reporting system will require daily parent/guardian review and signature. Students with a pre-determined number of "Blue Star" or "Blue" (the top of the color chart) marks in a given week will make a trip to the Star Scholar Box to select a prize. Scholars who receive a pre-determined number of "Blue Star" or "Blue" marks in a given two-week period will be invited to a Fantastic Friday Celebration including a fun, community-building activity such as making ice-cream, face painting, or an author-themed party. Students who have made poor choices can correct their behavior and move back up the color chart when they begin to make better choices.

Every day a student starts over again on Blue Star and has a chance to correct their behavior from the day before.

The color-chart system is also an opportunity to engage families in supporting student behavior. Families with scholars receiving seven red marks over two weeks are required to participate in a parent-teacher-school leader conference to execute a behavior intervention plan. Continued challenges with extreme behaviors in the classroom will result in a greater level of consequences to be determined by individual student and need.

Grades 3-8

Students are "paid" Scholar Dollars for meeting their weekly requirements as a student at DC Scholars PCS. Students can also lose Scholar Dollars from their weekly PATH paycheck for not fulfilling their essential duties as a DC Scholar including, among other items,: misbehavior in class or in a common school area, unexcused absence, lateness, disrespect or disregard of a redirection. Students can also earn additional Scholar Dollars for going above and beyond expectations and students will be rewarded greatly for their accomplishments.

Each week students start with a weekly paycheck earnings potential of $50.00. A student can earn more or less than that amount depending upon their actions for the week. Students' paycheck balances are tied directly to their eligibility to attend school wide trips and events. Additionally, students earning more than their $50.00 base salary can use their additional Scholar Dollars to purchase rewards or to participate in our twice-annual Big Spender Auction Nights.

Weekly paychecks are deposited into students' Scholar Dollar Savings Accounts and students should always be working to maintain at least the minimum account balance, an average of their $50.00 weekly earnings.

Students with the highest Scholar Savings Account balances each month will receive special rewards. At the beginning of every month, the top six performing students of each grade are acknowledged at Community Circle for their outstanding performance. Students have the option of choosing from the following rewards: lunch with a staff member or dress down day (when they do not have to wear their school uniform).

As is the case with the lower grades, paychecks are a positive way to monitor student behavior and intervene when there are on-going issues. Families of scholars with a paycheck balance below $30 per week for 6-weeks are required to participate in a parent-teacher-school leader conference to execute a behavior intervention plan.

The Loan Program

There are students who have a rough start to the year or who have an extended rough patch of behavior during a difficult time in or out of school may be at risk for never recovering their paycheck balance. Therefore, at the end of each quarter students are permitted to submit "loan applications" which outline the Scholar Dollars they are seeking, the reason they seek this supplement and the behaviors they agree to exhibit if granted a loan.

d. Extracurricular Activities

A core component of a strong school culture is the infusion of a robust enrichment program that is designed to support character building without compromising student achievement. After school and summer enrichment programs are critical factors in:

1) Preparing students and matriculating them to college-prep high schools
2) Developing a sense of community within and surrounding the school

DC Scholars PCS believes in the importance of helping students develop their unique interests beyond the walls of the classroom. A sample of programs that are in consideration for DC Scholars PCS: Boys & Girls Basketball, Track & Field, Ballroom Dancing, Creative Writing, Choir, Yoga, Year Book, Swimming, Drama and Lacrosse. Dance Squad, Chess Club, Fashion Design, African Drumming, Claymobile and Young Leaders. Diversity of after school programming is unique in inner city schools. The selection encourages students to broaden their horizons, offers them a platform to gain exposure to creative outlets and to learn transferable skills of decorum, etiquette, being polite with each other, respect, and dignity.

In addition to these programs, Scholar Academies will extend the relationship it has established with People Animals Love (PAL) at DC Scholars Stanton to DC Scholars PCS. PAL, a DC-based non-profit uses this special bond between animals and humans to make a unique contribution in solving challenging societal needs. This manifests at DC Scholars Stanton through a comprehensive after school programming brings together animal science and care taking with literacy skill development and importantly, fun.

After school activities and athletics will follow dismissal Monday through Thursday. Students who are assigned Tutoring, Homework Academy or Detention are not eligible to participate in any enrichment programs that interfere. Students whose paycheck is below a certain threshold for three (3) consecutive weeks may not be eligible for enrichment programs after school.

e. Safety, Order, and Student Discipline

Safety Procedures

The overarching Scholar Academies belief is that students feel safe in the building when there is a consistent application of all of the items listed in the development of school culture, as described above. However, at DC Scholars we will also use a combination of the following Security protocols:

- Building alarm system
- Visitor buzz-in and Sign-in policy (badges)
- Gated reception area
- Increased police sweeps of the parking lot
- Uniforms (help ensure only students are in the building)
- Non-violence policy
- Transportation policy (for students taking public transit)

The primary focus is creating a safe, positive learning environment through effective communication to students of what is expected of them both from behavioral and academic perspectives. DC Scholars PCS is committed to securing the school buildings in the least restrictive ways possible so as not to interfere with the school day and to minimize the impact on school climate.

Behavior and Discipline Philosophy

The first step in addressing the behavioral context at DC Scholars PCS will be to review legacy data available for incoming students and interview parents to find out about their perspective on their student's ability to be successful in a very structured learning environment. This will help the staff gain a real understanding of the incoming student population and ensure that DC Scholars PCS is proactive in addressing any potential issues.

DC Scholars PCS will apply the discipline practices used at DC Scholars Stanton Elementary because they have been proven to work. By that we mean strong enforcement of our discipline protocol right off the bat. We believe that the application of our Whole School Model, including a "sweat the small stuff" mentality, will allow for a quick resolution to behavioral issues at the Tier 1 and 3 levels.

Non-Violence Policy and Contract

DC Scholars PCS will be a safe place where students learn and the school community thrives. Accordingly, violence will not be tolerated at DC Scholars Charters School and acts of violence will be considered the most serious offense at the school. At the beginning of the year, a non-violence contract will be reviewed with students and sent home to families to be signed. Acts of violence at DC Scholars PCS, including but not limited to fighting, will result in disciplinary action that may result in expulsion.

Ladder of Consequences

Young Scholars teachers are the primary classroom managers and should proactively deal with student misbehavior by anticipating and dealing with bad behavior before it escalates. Teachers are empowered to send students to the Dean of Students but should do so only after every intervention has been tried first. Typically, a student should be sent out of class if s/he is interfering with the teacher's ability to instruct the class or is purposefully disruptive or disrespectful. This should be reserved as a last resort though, as a referral to the Director of Culture often communicates an inability to control a class on one's own. Teachers should enact the Ladder of Consequences, outlined below, in advance of calling on an administrator to step in. Whenever a student is sent out of the classroom, the person who sent the student to another authority

should find time to sit down with the student later to fully explain the infraction and resolve the situation. A written referral must also document the reasoning for sending the student to the Dean of Students.

The following ladder of consequences will be applied to the earliest learners (PS-2):
1. Whole Class Reminder of Expectations
2. Verbal Warning and Individual Redirection
3. Color-change
4. Quiet Reflection
5. Removal From Class & Phone Call Home

The following ladder of consequences will be applied for students in grades 3 - 8:
1. Whole Class Reminder of Expectations
2. Verbal Warning and Individual Redirection
3. Scholar Dollar Deduction
4. Quiet Written Reflection (In-Class) Signed by Parent
5. Student Sent to School Director, Phone Call Home, Formal Office Referral

To be effective as well as fairly and consistently applied, the discipline policy needs to be fully understood by parents, student, and staff. We will introduce families to the Discipline Code during the parent orientation and will review how it will be enforced. Further, we will show parents and students why a positive, safe culture is central to learning. Similarly, we will spend time during staff orientation reviewing and practicing (through role plays, etc.) the policy and enforcement protocols so that the rules are applied consistency by each staff member.

Consequences

In the event of a serious infraction or disregard for school rules and policies, a teacher or staff member may assign a consequence in appropriate response to the action.

Lunch Detentions
For the younger learners, lunch detention is served as a loss of recess and loss of the ability to socialize with their classmates during lunch. Lunch detention is assigned if a student ends the day on red for two days in a row.

For students in grades 3-8 students earning $10 or more in deductions from their paycheck will serve a silent lunch detention on the day after they earned the deductions. Students will also be issued a lunch detention for every day of the week if their paycheck average is below $20.00 for the previous week.

After School Detentions (Grades 3-8)
Any student earning less than $30.00 a week will have to stay for after school detention on Monday and Wednesday the following week from 4:15-5:30PM. Families will be contacted the day before their child has to serve the after school detention.

Any teacher who issued an automatic detention for a severe infraction such as use of profanity (at DC Scholars "shut-up" is considered profane) must also call home to explain why the student received the automatic detention.

Suspensions
Repeated violations of school rules and policies as demonstrated by referrals to the Dean of Students or low paycheck averages will result in more severe disciplinary actions, such as in and out of school suspensions, mandatory family meetings with school administrators, loss of certain school privileges and possible expulsion.

Students serving in class suspension will wear a white t-shirt over their uniform shirt and will not be allowed to eat lunch with their classmates. Students will attend all classes and can participate in class discussions but must remain silent otherwise. A student's teachers will sign an in class suspension report documenting the student's behavior during the class period.

In the case of an out of school suspension, a student's family may be called to remove the student from school that day if the offense is serious enough to warrant this action. If a student is suspended for the following day the student will not return to class and will complete all class work in the Dean of Student's office.

Upon returning to school after an out of school suspension, a parent or guardian must accompany the student to school for a reinstatement meeting at a time arranged between the Dean of Student and the student's parent or guardian.

Any student who receives an in class suspension or out of school suspension must publicly apologize to the community at Community Circle upon their return to school.

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

Professional Development Model

The DC Scholars PCS professional development program is an important strategic component to its mission of ensuring the high academic achievement of its students. The school's comprehensive professional development program is designed to improve individual competencies, build a culture of excellence, and advance its mission.

Strong teachers are the primary driver impacting student achievement. As a show of gratitude and appreciation for the incredible work they do with our students, we honor them as professionals. At DC Scholars PCSs we will utilize an array of professional development strategies to cultivate a community of learning, development, and collaboration. High quality professional development (PD) opportunities are vital in pushing teachers to improve instruction, planning, and management. In addition to regular feedback as part of basic sound management, the professional development program consists of the components outlined below.

Teacher and Staff Orientation

Each summer, new and returning staff members meet for two weeks. During the summer orientation program, teachers and staff learn and commit to the working culture of the school, the professional standards of work and behavior, and the school-wide academic goals. In addition to the standard topics (e.g., mission, school model, systems and routines, etc.), teachers spend considerable time reviewing state standards, analyzing the scope and sequence, and developing lesson plans (and emergency lessons to have in reserve). Further, DC Scholars PCS leadership will spend time building team culture through exercises designed to develop trust, mutual respect, and strong relationships.

The summer orientation program also introduces the faculty to the feedback and performance evaluation processes (described below).

Formal Evaluations

Twice a year, the School Director formally evaluates instructors on four performance strands (below). The purpose of the evaluation is to provide performance feedback, identify training needs, facilitate formal communication between the School Director and teacher, and validate selection techniques.

DC Scholars PCS uses a scalar rating system where the principal scores the teacher (or other employee) against specific performance indicators for each strand. The evaluation includes a self and peer component as well. Each faculty member receives a comprehensive evaluation, including one full class period's observation and a one hour one-on-one meeting with the principal, where the performance review is discussed in detail.

Performance Indicators:

- Quality of Instructional Planning
- Quality of Instructional Delivery as Measured by Instructional Standards
- Student Achievement as Measured by Performance on Assessments
- Commitment to Core Values

Additionally, each quarter, teachers will utilize videotape to "observe" their own instruction and delivery. They will check out a school video camera and record themselves in action. They will complete a videotape observation template and reflection sheet. They will submit this reflection guide to the School Director. The School Director will review the footage, reflection guide and schedule a 20-minute collaborative conversation with each teacher to discuss the video sample. This practice of reviewing and analyzing "teacher game tape" has been highly effective for leadership and educators. It gives everyone a chance to calibrate their expectations and analyze teacher and student actions in a systematic manner.

Ongoing Coaching and Real-time Feedback

In addition to quarterly formal observations of each teacher and videotape review, the School Director will visit and observe instruction in each classroom every day. He or she will provide "quick-hit" feedback, coaching in moment when possible, or schedule a time to model a particular skill or strategy. She will utilize the informational notes and anecdotal observations to take the pulse of culture and instruction at the school. Data gathered from these observations is used to inform workshop topics for bi-weekly professional development.

Professional Development Days

Throughout the year, DC Scholars PCS conducts full-day PD Days. Typically held after major events like Student Orientation or school wide assessments, these PD days focus on building instructional competencies and team capacity. DC Scholars PCS sometimes uses these days to schedule full-day "Data Days" during which the staff works in grade level and content teams to analyze assessment and behavior data to determine the best strategies for student learning and growth. Professional development days also feature workshops from subject-matter experts and internal sharing of best practices.

Friday Meetings

Each Friday, the students are dismissed at 1:30 and the entire faculty meets from 2:00 until 4:00 for PD. The goal of each Friday PD session is to review and adjust instructional or operational practice. Friday meetings typically follow the format of the sample agenda below:

Date:	Friday Staff Meeting Format 2:00-4:00PM
2:00 – 2:15	Highs/Lows Walk through results Culture update
2:15 – 2:25	School wide meeting (SST Team Updates and Misc. Topics)
2:35 – 3:15	Content meetings and lesson feedback
3:15 – 3:35	Grade team meetings or content team meetings continued
3:35 – 3:55	Learning specialist/content teacher collaboration meeting
3:55 – 4:00	Shout-outs Closing

Excellent Practice Visits

At DC Scholars PCS, we believe deeply in learning from other like-minded organizations and schools in order to incorporate best practices. Throughout the year, selected teachers and administrators will travel together to high performing schools to learn about their successful systems. Additionally, teachers who would like to learn first-hand about effective practices can, with approval, visit another school.

DC Scholars PCS staff will collect qualitative data during their school visits. Staff will observe a number of activities and practices including: staff and student arrival, school leader behavior, overall impressions of the facility, how smoothly the day begins, transitions between classes, how discipline is conducted, lunch processes, dismissal, and afterschool activities. After the visits, participants will de-brief, consolidate the data and comments, and share it with the rest of the staff at Friday Meetings.

Finally, DC Scholars PCS will encourage teachers and staff from other high-performing schools to visit and provide feedback. DC Scholars PCS considers peer feedback invaluable in its continuous effort to improve and strive towards its mission.

Teams from other schools within the Scholar Academies network have visited the following schools: North Star, Democracy Prep, Excel Academy Charter School, Mastery Charter Schools, St. Joseph's Preparatory School, William Penn Charter School and KIPP schools in Philadelphia and Newark. DC Scholars PCS will plan to make similar visits.

Peer Observations

DC Scholars PCS will build a culture where teachers observe each other teaching and provide constructive, judgment-free feedback. The DC Scholars School Director will use a teacher observation tool and will encourage staff to use the same tool for peer observations. DC Scholars PCS believes that there is significant benefit to both the observed teacher (in the form of sincere, honest feedback from a peer) and the observing teacher (by looking at the craft of teaching through an analytical lens).

g. Structure of the School Day and Year

As outlined above in this Section, a pillar of the Scholar Academies model is more time in school. As such, DC Scholars PCS will have both an extended year and an extended day which will yield approximately 33% more time in school for students than if they had attended a traditional public school. The target for each year is 187 student days and the target for each regular school day is eight hours and fifteen minutes (7:45am – 4pm). A draft calendar is as follows:

Draft Academic Calendar 2012-2013

Aug-12

Su	M	Tu	We	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days 9

Sep-12

Su	M	Tu	We	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Days 19

Oct-12

Su	M	Tu	We	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Days 21

Nov-12

Su	M	Tu	We	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Days 16

Dec-12

Su	M	Tu	We	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Days 15

Jan-13

Su	M	Tu	We	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Days 17

Feb-13

Su	M	Tu	We	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Days 18

Mar-13

Su	M	Tu	We	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days 19

Apr-13

Su	M	Tu	We	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days 17

May-13

Su	M	Tu	We	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days 21

Jun-13

Su	M	Tu	We	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Days 15

Jul-13

Su	M	Tu	We	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Total Days 187

Legend:

- Full day for students
- School Day, 1:30 Dismissal for students
- No School for students or staff
- Professional Development, No school for students
- Interim Assessment Days, 12:30 Dismissal
- Summer Academy
- End of Marking Period 1: 8/21-10/26 Period 2: 10/27-12/21 Period 3: 1/7-3/1 Period 4:
- Parent Teacher Conferences
- Progress Reports Sent Home
- All Grades Promotion & Awards Ceremony
- K-5 Fountas & Pinnell Reading Benchmark Assessment Testing Window
- GRADE/GMADE Testing Window K-8; 12:30 Dismissal

Included in every day for grades PS – 4 are the following:

- **Arrival:** Students arrive at the school building at 7:45 and are greeted by the School Director. The School Director shakes each student's hand as he or she enters in the building.
- **Breakfast and Morning Boost:** Students eat breakfast in the building and participate in Morning Boost including Breakfast for the Brain. Students are then dismissed to their homerooms to begin their instruction with their teachers.
- **Morning Daily Instruction:** Students follow the daily schedules for instruction (see sample below).
- **Community Circle/Drop Everything and Read Independent Reading/Read Aloud:** Students participate in Community Circle at least once per week. When they are not participating in Community Circle, students engage in independent reading time.
- **Lunch and Recess:** Students have both lunch and recess.
- **Afternoon Daily Instruction:** Students follow the daily schedules for instruction (see sample below).
- **Dismissal:** Students are dismissed to the after school program or to go home at 4:00.

Sample schedules for PS/PK and K-4 are as follows:

Grades PS/PK	Start	End	Course/Activity
Before School	7:45	8:05	Breakfast and Morning Boost Breakfast for the Brain Community Messaging
Morning Block	8:05	11:15	8:05 - 8:45, Literacy 8:45 – 9:25, Numeracy 9:25 – 9:55, Special Block 9:55 – 10:05, AM Bathroom/Snack 10:05 – 10:45, Literacy 10:45 – 11:15, Sci or SS (by unit)
Lunch & Recess	11:15	12:05	11:15 – 11:40, Lunch 11:40 – 12:05, Recess
Nap & PM Bathroom*	12:05	1:20	12:05 – 1:10, Nap 1:10 – 1:20, PM Bathroom/Snack
Afternoon Block	1:20	3:35	1:20 – 1:50, Character Ed 1:50 – 2:30, Numeracy 2:30 – 2:55, PM Recess 2:55 – 3:235, Literacy
PM Meeting	3:35	3:50	3:35 – 3:45, PM Meeting 3:45 – 3:50 Closing of Day
Dismissal #1	3:50	4:00	
After School Programming	4:00	5:15	
Dismissal #2	5:15	5:30	

*The schedule for PS will be adjusted slightly to allow for a 90-minute nap and PM bathroom period

Grades K-4	Start	End	"A" Section of Grade	"B" Section of Grade
Before School	7:45	8:00	Breakfast and Morning Boost Breakfast for the Brain Community Messaging	Breakfast and Morning Boost Breakfast for the Brain Community Messaging
Transition to Homeroom	8:00	8:05	Transition to Homeroom	Transition to Homeroom
Morning Block	8:05	11:05	8:05 - 8:10, Read Aloud & Word of Day (Literacy) 8:10 - 8:25, Reader's Workshop Mini-Lesson 8:25 - 8:45, Independent Reading 8:45 - 9:45, Guided Reading & Word Study (Phonics) 9:45 - 9:55, Bathroom & Snack 9:55 - 10:05, Interactive Writing 10:05 - 10:20, Read Aloud & Text Talk 10:20 - 11:05, Writer's Workshop	8:05 - 8:10, Read Aloud & Word of Day (Numeracy) 8:10 - 8:30, Math Meeting 8:30 - 9:45, Math Small Groups 9:45 - 9:55, Bathroom & Snack 9:55 - 10:15, Math Problem Solving 10:15 - 11:05, Social Studies
Special Block	11:05	11:50	Art	Physical Education/Health
Community Circle/DEAR/Read Aloud	11:50	12:10	Community Circle	DEAR/Read Aloud
Lunch & Recess	12:10	11:00	12:10 - 12:35, Lunch 12:35 - 1:00, Recess	12:10 - 12:35, Lunch 12:35 - 1:00, Recess
Afternoon Block	11:00	13:50	1:00 - 1:05, Read Aloud & Word of Day (Numeracy) 1:05 - 1:25, Math Meeting 1:25 - 2:40, Math Small Groups 2:40 - 3:00, Math Problem Solving 3:00 - 3:50, Science	1:00 - 1:05, Read Aloud & Word of Day (Literacy) 1:05 - 1:20, Reader's Workshop Mini-Lesson 1:20 - 1:40, Independent Reading 1:40 - 2:40, Guided Reading & Word Study (Phonics) 2:40 - 2:50, Interactive Writing 2:50 - 3:05, Read Aloud & Text Talk 3:05 - 3:50, Writer's Workshop
Dismissal #1	3:50	4:00		
After School Programming	4:00	5:15		
Dismissal #2	5:15	5:30		

Included in every day for grades 5 – 8 are the following:

- **Arrival:** Students arrive at the school building at 7:45 and are greeted by the School Director. The School Director shakes each student's hand as he or she enters in the building.
- **Breakfast and Morning Boost:** Students eat breakfast in the building and participate in Morning Boost including Breakfast for the Brain. Students are then dismissed to their homerooms to begin their instruction with their teachers.
- **Seven Instructional Periods:** All students in middle school transition to/from each class which lasts XXX minutes.
- **Community Circle/Drop Everything and Read Independent Reading:** Students participate in Community Circle at least once per week. When they are not participating in Community Circle, students engage in independent reading time.
- **Lunch**
- **AM & PM Homeroom:** Students set and conclude the day in the same homeroom setting with a pair of homeroom teachers.
- **Dismissal:** Students are dismissed to the after school program or to go home at 4:00.
- **Paychecks & Progress (Fridays only):** Students, with their homeroom teachers as a guide, review performance against individual academic and behavioral expectations for the week just ending and set goals for the upcoming week.

Sample Schedule for Grades 5-8

Grades 5-8	Start	End	"A" Section of Grade	"B" Section of Grade
Start of School	7:45	8:00	Breakfast, Breakfast for the Brain	Breakfast, Breakfast for the Brain
Transition to Homeroom	8:00	8:05		
AM Homeroom	8:05	8:10	AM Homeroom	AM Homeroom
Community Circle / DEAR	8:10	8:30	Community Circle	DEAR
Academic Period 1	8:30	9:24	Reading	Math-Procedures
Transition	9:24	9:27		
Academic Period 2	9:27	10:21	Science	Social Studies
Transition	10:21	10:24		
Academic Period 3	10:24	11:18	Math-Procedures	"Special"
Transition	11:18	11:21		
Academic Period 4	11:21	12:15	"Special"	Reading
Lunch	12:15	12:40		
Academic Period 5	12:40	1:34	Social Studies	Science
Transition	1:34	1:37		
Academic Period 6	1:37	2:31	Math – Problem Solving	Writing
Community Circle/DEAR	2:31	2:51		
Academic Period 7	2:51	3:45	Writing	Math – Problem Solving
PM Homeroom	3:45	3:50		
Dismissal #1	3:50	4:00		
After School Activities	4:00	5:15		
Dismissal #2	5:15	5:30		

Section B.1: Planning and Establishment

a.   **Profile of Founding Group**

The DC Scholars PCS Founding Group brings a strong mix of education, community, business and non-profit leadership to its plan to open a high-performing charter school in the southeast region of Washington, DC.   The DC Scholars PCS Founding Group is comprised of the following members:

- Caroline John   Principal, *DC Scholars Stanton Elementary School*
- Lars Beck   Founder and Executive Director, *Scholar Academies*
- Winston J. Churchill   Managing General Partner, *SCP Partners*; Chair, *Scholar Academies*
- Roger Zuckerman   Partner, *Zuckerman Spaeder, LLP*
- Jacque Patterson   Managing Director, *Federal City Council*; President, *Ward 8 Democrats*
- Mieka Wick   Executive Director, *CityBridge Foundation*
- Beth Rabbitt   Former Associate Partner, *NewSchools Venture Fund;* Trustee, *Scholar Academies*
- James Lovett   Corporate Senior Vice President, General Counsel and Secretary, *Covance, Inc.;* and Trustee, *Scholar Academies*

Resumes are attached in Section G and brief bios of the individual Founding Group members are as follows:

Caroline John, *Principal, DC Scholars Stanton Elementary Schools, Ward 8*
Caroline John is the current Principal of DC Scholars Stanton Elementary School (400 students, grades PS – 5) (DCSS), a Scholar Academies' DCPS Partnership school in Ward 8.   She has been leading education efforts to close the achievement gap in Washington, DC and Atlanta for thirteen years.   Prior to joining Scholar Academies and DCSS, Ms. John was the Founding Principal of Excel Academy Public Charter School (200 students, grades PS – 2), a charter school in Washington, DC's Ward 8.   In preparation for opening Excel Academy PCS, she attended Building Excellent Schools leadership training in the fall of 2007.   During the school's first year, she also worked under the mentorship of Yutaka Tamura, former Executive Director of Excel Academy (Boston) and now Chief Operating Officer for Teacher University.

Additionally, Ms. John was a Founding Literacy Teacher and Fifth Grade Level Chair at KIPP DC: AIM Academy.   During her time there, she received the Kimsey Award for Excellence in Teaching.   Ms. John was an active member of the Washington, DC Teach for America corps and was nominated for the program's *Sue Lehman Award for Excellence in Teaching* award while teaching 6th and 7th grade at P.R. Harris Educational Center in Southeast, Washington.   While in Atlanta, prior to moving to Washington, DC, Ms. John was a founding team member of the Atlanta Breakthrough Collaborative and spent four years in a variety of capacities with the start-up non-profit organization.   Ms. John holds a Bachelor of Arts in English from Georgetown University and a Master of Arts in Teaching from American University.

Ms. John brings extensive academic and charter school management experience to the DC Scholars PCS Founding Group.   She has a proven track record of success in founding and leading public charter schools in DC.   She also has nearly ten years of teaching, teaching leadership and school leadership experience in gap-closing classrooms and schools in the city's Southeast Region, the target area for DC Scholars PCS. As the Founding Principal of a charter school serving students beginning in preschool, she contributes knowledge and understanding of early childhood education.

Lars Beck, *Executive Director, Scholar Academies*
Mr. Beck is the founding Executive Director of Scholar Academies, a non-profit 501-(c)-3 school management organization that exists to close the achievement gap in urban public education and currently operates two charter schools in Philadelphia and one District contract school in Washington, DC. Under his leadership, Scholar Academies provides its schools with services in the areas of academic support/management, school leadership supervision, financial management, facilities management, human capital strategy and talent recruitment, compliance and reporting, fundraising support and overall school operations.

Prior to his role with Scholar Academies, Mr. Beck led the Young Scholars Charter School (Young Scholars CS) since 2003.   Initially, he worked with the Young Scholars CS Board on expansion efforts and, in February of 2005, he was asked to serve as the school's Chief Executive

Officer. Mr. Beck took over the CEO position at Young Scholars CS during a time when the school was wading through crisis. Mr. Beck directed the efforts that turned Young Scholars CS around from a moderately successful academic program to the highest performing charter middle school in Philadelphia for the past two years. These programmatic changes became the foundation of the Scholar Academies whole school approach now in full operation at all three Scholar Academies' schools and planned for use at DC Scholars PCS.

Mr. Beck is a non-traditional leader in the education sector who came to the field from the business world and has more than 15 years of experience in management and marketing of both non-profit and for-profit companies, including founding the Boulder, Colorado chapter of Stand Up For Kids, a national non-profit. Mr. Beck has a B.A. from Duke University.

Mr. Beck brings to the DC Scholars PCS Founding Group demonstrated experience operating and leading high-performing charter schools in Philadelphia and in Washington, DC. This includes successfully handling Young Scholars' $17m facility relocation between SY08-09 and 09-10 and turning around and leading the highest performing middle school in Philadelphia.

Winston J. Churchill, Managing General Partner, SCP Partners
Winston J. Churchill, a prominent Philadelphia venture capitalist, is the founder and managing partner of SCP Partners. Headquartered in Wayne, PA, SCP manages over $1 billion in venture capital, largely public and union pension funds. Mr. Churchill has been managing general partner of SCP Partners since he founded it in 1996, and has over twenty-five years of experience in private equity investing. Mr. Churchill is a Director of Amkor Technology, Inc. (AMKR), Innovative Solutions & Support Inc. (ISSC), Cyalume Technologies Holdings (VTRQ), and he serves as Chairman of Biap Inc. He is also a director of several other private companies. From 1989 to 1993, he served as Chairman of the Finance Committee of the Pennsylvania Public School Employees' Retirement System. He was awarded a B.S. in Physics, summa cum laude, from Fordham University followed by a M.A. in Economics from Oxford University where he studied as a Rhodes Scholar, and a J.D. degree from Yale Law School.

Mr. Churchill's passion for education has been demonstrated through his involvement in a range of educational organizations. He is co-founder and following more than 20 years as Chairman, currently serves as Vice-Chairman of the Board of Trustees of the Gesu School which serves over 400 students in grades K-8 underprivileged children in North Philadelphia through a faith-based program. Lauded by Presidents Clinton and Bush, Gesu has had remarkable success in educating and placing its graduates in independent secondary schools in the Philadelphia area. He also established the Churchill Institute on Leadership and Development (CHILD) which works with individual parish schools to help them establish better governance and advancement programs through the development of strong boards of directors, and to run intensive programs for school leaders and staff on how to improve curriculum and placement and how to increase enrollment.

Mr. Churchill founded Young Scholars CS in 1999 and served as its Chairman for its first 11 years. He is the Founding Board Chair of Scholar Academies which provides management services to charter and other schools. In addition to its "flagship" Young Scholars Charter School, Scholar Academies currently provides such services to a formerly failing public elementary school that was charterized under the School District of Philadelphia's Renaissance Schools initiative; and it was awarded a contract to manage a poor performing public elementary school in the District of Columbia.

He is also a Trustee of Fordham University, Immaculata University, and American Friends of New College, Oxford, England. He is a former Trustee of Georgetown University during which time he served for many years on the Executive Committee; during his terms, he served on many other committees and subcommittees of the board, with a particular interest in matters related to Georgetown Medical Center

Mr. Churchill brings to the DC Scholars PCS Founding Group experience in founding successful schools which prepare low-income students to excel in the best high schools and colleges. He also brings extensive business, management and Board experience.

Roger Zuckerman, *Partner, Zuckerman Spaeder LLP*
Roger E. Zuckerman's practice is broad in scope and encompasses a range of litigation, both civil and criminal; major complex fraud and securities matters; international business transactions and customs disputes and investigations; attorney and accounting regulatory matters; health care; lender liability claims; defamation; commercial disputes; matters involving government procurement disputes and investigations; and forfeitures and related items. Mr. Zuckerman has served on the board of directors of a large corporation and has represented officers and directors in a variety of major disputes. He has also defended several significant homicide cases.

Mr. Zuckerman previously served as an Assistant U.S. Attorney for the District of Columbia, where he was Deputy and Acting Chief of the Appellate Section as the lead prosecutor in numerous jury trials. He was a principal prosecutor in two of the longest conspiracy prosecutions

brought in the District of Columbia to that point and was a recipient of the District of Columbia Assistant U.S. Attorneys Associate Outstanding Alumni Award.

Mr. Zuckerman brings to the DC Scholars PCS Founding Group significant legal experience and an intimate knowledge of the Washington, DC political and corporate landscape. In addition, Mr. Zuckerman has firsthand knowledge of the Ward 8 community as a former resident of Naylor Gardens and a former student of Stanton Elementary School.

Jacque Patterson, *Managing Director, Federal City Council; President, Ward 8 Democrats*
Jacque Patterson currently serves as a Managing Director at the Federal City Council and the elected president of the Ward 8 Democrats. A resident of Ward 8, Mr. Patterson spent eight years in public service to his community as an Advisory Neighborhood Commissioner in Ward 8. During this time, Mr. Patterson's successes included the realization of a new Town Hall Arts and Recreation Campus (THEARC) and the installation of stop signs at high accident intersections. Through his ANC service, Mr. Patterson also became a voice for his neighbors by testifying before a variety of DC Government agencies.

Mr. Patterson has extensive experience working in the government of the District of Columbia. Selected as a Capital City Fellow by former Mayor Anthony A. Williams, Mr. Patterson has worked in the offices of the Deputy CFO of Tax & Revenue and the Department of Health. As Community Affairs Coordinator in the Executive Office of the Mayor, he worked to bring the concerns of DC residents to the mayor's attention. During this time, Mr. Patterson was chosen to participate in the Certified Public Managers program (co-sponsored by George Washington University), which trains government officials in the best practices of municipal governance. He also participated in the Sr. Executives in State and Local Government program at the John F. Kennedy School of Government at Harvard University. Prior to his work in government, Mr. Patterson served on active duty in the U.S. Air Force for almost 14 years.

Mr. Patterson's board service reflects a deep commitment to the education of DC students. An active member of the Board of Directors for KIPP DC and Higher Achievement, he is also a former founding Trustee of the Septima Clark Public Charter School for Boys. In his efforts to improve the quality of life for DC residents, Mr. Patterson has also served on several other boards and councils, including the Bicycle Advisory Council, the Historic Preservation Review Board, and the Board of Directors of the DC Housing Finance Agency for Affordable Housing. Mr. Patterson holds an undergraduate degree in Education from Southern Illinois University and a Masters of Public Administration from Central Michigan University. Currently, he is pursuing a doctorate at Northeastern University in Law & Policy.

Mr. Patterson brings to the DC Scholars PCS Founding Group a deep knowledge and understanding of the communities in Southeast DC, the region in which DC Scholars hopes to locate. Through both local and city-wide work, Mr. Patterson has proven himself as a leader in public service and a voice for the needs of DC residents. He brings a valuable knowledge of public policy, urban affairs, government operations, and finance, as well as extensive Board experience.

Mieka Wick, *Executive Director, CityBridge Foundation*
Ms. Wick brings over thirteen years of philanthropic, policy, research and private sector experience to her role as Executive Director of CityBridge Foundation. She joined the Foundation in 2007 to build a practice of developing public-private partnerships in K-12 Education Reform in Washington, DC. That work, which remains a core focus of the Foundation, focuses on efforts to educate and engage other local philanthropists in DC's education landscape. By giving philanthropists and business leaders direct interactions with the public school system, the charter schools and other local reform efforts, CityBridge aims to build a team of local stewards in support of long-term, sustainable education reform in the District.

Ms. Wick's prior experience includes three years at New Profit Inc., a Boston-based venture philanthropy fund, where she served as Investor Relations Manager, and two years as a consultant to Massachusetts' Commissioner of Education David Driscoll on teacher quality legislation for the State of Massachusetts. She began her career in education working with Professor Howard Gardner at Harvard's Graduate School of Education. After completing her MBA, she spent two years at Reebok International working on the merger of the Reebok brand with The Adidas Group. Ms. Wick holds a BA from Brown University and an MBA from Babson University. She is a Founding Board Member of DC School Reform Now and is a Member-at-Large of the Executive Board of the National Cathedral School for Girls Alumnae Association.

Ms. Wick brings to the DC Scholars PCS Founding Board extensive experience in fundraising, relationship building and leadership within the DC education community.

Beth Rabbitt, Former Associate Partner, *NewSchools Venture Fund;* **Trustee,** *Scholar Academies*

Beth ("Carolyn Elizabeth") Rabbitt is a doctoral student at the Harvard Graduate School of Education, where she is pursuing her Doctorate in Education Leadership. Prior to starting at Harvard, she was an Associate Partner at NewSchools Venture Fund, a national, nonprofit venture philanthropy firm that seeks to transform K-12 public education by identifying, investing philanthropic capital in, and supporting promising educational entrepreneurs. At NewSchools, she led strategy development and diligence on multi-million dollar grants and investments in a range of nonprofit and for-profit educational organizations (including school systems, technologies, real estate firms, and other support programs) and worked closely with entrepreneurs and Boards to develop plans for and launch of new education businesses and nonprofits. Beth also directed the design, development, and management of a web-based data analysis and benchmarking tool used by school management organizations, philanthropists, and education researchers.

Beth is a trustee of Scholar Academies and an appointed board member for Wheelworks Multisport, a Boston-based triathlon team. She graduated cum laude from Dartmouth with an AB in Psychological and Brain Sciences.

Ms. Rabbitt brings to the DC Scholars PCS Founding Board an expertise in data analysis and in the funding and founding of educational institutions.

James Lovett, *Corporate Senior Vice President, General Counsel & Secretary, Covance Inc.*

Mr. Lovett is Corporate Senior Vice President, General Counsel & Secretary of Covance Inc. (NYSE: CVD). At Covance, Mr. Lovett is responsible for legal affairs worldwide, as well as corporate government affairs and security. He serves on Covance's Executive Committee and is Corporate Secretary. In addition to his legal responsibilities, Mr. Lovett has business P&L responsibility for Nutritional Chemistry & Food Safety Services since 2008 and Covance Market Access Services since late 2010. Mr. Lovett also serves at Covance's designation on the Board of Directors of BioClinica Inc. (Nasdaq: BIOC).

Prior to joining Covance in 2001, Mr. Lovett was Associate General Counsel and Assistant Secretary of FMC Corporation, a Fortune 500 manufacturer of machinery and chemicals for industry and agriculture. Before FMC, Mr. Lovett was a partner at McDermott, Will & Emery, in Chicago, Illinois. Mr. Lovett's background includes a J.D. *cum laude* from Harvard Law School and a B.A. in history from Northwestern University.

Mr. Lovett currently serves on the Board of Trustees of Scholar Academies and chairs its Development and Public Outreach Committee. Mr. Lovett also chairs the Legal and Government Affairs Committee of the Association of Clinical Research Organizations in Washington, DC. In the recent past, Mr. Lovett served as the Chairman of the Young Scholars CS Board of Trustees and the Board of Trustees of the Pennsylvania Society for Biomedical Research, as well as on the Board of Directors of the National Association for Biomedical Research.

Mr. Lovett brings to the DC Scholars PCS Founding Group a significant understanding of board governance in for-profit and non-profit organizations and experience in ensuring the fiscal responsibility of such organizations.

The members of the DC Scholars PCS Founding Group are intimately familiar with managing high-performing schools that serve low-income, minority communities. In forming the founding group, long-standing members of the previously existing Scholar Academies' Board of Trustees were selected. These Trustees have extensive experience with running high-performing schools and have the foundational knowledge and commitment to successfully extend our reach to additional students. The Founding Group then sought to include additional local perspectives in order to ensure that our model best meets the needs of DC students and their community. These additional local perspectives include Ms. Wick and Mr. Patterson. Ms. John was able to serve as the bridge between the existing model and the new plans for DC with her deep understanding of the local educational needs as well as her strong institutional knowledge of Scholar Academies. To involve teacher perspectives in the founding process, she solicited feedback and insight about the proposed DC Scholars PCS academic framework from teacher leaders at each of the Scholar Academies' campuses. See Letters of Support from current Scholar Academies teachers in Section L that detail their positive experience at Scholar Academies and their support for the model.

Members of the Founding Group have also reached out and will continue to build relationships with local community groups (see sectionA) and will continue to seek community input as the planning process progresses. Specifically, Mr. Patterson has engaged the ANC 8D and the Woodland Terrace Community Council in developing the plan for DC Scholars PCS.

Through the operation of its three schools, particularly the Young Scholars Charter School ("Young Scholars CS"), its flagship school, the Founding Group has experience with meeting the needs of parents and has refined its approach to engaging parents at a high level. At Scholar Academies flagship school, Young Scholars CS, 96% of parents are satisfied with the school's commitment to them and their child. As the planning process progresses, we will engage parents at DC Scholars Stanton to receive further input about steps we should take in planning for the new school and will look forward to the formation of the school's Parent Action Committee (PAC), as described in later in this section.

Additional Founding Group Members:

Scholar Academies is currently in the process of hiring a DC Founding Director of Scholar Academies to manage the business operations of Scholar Academies in DC. This Founding Director, along with the current members of the Founding Board, will be tasked with the work of recruiting additional members to the Founding Group. Additional members with expertise in the following areas will be recruited: facilities, community involvement and special education.

Partnerships:

The DC Scholars PCS Founding Board has partnered with the following organizations to ensure the school's successful founding and establishment within the community:

- **DC School Reform NOW** provides the resource of its extensive knowledge of the local education scene and is supporting us to develop our community engagement plan.
- **CityBridge Foundation** has funded the expansion of Scholar Academies' presence in DC and is helping us establish and strengthen our connections within the DC community.
- **Scholar Academies** provides us with its academic program model and operational support as well as the benefit of having operated a school in DC.

Entity Submitting Application:

DC Scholars PCS
The Watergate Building
600 New Hampshire Avenue, NW
Washington, DC

b. **Planning Process**

Overview

Scholar Academies exists to close the achievement gap that plagues public education. The organization has a proven track record for driving student achievement for low-income, minority students and for reframing these students' expectations to include college. Scholar Academies currently operates two schools in Philadelphia and one in Washington, DC.

In the spring of 2010, Scholar Academies successfully completed a DCPS Partnership application and was matched with Stanton Elementary School in Ward 8. Scholar Academies opened DC Scholars Stanton Elementary (DCSS) in the fall of 2010.

Scholar Academies' experience at Stanton over the past 6 months was the catalyst for putting together a group to found DC Scholars PCS. With time on the ground in Ward 8, the DC Scholars PCS team has learned in more complete and accurate detail the extent of the need of students in this community. The students at DC Scholars Stanton are well below grade level even by the time they enter the 2nd grade. Students are struggling with emotional support issues and severe frustration around the inability to complete the work that is presented to them. Therefore, we believe that we must work to close the achievement gap before it even starts: through the founding of a school in which students will be entrenched in the Scholar Academies model from the start of their education. DC Scholars PCS will establish high expectations for every

student from day one and we will utilize data to ensure that each student's needs are being met. Instead of playing catch-up, we will be driving our students ahead on the path to college.

Founding Group Formation

To build the foundation for the founding of DC Scholars PCS, the leadership at Scholar Academies compiled a Founding Group which consists of members with extensive prior experience within its management organization coupled with local individuals who have a deep understanding of what it takes to operate high-performing urban schools and represent the interest of the local DC community. In compiling this group, we looked for people who had strength in making connections as well as an understanding of the application of our whole school model. All of these individuals are highly committed to expanding student access to the quality education that the Scholar Academies model provides. Each individual brings his or her own area of skill and expertise including, but not limited to: academics, legal, data analysis, business and management, board governance, fundraising and community relations.

Parent, Teacher and Community Member Involvement

Scholar Academies' flagship campus, Young Scholars Charter School (Young Scholars CS), has been educating the underserved population of Philadelphia's students since it was founded in 1999. Over the past 10 years, Young Scholars CS has worked closely with our families to make tweaks and adjustments to the way that Young Scholars engages families. It was a learning process and took some time, but now Young Scholars CS has 85% parent engagement, as defined by attendance at parent-teacher conferences.

The school has hosted regular parent and community feedback sessions with parents to gain buy-in on the program as well as to address comments and questions from families on the school's approach. When Mr. Beck took over the school in 2003, these sessions had more than 80% attendance and led to a significant commitment from the school's parent and family population to the new school model.

Additionally, the Parent Action Committee (PAC) at Young Scholars (discussed in further detail later in this application) was engaged in the writing and development of parent communication and student and family handbooks. The outcome of this process led to more user-friendly materials that directly meet the needs of our parents and led to more fidelity and higher usage of materials provided by the school.

DC Scholars PCS will execute the same model designed at and successfully running at Young Scholars CS and will use it to actively engage families and communities in the school community. Parents and family members at DC Scholars PCS will have the opportunity to provide input, insight and feedback to the school leadership through the PAC. The PAC will be comprised of a group of dedicated parents who are committed to driving initiatives forward that both benefit the outcomes of student achievement as well as strengthen the connection between home and school. The PAC will be open membership and will have a set of officers who will set direction and work with the committee as a whole to meet their objectives.

Excellent teachers are central to the ability of DC Scholars PCS to achieve its mission and goals. So, too, is the ability for teachers to exercise their skills and abilities. The school-created curriculum, along with teacher committees for curriculum and culture, will allow teachers to continue to provide their input into what and how our students are taught. In the planning process, teacher leaders from each of our existing campuses were consulted about the planned curriculum and academic design for DC Scholars PCS.

The school will partner with the community at large to ensure that the DC Scholars PCS is fulfilling its duties as a community citizen. Additionally, community resources and wrap-around services such as after school programming, counseling and mental health services and other community driven initiatives that can benefit our students and families will be pursued for partnership. The community will have an open forum to provide ideas, address concerns and work closely with the school to become a central component of the community's educational focus.

During the Founding Group's time preparing to submit this application, we have met with a number of the high-performing charter operators in Washington, DC including E.L. Haynes, KIPP DC and DC Prep. Based on our conversations and our knowledge and exposure to the approach at these schools, we know that we are aligned with what has proven to work in DC and are pursuing this application in order to benefit the children of Washington, DC's most underserved communities.

School Management Organization

The DC Scholars PCS Founding Group will engage Scholar Academies to manage and support the school. Scholar Academies is a non-profit, school management organization that exists to close the achievement gap. It currently operates two Young Scholars Charter Schools in Philadelphia and one DC Scholars school in Washington, DC.

DC Scholars PCS, through its affiliation with Scholar Academies, brings a proven track record of successfully implementing its school-wide model at its flagship school, Young Scholars Charter School, the highest performing charter middle school in Philadelphia (SY2008-2009 and 2009-2010). Additionally, in the fall of 2010, Scholar Academies rolled out its whole school model in the successful opening of two District turnaround schools, Young Scholars Frederick Douglass Charter School in Philadelphia and DC Scholars Stanton Elementary in Ward 8, Washington, DC. Scholar Academies' experience in Ward 8 -provides the Founding Group a solid grounding in the community on which to build.

In addition to this prior involvement in DC, Scholar Academies has provided DC Scholars PCS with a well-established and successful whole school model on which to design the new school. Numerous well-respected education groups including SchoolWorks and the CityBridge Foundation as well as multiple school Districts, DC Public Schools and the School District of Philadelphia have vetted, approved and/or supported the charter management organization and its model.

c.   Corporate Structure and Nonprofit Status of the School

Scholar Academies is working with its legal representation at Morgan, Lewis & Bockius to successfully incorporate DC Scholars PCS as its own entity in Washington, DC. Morgan, Lewis will continue to work with DC Scholars PCS to ensure the successful completion of tax-exempt status. The incorporation is likely to be complete by February 15, 2011.   Once the charter is approved and the organization incorporated, legal representation will shift to Zuckerman Spaeder, which has agreed to provide pro-bono legal support.

Additionally, the DC Scholars PCS Founding Group and Scholar Academies will work with Morgan Lewis & Bockius to complete articles of incorporation and develop bylaws by June 30, 2011. Sample bylaws are attached in Section J

Section B.2 – Governance and Management

a.   Board of Trustees

Selection Process and Terms of Office

The DC Scholars PCS Board of Trustees will consist of business, non-profit, education and community leaders (including at least two parents of enrolled students) who are dedicated to giving our scholars the high-quality education they need to succeed in high school and college and become lifelong learners and tomorrow's leaders. The Board will be selected for their proven dedication to the Scholar Academies' mission of closing the achievement gap for low-income, minority students.

We will be looking for Board members who have the following qualities:
1.   A deep belief that all Washington, DC students, when placed in a high-quality, well-structured learning environment, can succeed.
2.   Commitment to the DC Scholars PCS mission.
3.   The time, ability and willingness to work on behalf of the school to meet its goals and ensure the schools success.
4.   A set of personal and professional skills or qualities that benefits the Board of Trustee composition in order to ensure a comprehensive range of skills.
5.   The ability, expertise or wherewithal to dig into the details of the schools management from both an operational, fiscal and academic perspective.

Trustee candidates will be presented to the Board by the Chair of the Nominating Committee for approval or rejection. To ensure Board effectiveness and continuity, board members will be able to serve up to a maximum of two consecutive three year terms with a one-year break before considering re-nomination for a third term.

A selection of the DC Scholars PCS Founding Group members will determine amongst themselves who of the original group will serve as the initial Board of Trustees. Additionally, the Founding Group and the Managing Director will work with Charter Board Partners, a nonprofit organization dedicated to promoting and supporting strong governance in Washington, D.C.'s public charter schools in ways that drive improved

student achievement. This partnership will allow DC Scholars PCS to identify and recruit additional qualified community members to join its first Board. See Section L for letter of support from Charter Board Partners. When the newly elected Board meets for the first time, the full authority granted to the founders in the charter will be transferred to the Board.

Parent Involvement on Board of Trustees

The DC Scholars PCS Board of Trustees will select a minimum of two parent representatives to the Board. One representative will be the Chair of the Parent Action Committee (PAC). PAC elections will be held in June of each year. Officers will consist of one Chair, one Vice-Chair, one Secretary and one Treasurer. Each officer will serve a one-year term. The Chair will also serve a concurrent one-year term on the Board of Trustees and will be replaced the following year by the newly elected PAC Chair. This will allow for parent input into the selection of one of their Board representatives.

A minimum of a second parent representative, who is not required to also serve on the PAC, will be elected to the Board of Trustees following the school's opening through the regular Board nomination process. This representative will serve a regular Board term.

The two parent representatives will be responsible for ensuring the parent voice is represented at the Board level, bringing parental and community concerns/ideas to the Board, reporting on PAC dealings and assisting in the communication of Board decisions to parents.

All parents will be invited to attend DC Scholars PCS Board meetings.

Board Composition, Roles and Responsibilities

The Board of Trustees will consist of thirteen (and not to exceed fifteen) members, at least 51%of whom will be residents of DC. The primary responsibility of the DC Scholars PCS Board of Trustees is to govern the organization in a manner responsive to the needs of its students, employees and the community, and to ensure that DC Scholars PCS has the financial resources required to fulfill its mission. The DC Scholars PCS Board of Trustees will ensure that the school's vision is carried out and that the school's practices align with that mission. The Board will have oversight of crucial school matters including, but not limited to, strategic planning, goal setting, curriculum strategy, school standards, facility strategy, annual budget, human resources initiatives, and school culture.

The Board is therefore directly responsible for:

- Setting strategic vision and determining overall policies and specific long term goals and objectives.
- Collaborating with the School Director to develop a strategic plan to drive the school's mission.
- Ensuring that the school has the financial resources to achieve those agreed-upon goals.
- Utilizing Board members' sphere of influence and expertise to generate the required financial resources and representing the school to the community at large.
- Overseeing the proper handling of funds and designating depositories for school funds.
- Ensuring the legal and ethical integrity of the school and maintaining accountability.
- Identifying and recruiting prospective Board members who share a commitment to achieving the school's mission and who are willing to accept the serious responsibilities of Board membership.
- Evaluating school's progress based on accountability measures.
- Ensuring concerns of parents are addressed.
- Hiring, evaluating and possibly terminating the management company.
- Hiring and evaluating the School Director.

The Board will have final approval power over:

- Annual school calendar

- Curriculum and materials
- Appointing and dismissal of school leaders
- Compensation and benefit policies and practices
- Annual budget
- Purchase/sale of land or lease agreement
- Location of school facility
- Creation or increase in indebtedness
- Contracts
- Hiring and dismissal plans
- Graduation and promotion standards

Executive Decisions

The Board of Trustees will be responsible for appointing a School Director who will maintain responsibility for the day-to-day operations of the school, student performance, parent satisfaction and school culture.

In addition to ensuring compliance with the charter school law, the board will also exercise its governance role through the following standing committees:

Executive Committee:

The Executive Committee will have the authority to act on behalf of the entire Board of Trustees when board oversight is required between board meetings. The Executive Committee will have oversight over issues of student discipline, academic and parent complaints. The Executive Committee will have the responsibility to review school policy and programs and conduct the School Director's annual review.

Finance & Audit Committee:

The Finance and Audit Committee will review financial documents and policies and, in conjunction with the Scholar Academies Business Administrator, supervise the school's annual audit.

Development Committee:

The Development Committee will be responsible for ensuring that the school's fundraising goals are being met. The Development Committee will work closely with the Scholar Academies development team to plan fundraising events and initiatives.

Curriculum and School Performance Committee:

The Curriculum and School Performance Committee will work with the school's leadership to review and approve curriculum for each school year. Additionally, the Committee will review annual goals and monitor progress throughout each school year.

Nominating and Board Effectiveness Committee:

The Nominating and Board Effectiveness Committee will be responsible for recruiting and recommending new members to the Board and it will be responsible for ensuring that Board effectiveness is optimized.

In addition to the above-detailed standing Committees, the Board of Trustees may create ad hoc committees to work on certain projects such as facilities planning or expansion planning.

Decision-Making

The DC Scholars PCS Board of Trustees will be responsible for creating and implementing a long-term strategic plan that will detail measurable goals for the school that meet and align with the DC Scholars PCS mission, goals and organization objectives. The School Director will be accountable for ensuring the execution of the strategic plan and will provide the Board with full reports of the School's accomplishments of the strategic plan at each Board Meeting.

The Board will operate via a committee structure, where committees will be tasked with critical functions that pertain to the school's effective operation. At the committee level, research will be conducted and recommendations made to the entire Board of Trustees for final ratification.

Monitoring of Student Performance, Strategic Direction and Succession Planning

The Board of Trustees will be responsible for monitoring student performance through the review of monthly updates with summary data on mission-specific goals. This data will include information on high school placement and mastery targets, as well as relevant lead indicators and recently completed assessments. Five of these monthly updates will be presented during the Board meetings and five of them will be presented between Board meetings.

If, after review of these data reports, Board members do not see the growth that they expect, they will initiate intervention conversations with the School Director. During these conversations, the Board will discuss next steps and establish specific outcomes that need to be met.

Succession planning will involve the incubation of new board members through committee development and growth. Non-voting members will be added to committees in order to prepare them for transition onto the Board of Trustees in the future. Through committee roles, Trustees will have the opportunity to demonstrate and express leadership interest which may lead to officer-ship in the future.

The Board of Trustees will work in concert with Scholar Academies to identify a pipeline of potential school-leaders. During year-end formal evaluations, interest in school leadership opportunities will be a topic of discussion. The results of which will be reported to the Board for further discussion and evaluation.

Relationship with school leadership, staff and parents

The Board of Trustees will be active members of the DC Scholars PCS school community. The Board will meet throughout the year to review the school's progress and have the opportunity to engage with both parents and students in the school setting.

The Board will have the following relationship with the school administration:

1. Approve the school's mission and vision and review management's performance in achieving it.
2. Annually assess the school's environment and approve the strategic plan developed in collaboration with the Scholar Academies
3. Annually review and approve the school's financial plan, including long-term financial goals.
4. Review and approve major policies.
5. Select, advise, monitor, support, reward and when necessary make changes to the leadership of the school
6. Annually approve the performance review of the School Director
7. Review the school's performance and analyze the degree to which the results meet the annual and long-term goals, mission, and vision of the school as established by the Board.
8. Provide candid and constructive criticism, advice, and comments to school leadership.

Through the two parent Board representatives, and especially the PAC Chair, the Board will hear regular feedback from the parent perspective and be able to address needs and concerns when applicable.

Trustees will have the opportunity to participate in school-wide trips and incentive programs as well as fundraising events where they will have the chance to engage directly with students.

Additionally, formal grievance policies will be created for both staff and parents; the Board will be the ultimate reviewer of these.

See Section J for Trustee job description and individual responsibilities.

b. Rules and Policies

These policies will be developed in conjunction with the newly convened Board of Trustees during the charter school planning period. The DC Scholars PCS Founding Group believes strongly that the founding members of the Board of Trustees should play a key role in designing the governance strategy and practices. The Board will be responsible for establishing policies and practices related to financial management, the personnel program, student discipline including serious infractions, and other areas mandated by the District of Columbia or applicable laws.

These responsibilities will be further detailed in the Board Manual to be developed during the planning year. The Founding Group will appoint an ad-hoc Board Manual committee to begin drafting the Manual in the Spring of 2011. Counsel from Zuckerman Spaeder will review the manual draft, to be completed by January 2012, and it will then be submitted to the Board for a full vote. The Manual will include rules and policies concerning: legal documents, strategic plans, finance and resource development, community relations and human resources and personnel.

c. Administrative Structure

<u>Overview:</u>

Below is an organizational chart depicting the school administration upon full enrollment at DC Scholars PCS. More details on the staffing plan can be found in Section C.
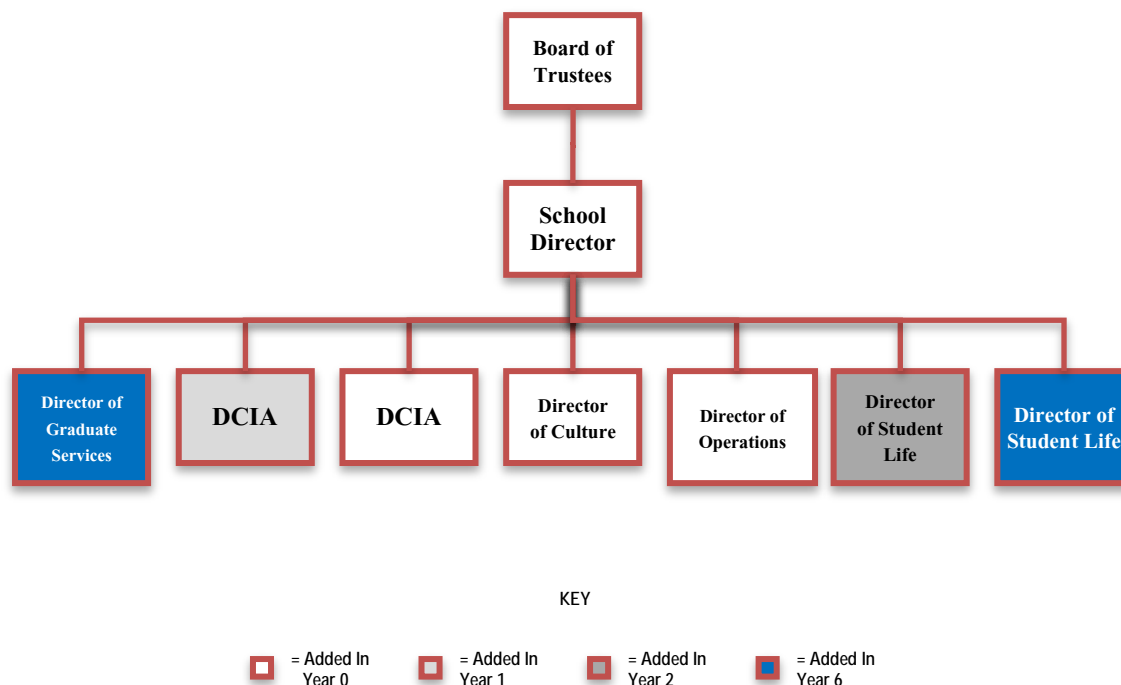
One of the key services provided to DC Scholars PCS through its planned management contract with Scholar Academies is financial management and services. This will account for all accounting, budgeting, cash-flow management and access to and management of lines of credit, if necessary.

The following outlines the roles and responsibilities of each member of the leadership team:

School Director—The School Director serves as the school's principal and sets the school's vision and then works with the leadership team and staff to execute that vision. The School Director is ultimately responsible for the school's operation and the overall achievement levels of the school's students.

Director of Curriculum, Instruction and Assessment—The DCIA acts as the de facto assistant principal of instruction and is directly responsible for holding the teaching staff accountable to the DC Scholars PCS Instructional Standards. Additionally, the DCIA oversees all curriculum and assessment development and delivery and ensures that the school is on track to meet its student achievement goals. The DCIA is also responsible for making recommendations to the School Director when programmatic changes related to instructional delivery, curriculum resources or assessment protocols are needed.

Director of Culture—The DOC acts as the de facto assistant principal of culture and is directly responsible for the overall culture and climate of the school's learning environment. This includes the execution of the school's behavior management systems, the delivery and use of the school's discipline code and policies and the development and delivery of a comprehensive character and community building program utilizing the Scholar Academies framework.

Director of Operations—The Director of Operations is responsible for the roll-out and successful implementation of all non-academic programs including enrollment, registration, facility, student recruitment, attendance collection and reporting, and state and city reporting and compliance.

Director of Student Life—The Director of Student Life is primarily responsible for the placement of DC Scholars PCS students into college preparatory high schools. This will include regular communication with students, families and potential placement schools to make sure that each student is set up to succeed in the appropriate school for his or her needs and interests. Additionally, the Director of Student Life will oversee all after-school programming for both the elementary and middle School students.

Director of Graduate Services – The Director of Graduate Services will support the DC Scholars PCS students as they leave us and move on to high school and college. This individual will ensure that DC Scholars PCS is tracking students' placement and movement from school to school as well as ensuring a continued open line of communication between DC Scholars PCS and our graduates.

Student, Family and Teacher Involvement in Decision-Making

Representatives from the parent community will have a minimum of two seats on the Board of Trustees to participate in the high-level decision making that drives the school forward.

Students, families and teachers will all have the opportunity to provide feedback and weigh in on critical decisions affecting the school community in the following ways:

Students:

Survey—A student survey will be given to students in 4th through 8th grades. Students in these grades are cognitively prepared to give meaningful and productive feedback. DC Scholars PCS students will complete two surveys: one mid-year and one at the end of the school year. Students will have an opportunity to weigh in on important school matters as well as provide candid feedback on their general satisfaction with the school.

Student Council—Students in 4th through 8th grades will participate in Student Council. Each homeroom will elect a Student Council representative. These representatives will meet to elect officers to serve as the Council's leadership. There will be one faculty liaison assigned to the group who will support the decision making process. The mission of the Student Council will be to work in partnership with the school leaders and staff to make positive changes or launch programs that positively benefit the student body. For example, if the school were to hold an internal fundraiser to support the recovery from a natural disaster, this would be run through the Student Council.

Written feedback—students will be encouraged to document their thoughts, feelings and opinions about the school and provide them to teachers or school administrators. It will be important that students learn to communicate their feelings, both positive and negative, in constructive ways.

Families:

Survey—DC Scholar PCS families will have the opportunity to provide direct feedback and input into improvement of the school's program via an annual survey given at the end of year.

Parent Action Committee & Board of Trustee Meetings—Parents are invited and encouraged to attend both Parent Action Committee meetings and Board of Trustee meetings in order to share their thoughts and feedback on the schools operation. These meetings will also be ideal times for parents to comment and provide insight into any impending changes that will impact the school community.

Teachers:

Survey—Teachers will be asked to respond to a quarterly survey. This survey will help inform the support that the leadership will provide to best meet the needs of the faculty.

Committees—When the school community hits an obstacle that requires greater investment and thought-partnering to address, the School leader will convene a voluntary teacher committee to brainstorm and present solutions to the leadership team.

Professional Learning Communities—Teachers and staff will participate in bi-monthly Professional Learning Communities, where issues affecting the school community as a whole, or specific grade cohorts, will be addressed and where all staff members will be encouraged to brainstorm and provide feedback.

d. School Management Contracts

i. Description of Proposed Contract:

DC Scholars PCS will be entering into a management contract with Scholar Academies, a non-profit school management organization currently operating three schools—two in Philadelphia and one in Washington, DC. Scholar Academies the Contractor will provide management operations and instructional program consulting services to DC Scholars Charter School.

Scholar Academies will be responsible for providing the overall academic program and tools to execute and apply at DC Scholars PCS. To ensure fidelity to the model and to support the school staff in the model delivery, the DC Scholars PCS Board will contract the day-to-day management of the School Director to Scholar Academies. Scholar Academies will also provide direct services in the form of instructional support to the school's academic leaders. Additionally, Scholar Academies will manage all business operations of the school including financial management, facility, board management and human resources.

Invoicing by the Contractor will be made to DC Scholars PCS on or before the first business day of each consecutive calendar month with respect to the immediately preceding calendar month, and invoices will be due upon presentation. Invoices will be in the amount of ten percent (10%) of all amounts that DC Scholars PCS has received or will be entitled to receive in per pupil funding payments with respect to the students enrolled with it during the month for which the Contractor's services are being invoiced. The term of the contract is one-year and can be renewed annually. The contract can be terminated with cause. The contract may also be terminated upon written agreement of both parties.

Scholar Academies will work with the DC Scholars PCS to delineate the performance measures that will be used to evaluate the contractual relationship. These measures will include the school successfully meeting all of its student achievement goals, hitting its target on leading indicators such as attendance, as well as ensuring that the school remains in solid financial standing.

ii. Draft of Proposed Management Contract:

See Section K for the proposed management contract.

iii. Corporate Annual Report and Audited Financial Statements:

Scholar Academies was formed in the July of 2010 and did not have financial statement to be audited. As the Board of Trustees and organizational leadership of Scholar Academies grew from Young Scholars Charter School, attached here is the 2009-10 audited financial statement for Young Scholars Charter School.

iv. Credit Rating:

Scholar Academies was formed in the July of 2010 and therefore does not yet have a rated credit score.

v. Canceled Contracts:

Scholar Academies does not have any canceled contracts.

vi. Financial Management:

Scholar Academies will handle all accounting and financial matters for DC Scholars PCS. Scholar Academies currently uses server hosted QuickBooks to maintain financial operations. The Business Manager will explore new financial software tools in the coming months as the organization continues to grow in capacity.

Scholar Academies will provide monthly financial reports to the Finance Committee of the Board of Trustees. These meetings are intended to dig into the details of the school's financial picture and prepare for any shortfalls. Additionally, Scholar Academies will provide regular financial reports including a statement of activities, a statement of financial position and budget vs. actual reports to the Public Charter School Board in the frequency requested.

The financial controls outlined in detail in section B3c will be used to maintain internal financial controls at DC Scholars PCS.

vii. Other Schools' Contact Information:

Scholar Academies currently operates three schools. The contact information for those schools is below:

Young Scholars Charter School (85% F/R Lunch)

John Amenda, School Director

900 N. Marshall Street
Philadelphia, PA 19123
215.232.9227

Young Scholars Charter School is a public charter school that has been open since 1999 and serves 240 students in grades 6 through 8.

Young Scholars Frederick Douglass Charter School (96% F/R Lunch)

Onome Pela, School Director

2118 W. Norris Ave.
Philadelphia, PA 19121
267.443.0673

Young Scholars Frederick Douglass Charter School is a charter conversion that was matched with Scholar Academies as a part of the School District of Philadelphia's Renaissance School Initiative. Young Scholars Frederick Douglass CS serves 650 students in grades Kindergarten through 8.

DC Scholars Stanton Elementary (100% F/R Lunch)

Carlie John, Principal

2701 Naylor Road, SE
Washington, DC 20020
202.812.2232

DC Scholar Stanton Elementary school is a Partnership school management by contractual relationship between Scholar Academies and the District of Columbia Public Schools. DC Scholars Stanton serves 385 students in grades Preschool through 5.

viii. Five-year Plan

Scholar Academies is a non-profit school management organization that exists to close the achievement gap for low-income students. Scholar Academies currently operates two Young Scholars Charter Schools in Philadelphia and one DC Scholars school (in partnership with DCPS) in Washington, D.C.

Our network currently serves approximately 1,300 students in the elementary and middle grades. Our flagship Young Scholars Charter School, the highest-performing charter school in Philadelphia, serves 250 middle school students; Young Scholars Frederick Douglass Charter School and DC Scholars Stanton Elementary, our "turnaround" elementary schools, serve a combined 1,050 students (650 in K-8 at Young Scholars Douglass and 400 in PS-5 at DC Scholars Stanton).

In five years, Scholar Academies plans to:
- Operate nine schools serving more than 5,000 students in two to three cities
- Open and operate a high-performing high school
- Provide unparalleled school management and support to each campus

Beyond that, Scholar Academies plans to continue to expand to serve more students and be one of the highest achieving school networks in the nation.

ix. Management Firm History

Scholar Academies' flagship campus, Young Scholars, has been educating the underserved population of Philadelphia's students since it was founded in 1999. Young Scholars was originally conceptualized by a group of business and education leaders who saw the need to provide access to high-quality education in a public landscape. The goal was to provide families with a no-cost alternative to their neighborhood school and provide a platform for low-income, inner-city children to go to college.

Young Scholars was initially managed by Founding CEO, Stanley Wolfe. Mr. Wolfe secured a dedicated and talented group of educators to craft the original school model and curriculum that would set Young Scholars on the trajectory of success. In its early years, the School quickly grew to fill its charter of 198 students and graduated students ready to attend the best high schools in the region. However, by the middle of its fifth year, Young Scholars began to experience a significant downturn in school culture which was followed by a level of student achievement that the Board deemed unacceptable.

To address this, the Board of Trustees appointed a new leader with the charge to refocus Young Scholars and return it to its intended level of quality. Lars Beck joined as Young Scholars' new CEO in July, 2005. Mr. Beck was selected for this role because of his business expertise and his ability to transform an inefficient, poorly producing organization into a high-performing school focused on student achievement.

In addition to changes at the administrative level to set a new tone for the future, Mr. Beck set out to identify best practices in place at the highest performing charter schools in the country. During this research phase, Mr. Beck engaged the teaching staff at Young Scholars to visit and learn from the best practices at these high performing schools. The staff had the opportunity to observe and debrief on their impressions and ideas for the new Young Scholars program.

Mr. Beck's findings were the catalyst for a full programmatic re-launch and the establishment of the Young Scholars Whole School Model in 2007. The approach redirected school-wide practices in curriculum development, instructional delivery, school culture and operational systems to center on a focused, progressive approach designed to drive student achievement. Young Scholars is now Philadelphia's highest performing charter middle school two years in a row.

Using the success of Young Scholars as a platform, Scholar Academies participated in the first round of the School District of Philadelphia's Renaissance Schools Initiative. After successfully completing the four-stage application process including a Request for Qualifications, a

Response to RFP, an RFP panel review and community matching process, Scholar Academies was matched with Frederick Douglass Elementary School. This past August (beginning SY10-11), Frederick Douglass Elementary opened its doors as Young Scholars Frederick Douglass Charter School ("YSFD") and currently serves over 630 students, an increase of approximately 33% from the previous year's enrollment.

Additionally, Scholar Academies was invited to participate in an exhaustive and accelerated application process with the District of Columbia Public Schools ("DCPS") to turn around a failing elementary school (pre-school through 5th grade). Following a comprehensive vetting process that included a Partnership Application, Application Panel Review and a SchoolWorks audit, Scholar Academies was selected to Partner with DCPS to turnaround Stanton Elementary school, the 71st performing elementary school in the District out of 72 schools. This application was by invitation only and Scholar Academies was the only new provider selected to partner with DCPS in SY 10-11.

Young Scholars has shown gains in results over the past 10 years and has proven to close the achievement gap for our students as compared to their white, higher-income counterparts.
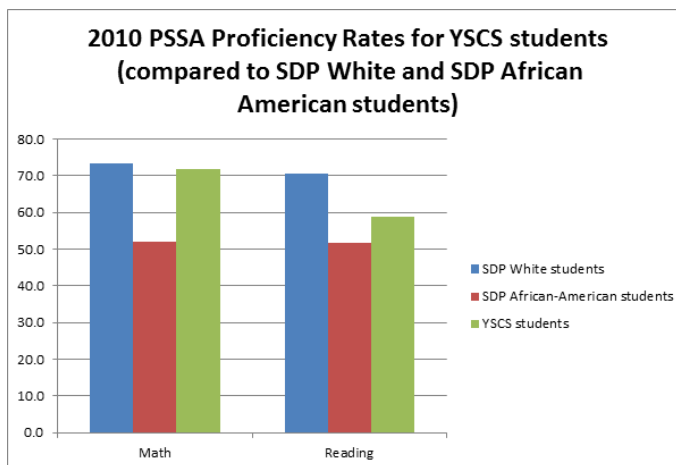
The following are the flagship school's growth over time:

Scholar Academies' two turnaround schools have only been open since August 2010 and therefore do not have a full school year's worth of data to report. However, early indications show that the schools are on a positive track towards success. Young Scholars Douglass CS has seen impressive growth on the Pennsylvania 4-Sight benchmarks assessments, which are valid, reliable and aligned to Pennsylvania System of School Assessment (PSSA) and provide an estimate of student performance on the PSSA. The baseline test, given in August of this year, reflected 28% proficiency in English and only 4% proficiency in Math across the entire school. In the November administration of the test, proficiency scores rose to 36% in English and 19% in Math. The third grade, in particular, moved from 0% proficient to 30% in Math and 21% to 36% in English.

At DC Scholars Stanton, math proficiency as measured by the DC-BAS has increased from a baseline of 5% to 12% during the December administration, including 2% of students scoring in the advanced category for the first time. Fourth grade math has seen the most dramatic

improvement, moving from 5% proficiency in August to 22% in December. Additionally, students at DC Scholars Stanton are showing Mastery between 50-80% on school-created reading and math interim assessments.

x. Due diligence:

DC Scholars PCS Founding Group members not associated with Scholar Academies have conducted extensive due diligence on the Scholar Academies management organization. These members have visited other schools managed by Scholar Academies, met with their school leaders, and have had lengthy conversations with the leadership of Scholar Academies itself. In addition, these members have consulted with Scholar Academies' partner organizations such as DC Public Schools and the School District of Philadelphia and with other leaders in the charter school community. They have also verified student achievement data for Scholar Academies managed schools through publicly available information portals, interacted with Scholar Academies' board members and have had discussions surrounding the annual and financial reports for the organization.

Section B.3 – Finance

a. Anticipated Source of Funds

Below is a summary of funds DC Scholars PCS expects to receive during the planning year and the first five years of its charter.

Revenue Summary	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Enrollment	-	274	325	376	427	478
Per Pupil Charter Payments	$ -	$ 3,626,462	$ 4,524,773	$ 5,375,243	$ 6,254,939	$ 7,182,579
Federal Entitlements	$ 180,000	$ 557,411	$ 612,597	$ 407,783	$ 462,969	$ 518,155
Contributions	$ 480,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Activity Fees	$ -	$ 34,250	$ 40,625	$ 47,000	$ 53,375	$ 59,750
Other Revenue	$ -	$ 213,942	$ 257,834	$ 302,713	$ 344,470	$ 386,543
Total Revenue	$ 660,000	$ 4,532,065	$ 5,535,830	$ 6,232,739	$ 7,215,753	$ 8,247,028

Per pupil payment budgeted amounts were created by using the Uniform per Student Funding Formula School as follows:

Per Pupil Stipends	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
PS/PK	70	70	70	70	70
K	51	51	51	51	51
1-5	153	204	255	255	255
6-8	-	-	-	51	102
Total	274	325	376	427	478
Foundation Level	$ 8,770	$ 9,033	$ 9,304	$ 9,583	$ 9,871
Facilities Allotment	$ 2,800	$ 2,884	$ 2,971	$ 3,060	$ 3,151
Grade-Level Funding					
Grades PS/PK	$ 798,070	$ 822,012	$ 846,672	$ 872,073	$ 898,235
Grade K	$ 581,451	$ 598,895	$ 616,861	$ 635,367	$ 654,428
Grades 1-5	$ 1,341,810	$ 1,842,752	$ 2,372,544	$ 2,443,720	$ 2,517,032

Grades 6-8	$ -	$ -	$ -	$ 503,406	$ 1,037,017
Sub-Total	**$ 2,721,331**	**$ 3,263,659**	**$ 3,836,078**	**$ 4,454,566**	**$ 5,106,712**
Add-On Funding					
Level 1 Special Ed	$ 99,964	$ 152,659	$ 218,296	$ 255,343	$ 294,416
Level 2 Special Ed	$ 37,967	$ 46,385	$ 55,274	$ 64,654	$ 74,548
Level 3 Special Ed	$ -	$ -	$ -	$ -	$ -
Level 4 Special Ed	$ -	$ -	$ -	$ -	$ -
LEP/NEP	$ -	$ -	$ -	$ -	$ -
Summer	$ -	$ 124,770	$ 148,679	$ 173,911	$ 200,524
Sub-Total	**$ 137,931**	**$ 323,814**	**$ 422,250**	**$ 493,908**	**$ 569,487**
Facility Funding					
Non-Res. Facilities Allotment	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464	$ 1,506,381
Sub-Total	**$ 767,200**	**$ 937,300**	**$ 1,116,916**	**$ 1,306,464**	**$ 1,506,381**
Total Per Pupil Funding					
Grade-Level Funding	$ 2,721,331	$ 3,263,659	$ 3,836,078	$ 4,454,566	$ 5,106,712
Add-On Funding	$ 137,931	$ 323,814	$ 422,250	$ 493,908	$ 569,487
Facility Funding	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464	$ 1,506,381
Total Per Pupil Funding	**$ 3,626,462**	**$ 4,524,773**	**$ 5,375,243**	**$ 6,254,939**	**$ 7,182,579**

As seen above, DC Scholars PCS has assumed a 3% annual increase in foundation level per pupil spending and facilities allotment.

Federal Entitlement budgeted amounts were created using OSSE's December 8, 2010 Per-Pupil and Grant Award Amounts for Federal Grants for Proposed Public Charter School Planning Purposes memo as follows:

Federal Entitlements	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Title I	$ -	$ 207,109	$ 245,658	$ 284,207	$ 322,757	$ 361,306
Title II	$ -	$ 41,042	$ 48,681	$ 56,320	$ 63,959	$ 71,598
Title V-B	$ 180,000	$ 260,000	$ 260,000	$ -	$ -	$ -
IDEA-B	$ -	$ 49,261	$ 58,258	$ 67,256	$ 76,253	$ 85,251
Total Federal Entitlements	**$ 180,000**	**$ 557,411**	**$ 612,597**	**$ 407,783**	**$ 462,969**	**$ 518,155**

Contribution budgeted amounts were created as follows:

Contributions	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Individuals	$ -	$ 30,000	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Corporate	$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Foundations	$ 480,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
Total Contributions	**$ 480,000**	**$ 100,000**	**$ 100,000**	**$ 100,000**	**$ 100,000**	**$ 100,000**

Planning year contributions are estimated at $480,000 to include $250,000 in a Walton Family Foundation charter start-up grant plus $230,000 from Scholar Academies of already pledged contributions.

Expected additional funds

As shown above, Scholar Academies will: 1) work with the OSSE to secure a grant through The Office of Public Charter School Financing and Support to provide Title V-B funds in direct support of the DC Scholars PCS planning year (and years one and two), 2) work with the education team at the Walton Family Foundation (with whom Scholar Academies has a good relationship), and 3) commit to raise $230,000 in start-up funds through the Scholar Academies Trustees and the DC Scholars PCS Founding Group and, if it is unsuccessful, contribute these funds through pledges already received.

Scholar Academies is currently receiving funding from the City Bridge Foundation to support the growth of our organization in Washington, DC. City Bridge plans to further support our efforts by introducing us and helping us grow our network of fundraisers.

Additionally, Scholar Academies has a good relationship with NewSchools Venture Fund (NSVF). Scholar Academies was given an initial capacity building fund from NSVF. Scholar Academies is also in continuing conversations with NSVF on how to work together, with particular hope that we will be taken to a diligence phase from the NSVF-operated DC Schools Fund after award of a charter. In the past, grants from the DC Schools Fund have typically been in excess of a million dollars to support charter start-up of organizations with a demonstrated history of gap-closing success.

Contingencies

As shown in the financial attachments, the School budgets 4.6% of its revenue in the first two years as a fund balance. The purpose of this is to build up a fund balance in the first two school years that will provide for contingency funds. Beyond the first two years, the school's budget will shoot for roughly 1.5% of revenues to be added to the ongoing fund balance.

Additionally, as soon as the charter application is approved, Scholar Academies will work with DC Scholars PCS in an attempt to secure a line of credit, backed by the management organization.

Finally, Scholar Academies has a good relationship with The Reinvestment Fund through Jeremy Nowak, its President and Chief Executive Officer.

Financial Goals and Objectives for Projected Five-Year Budget

1) Allocate funds in a manner necessary to allow DC Scholars PCS to meet its mission and goals.
2) Operate without philanthropy, if necessary – meaning the school will be able to be at least budget-neutral before contributions.
3) Maintain a fund balance of between 4% and 5% of revenue in years one and two and between 1% and 2% of revenue in years three and beyond.
4) Fund start-up costs outside of general school operation revenues so that the school can focus its spending on activities that will drive school climate and academic achievement.

As has been the case in its other schools, Scholar Academies will fundraise for capital expenditures necessary outside of the annual school budgets. Successful history of this includes the start-up of Young Scholars Charter School in 1999, a facility move for Young Scholars Charter School in 2009, significant facility renovations and start-up at Young Scholars Frederick Douglass Charter School in 2010 as part of its takeover of from the District, and significant facility renovations and start-up at DC Scholars Stanton Elementary as part of its partnership with DCPS.

b.   Planned Fundraising Efforts

Pre-Opening

Scholar Academies has received investment from the City Bridge Foundation to fund some of the early labor costs associated with the charter school opening and development. The term of the grant coincides with the notification of charter approvals so that, if approved, Scholar Academies could enter into a subsequent grant with City Bridge.

Scholar Academies will work with City Bridge to leverage their connections in the DC metro area to begin to build increased business and financial support for the school's mission.

Additionally, as mentioned above, DC Scholars PCS will apply for funding through the Walton Family Foundation, the Office of the State Superintendent and the DC Schools Fund.

Finally, if necessary, Scholar Academies stands ready to provide financial resources to DC Scholars PCS with existing funds pledged to support Scholar Academies' expansion such the launch of DC Scholars PCS.

Post-Opening

DC Scholars Charter School will rely heavily on its Board of Trustees to identify and introduce the school to potential donors who are interested and willing to invest in our program. Our Founding Group as well as the Scholar Academies Board of Trustees include a number of individuals with significant ties to the DC philanthropic community as well as possess a good deal of fundraising experience.

DC Scholars Charter School will launch an annual campaign and host an annual "friend-raising" silent student art auction to build a solid base of financial support in the DC area.

Scholar Academies will continue to build on its relationship with City Bridge Foundation and NewSchools Venture Fund as well as other educational funding organizations in the DC market to raise funds to invest in DC Scholars PCS.

c. **Financial Management and Accounting**

DC Scholars PCS will operate as a separate and distinct organization whose financial resources will be entirely separate from Scholar Academies.

DC Scholars PCS has drafted an Internal Financial Control Policy document based upon the procedures which have been approved by the Trustees of Scholar Academies' flagship school, Young Scholars Charter School in Philadelphia (Young Scholars). That Internal Financial Control Policy provides that there should be an Accounting Procedures Policy document which is in accordance with the generally accepted accounting principles and details the following policies such as the following:

1) **Procurement**
   DC Scholars PCS will ensure that all qualifying purchases greater than $25K are run through a public bid process consistent with the PCSB's procurement policy.

2) **Cash & Check Collection**
   Cash will be collected by the school on an ongoing basis for uniforms and lunch; cash may also be collected at various points in the school year for yearly supplies fees, trips and, occasionally, other school-related matters. All cash is generally collected from families and students by a dedicated administrator (DA) in the main office.

3) **Invoice Processing & Check Writing**
   Upon receipt of an invoice, the invoice should be checked for accuracy and initialed by the person who made the purchase. The invoice should then be sent to that person's supervisor who will initial approval.

4) **Deposit Processing**

The DA takes all checks/cash and prepares a DC Scholars PCS "Deposit Form" for internal recordkeeping as well as a bank deposit slip.

5) **Bank Account Reconciliations**

By the 15th of each month, the Scholar Academies Business Management team will review and present to the DC Scholars PCS Finance Committee and School Director a reconciled bank statement for review. If/when adjustments are made to an account after a reconciliation is completed such that book balances per the bank reconciliations do not agree with the general ledger, a note of this will be made and a spreadsheet kept to note the differences.

6) **Petty Cash**

Petty Cash is kept by the Director of Operations (DO) in a lock box used only for the purposes of Petty Cash. When cash is requested by an individual, a "Petty Cash Tracking Slip" is filled out referencing when the cash was provided, to whom it was provided, how much was provided and the purpose.

7) **Payroll and General Journal Entries**

Payroll and general journal entries (P/GJE) will be made by the Director of Operations directly into QuickBooks. Approval for the entries will be provided quarterly by either the Treasurer or a designated member of the Finance & Audit Committee. All P/GJEs for a month will be made by the 10th of the following month so that bank reconciliations can be completed on time.

8) **Credit Card Use**

Senior staff members will have a DC Scholars PCS credit card in order to minimize use of personal credit cards for school purchases. Receipts should be kept for purchases made with the school credit card and attached to the statement prior to payment by the school.

9) **Expense Reimbursement for Employees**

Reimbursement of expenses for employees will follow the same approval process as indicated in Section 3 on Invoice Processing and Check Writing.

10) **Personnel Changes**

In the event that there are personnel changes and/or departures that impact these procedures, the School Director should review how the procedures are being followed. If, during this process, the School Director is involved in processing of these procedures and this hinders his/her ability to provide approvals as called for in this Policy, the Treasurer or a member of the Finance & Audit Committee should provide the approval that would have been provided by the ED.

In order to maintain appropriate cash flow levels at DC Scholars PCS, the school will pursue a line of credit upon receipt of its charter in order to provide security during times when cash flow may be low. In the first year of operations, Scholar Academies will provide start-up funds to assist with the purchase of fixed assets, leasehold improvements, and start-up supplies.

d. Civil Liability and Insurance

DC Scholars PCS will maintain insurance levels that meet or exceed the requirements outlined by the Public Charter School Board, as outlined here.

Type of Insurance	Details
Commercial General Liability	DC Scholars PCS will maintain Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) $2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) $2,000,000 Products – Completed Operations Aggregate; (c) $1,000,000 Per Occurrence; (d) $1,000,000 Personal and Advertising Injury; (e) $1,000,000 Fire Damage or Fire Legal Liability; and $10,000 Medical Expense (any one person).

Directors and Officers Liability and Employment Practices Liability	The school will maintain Directors and Officers Liability and Employment Practices Liability Insurance in an amount not less than $1,000,000.
Excess/Umbrella Liability	DC Scholars PCS will maintain Excess / Umbrella Liability coverage in an amount not less than $5,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverage required under the Charter unless a separate $5,000,000 limit is maintained for Professional Liability.
Educators Legal Liability	DC Scholars CS will maintain Educators Liability Insurance with limits not less than the following: (a) $1,000,000 General Aggregate; (b) $1,000,000 Per Occurrence. The school will obtain a Sexual Molestation and Child Abuse Endorsement.
Property/Lease Insurance	DC Scholars CS will maintain Property/Lease Insurance with limits not less than 100% of the replacement cost of the building leased or owned.
Boiler and Machinery Insurance	The school will maintain Boiler and Machinery Insurance not less than $1,000,000 (if appropriate actual loss sustained).
Automobile Insurance	The school will maintain automobile coverage with limits not less than the following: $1,000,000. The amount is combined Single Limit for bodily injury and property damage for all owned autos and/or hired / non-owned autos.
Workers' Compensation and Employers Liability	Workers' Compensation coverage for its employees with limits not less than the statutory limits for the District of Columbia. Employer's Liability: $500,000 Each Accident-Bodily Injury by Accident; $500,000 Each Employee-Bodily Injury by Disease; and $500,000 Policy Limit-Bodily Injury by Disease; and $500,000 Policy Limit-Bodily Injury by Disease.

e. Provision for Audit

Upon approval of the charter, the Board of Trustees, in conjunction with the Board's Finance Committee and the School Director, will select an auditing firm of Certified Public Accountants licensed in the District of Columbia from the PCSB's Approved Auditor List for charter schools, to perform an annual financial audit. In accordance with §38-1802.02(6)(A) of the D.C. School Reform Act, DC Scholars Charter School will have the selected auditing firm perform their annual audit after the conclusion of the fiscal year on June 30th.

Upon completion of the audit, a copy will be submitted to the Public Charter School Board on or before November 1 or other specified date.

Section B.4 – Facilities

a. Identification of a Site

To date, DC Scholars PCS has not identified a facility. However, we have formed a partnership with Building Hope to aid in finding a site either as part of their Charter Incubator Initiative or through the identification and selection of a commercial site as a temporary or permanent location. Currently, three of Building Hope's six Incubator Initiative sites are in DC Scholars PCS's target region of Southeast Washington, DC. Among the alternatives is the former PR Harris campus (a DCPS elementary school). See Section L for a letter of support from Building Hope along with more details of the planned work together.

If approved, DC Scholars PCS Founding Group will initiate a relationship with a commercial real estate firm to augment the work of Building Hope.

DC Scholars PCS will work diligently to have a site identified by January 2012. The timetable will provide 8 months for renovations and site maintenance.

b. Site Renovation

Scholar Academies has significant experience renovating sites, both existing schools and commercial sites.

In the fall of 2009, Young Scholars Charter School, the network's flagship school, moved into a new facility that was designed and renovated from full interior demolition (the building was a former State of Pennsylvania welfare office). Members of the School District of Philadelphia's charter school office have called the new facility among the "most purposeful and pleasant facilities in the City."

This past summer, Scholar Academies managed the renovation of two District facilities as part of their school turnaround efforts, one in Philadelphia and one in Washington, DC. The scope of these projects included painting, tiling of floors, addition of drop-ceilings and/or replacement of ceiling tiles, doubling to tripling the amount of light and installation of key-card, magnetic lock entry system.

Through these three renovations, Scholar Academies focused on replication of design to create a vibrant learning environment that maximizes the amount of transparency and accountability throughout the building. Scholar Academies will work with DC Scholars PCS to undergo the same learning environment transformation.

c. Financing Plans for Facilities

As options become clear, DC Scholars PCS will explore a number of different financing options for both a short-term and/or long-term facility option. These options may include:

1) Building Hope's Incubator Initiative provides for renovation as part of the cost.
2) Lease with cost of renovation integrated into per square foot rental cost as has been done with Scholar Academies' flagship school, Young Scholars Charter School.
3) If necessary, the school could consider using debt to finance a long-term facility after a few years of operation. It should be noted that the desire of Scholar Academies' schools to date has been to focus its efforts on driving academic achievement rather than owning facilities. In order to maximize the feasibility of this option, Scholar Academies will support DC Scholars PCS to manage finances conservatively with an eye towards generating a financeable track record.

d. Building Maintenance

If necessary (depending upon responsibilities defined in lease), DC Scholars PCS will employ a Building Maintenance staff person to handle the day-to-day operational issues that arise with any school facility. The School intends to contract out cleaning services. Both of these functions are budgeted.

Section B.5 – Recruiting and Marketing

a.   Outreach for the Community

DC Scholars PCS will work closely with DC School Reform Now whose mission is to build a civic movement in Washington, DC that demands and protects school reform to improve student achievement. The organization will accomplish this by raising public awareness, cultivating parent and community champions, and educating policy-makers. DC School Reform now will support DC Scholars PCS in the development of a comprehensive community outreach plan. DC School Reform Now will lend their expertise in developing grassroots community outreach plans to engage the community and families surrounding DC Scholars PCS.

Additional organizations and community members we have reached out to include:

Organization	Contact (if applicable)	Mission
Turning the Page	Jason King	Turning the Page links DC public schools, families and our community so that, together, we can ensure DC students receive valuable educational resources and a high-quality public education.
East of the River Clergy, Police, Community Partnership	Introduced through Turnaround for Children	The East of the River community will experience healing, restoration and transformation from brokenness to healthy,

		self-sustaining, and holistic neighborhoods through the collaborative work of the Clergy, Law Enforcement, Individuals and Community.
DC School Reform Now	David Pickens	DC School Reform Now will build a civic movement in DC that demands and protects school reform to improve student achievement. We will accomplish this by raising public awareness, cultivating parent and community champions, and educating policy-makers.

In the year prior to opening DC Scholars PCS, we will actively pursue engagement opportunities to inform students, parents, and other community members about Scholar Academies and our model. Scholar Academies will become a visible presence in the community by reaching out to set up meetings with a range of local groups, including but not limited to churches and pastors, hospitals and clinics, childcare centers, youth organizations, recreation centers, police officers and emergency professionals, businesses, and apartment communities. We will attend local council meetings and town hall events, working to connect with Advisory Neighborhood Commissions (ANCs), City Council Offices, and other local politicians. One of our first priorities will be to present a comprehensive community outreach strategy, which we will actively convene local community leaders to review. Moreover, we will continue to build a database of the community organizations and individuals in Wards 7 and 8 with whom we have already engaged or anticipate soliciting in the coming year. As a way of deepening and making more concrete all of our community relationships, we will welcome all the leaders with whom we engage to visit the DC Scholars PCS after it opens in the fall of 2012.

In addition to the presentations and conversations we hope to have with leaders across the community, DC Scholars PCS' grassroots engagement strategy will include a visible presence at local events and widespread distribution of information and application materials. We intend to research upcoming community events and contact host organizations to discuss the possibility of organizing our presence at those events. At the events we will provide DC Scholars materials to interested families. Likewise, we will broadly distribute flyers and other materials to a variety of well-frequented neighborhood locations, such as grocery stores, metro stations and bus stops, beauty salons, childcare establishments, and youth centers. For prospective and already enrolled families, we will schedule at least three family engagement activities such as a Scholars Carnival and a BBQ style picnic prior to the start of the school year. Moreover, DC Scholars PCS staff will visit the homes of enrolled students prior to the start of school in order to personally meet them and their families. These meetings will be the foundation of a solid home to school connection.

We seek to build positive and mutually supportive relationships with all of our neighbors and to integrate DC Scholars PCS into the fabric of the communities we will serve. DC Scholars PCS will aim to improve the college-readiness of the community as a whole by providing access to its building, resources and technology for community groups to provide services to the community constituents not served by the school.

b. Recruitment of Students

Overview

As a charter school, DC Scholars PCS is responsible for filling each available seat in order to serve the most students possible in a given year. We will use the following strategies for student recruitment:

- Community Outreach and Engagement—DC Scholars PCS will activate each of the community partners that it has reached out to through the course of the charter approval process and DC School Reform Now
- Parent Outreach Committee Ambassadorship—identify a group of parents from DC Scholars Stanton who can work with DC Scholars PCS to meet with community organizations and groups of parents who are interested in the new charter school
- Direct mail to families with students in grades Preschool through 2nd grade in a 20 zip code range
- Posting on our website
- Participation in charter school fairs

- Networking with daycare centers and community centers in a 10 mile radius of the school
- Local advertisement in stores, newspapers, and on the radio
- Networking with other elementary charter schools
- Prospective Family Information Sessions—DC Scholars will host six (6) information sessions to educate families on the school's model including expectations and collective commitment to student achievement.
- During the incubation period, DC Scholars PCS will seek community support to help design and execute summer engagement events at the school, such as a BBQ and a Summer Festival, Drumming Workshop, etc. Members of the Founding Group with strong ties to the community where the school will reside, will reach out to local community organizations including neighborhood councils, church groups, etc.

In subsequent years we will use our community partnerships and families to help tout our expected successes to drive increased enrollment and ensure that the school becomes a central educational institution in the community.

DC Scholars PCS will meet with and provide recruitment materials and copies of the application packets to organizations like the Covenant House and the Coalition for the Homeless in order to attract homeless students living in the area. In Philadelphia, Scholar Academies works closely with Project H.O.M.E., a homeless services organization, and one of our schools currently serves ~30 students that live in the Woodstock Family Center.   The leadership at Scholars Academies has experience working closely with homeless shelters to engage families and ensure they feel connected, and will provide support to DC Scholars PCS in doing the same.

Additionally, DC Scholars PCS will implement a supply voucher and sliding scale system to assist wards of the state and homeless families with the burden of school supplies and uniforms, even if nominal.

Lottery

DC Scholars PCS will be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition rate established by OSSE. The school will not discriminate in the enrollment process, or in any way limit enrollment, based on a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

DC Scholars PCS will open its enrollment period in January and close it in April. At the close of the enrollment period, if more children have applied than there are spaces available, a lottery will be held. If the number of applications does not exceed the number of spaces available, all applicants will be accepted and the remaining slots are filled on a first come, first served basis, with preference being given to applicants with siblings enrolled in the school.

Specifically, the DC Scholars PCS admissions policy will include:

1. Each year, the school establishes a deadline for parents/guardians to submit applications for new student admission. This deadline (typically March) is posted in the school office and on all application materials. The school will also publicly announce both enrollment periods and the lottery date and location.

2. Beginning in January, admissions applications are made available in the school office. On these traditional application forms, parents will be required to provide basic student data (name, parent and/or guardian, contact information, current school attending if any, etc.) as well as indicate if they have another child currently enrolled in the charter school. Applications will also be made available via the school's web site.

3. The school determines the number of available spaces in each grade based on the number approved in the charter and in later years, accounting for re-enrollment of current students. If the number of applications for new students (filled out completely and submitted by the stated deadline) is equal to or less than the number of slots available in each grade, all applicants will be accepted into the school. If the number of completed applications exceeds the slots available in each grade, a lottery will be conducted to determine who will be admitted to the school and, if they are not admitted, what spot they occupy on the waiting list. The lottery will be conducted by

an independent party. Preference will be given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school.

4. Admissions notification are sent to all parents/guardians who submitted applications for new students: enrollment packets sent to those parents of children who have been accepted and waiting list notification sent to those parents of children not selected in lottery (if necessary).

5. Parents must submit enrollment paperwork to DC Scholars PCS by a date explicitly stated in the enrollment packet (typically June 1 or 15).

6. Anyone who applies after the lottery has been conducted will be added to the end of the waiting list on a first-come, first-served basis.

7. If a space becomes available during the school year, students will be enrolled based on their spot on the waiting list.

Note: to comply with laws pertaining to special education – and because our school is truly committed to providing an outstanding educational program to all students – the school will only conduct special education screening or request current IEPs for students after students have been enrolled in the charter school.

Re-Enrollment

Each year, DC Scholars PCS will send a form to parents/guardians of students currently enrolled in the school asking them to indicate whether or not they desire to reenroll their child(ren) for the next academic year. A deadline for submitting the form will be explicitly stated (typically March 1). Enrollment for the next year will be guaranteed to all students whose reenrollment forms are submitted by the specified deadline.

Community/Family Engagement Timeline (Pre-First Day of School)

Family Engagement & Events								
	A	S	O	N	D	J	F	M
Schedule 6 Family Engagement Events					X	X		
Design event flyer and send formal invitation to enrolled families				X				
Family home visits by staff				X	X	X		
Share flyers with community organizations					X	X	X	X
Organize planning meetings			X	X				
Secure volunteers				X				
Grassroots Marketing and Outreach Strategies								
Make presentations to local churches				X	X	X	X	X
Visit local hospitals and clinics				X	X	X	X	X
Distribute flyers at the following locations:				X	X	X	X	X
Metro Stations and Bus Stops				X	X	X	X	X
Grocery stores				X	X	X	X	X
Beauty salons				X	X	X	X	X
Childcare centers				X	X	X	X	X
YMCA and Boys and Girls Clubs				X	X	X	X	X
Speak to police officers and emergency professionals				X	X	X	X	X

As addressed in the student needs section of this application, there are significant waiting lists at the highest performing schools in the areas where DC Scholars PCS would aim to locate. Therefore, it is our belief that there is a high demand for quality seats yet not enough available and that we will not face any challenges meeting our enrollment goals.

If DC Scholars PCS enrolls fewer students than authorized, the faculty projections and roles will be adjusted accordingly. These decisions will be put on hold until June 2012 following the lottery and additional student outreach to fill seats.

c. Future Expansion and Improvements

	PS	PK	K	1	2	3	4	5	6	7	8	TOTAL
2012-13	30	40	48-54	48-54	48-54	48-54						262-286
2013-14	30	40	48-54	48-54	48-54	48-54	48-54					310-340
2014-15	30	40	48-54	48-54	48-54	48-54	48-54	48-54				358-394
2015-16	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54			406-448
2016-17	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54		454-502
2017-18	30	40	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	48-54	502-556

Based on student populations in our targeted geographic regions, the following are the DC Scholars PCS projections for Special Education and ELL students for the first year:

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Special Ed All levels	10%	12%	14%	14%	14%	14%
LEP/NEP	0%	0%	0%	0%	0%	0%

These projections are based on our understanding of the student population in our target geographic areas.

Section C1: Student Policies and Procedures

Timetable for Registering and Enrolling

If DC Scholars PCS is approved to open for the fall of 2012, the timeline below will be followed:

Activity	Audience	Date Range
Complete marketing materials and student application (including lottery dates/locations)	N/A	June 2011
Presentations and community meetings	Churches, community centers, day care centers, family wellness centers, community after school programs	July 2011 through February 2012
Public announcement of enrollment details	All prospective students and families	November 2011
Application collection, PS-3rd grade	All interested students/families	December 2011 through March 9, 2012
Lottery	All students/families with completed application	March 15, 2012
Selection announcement (for those not present at lottery)	All students/families with completed application (selection letter or waitlist letter)	Week of March 19, 2012
Distribute enrollment forms	All students/families selected through lottery	Week of March 19, 2012 (due April 30, 2012)
Residency verification for registered students	All students/families not selected through lottery	April 2012 through August 2012
Waitlist selection announcement	All students/families not selected through lottery	Ongoing, if not full through lottery May 1, 2012, after enrollment form return, if full through lottery
Parent University	All parents of enrolled students	July and August 2012
First Day of School	All enrolled students	August 21, 2012

Policies and Procedures for Enrollment, Withdrawal, Suspension and Expulsion of Students

Enrollment/Withdrawal

Any student who is of appropriate age and grade level and is a resident of the District of Columbia will be eligible to apply to and attend DC Scholars PCS. Prospective students will be considered without regard to aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, sexual orientation or any other basis prohibited by law.

If DC Scholars PCS receives more applications than there are spaces, a lottery will be held. In year one, the lottery will be held for any grades, Preschool through 3rd, for which we receive more applications than there are spaces. Following year one, the lottery will only be to fill the Preschool classes and any open seats up through 6th grade. If any spaces are still open after the lottery is held, non-District residents may enroll but will pay tuition as established by the Office of the School Superintendent. As mentioned earlier in this application, students will not be permitted to enter DC Scholars PCS in any grade after 6th.

DC Scholars PCS will have the following application requirements:

_____ (1) Complete one page application packet with minimal information required so as to promote practice of non-discrimination.

DC Scholars PCS will have the following enrollment requirements (all occur after having been selected through lottery):

_____ (1) Attend a school information session to review the school's materials, expectations and plans for the upcoming year. For those unable to

   attend a scheduled information session, the school will make exceptions including home visits.

_____ (2) Proof of residency in Washington, DC (DC Scholars PCS will follow OSSE's proof of residency policy)

_____ (3) Latest report card (if applicable)

_____ (4) Current Immunization Records

_____ (5) If Applicable: Special Education Records

_____ (6) If Applicable: 504 Service Agreement (optional)

_____ (7) Free and reduced lunch application (optional)

_____ (8) Home Language Survey (optional)

DC Scholars PCS leadership will work with each family to ensure the collection and completion of these documents. DC Scholars PCS will ensure that all ELL families have access to translated materials. DC Scholars PCS will work to ensure that homeless families in the neighborhood we serve are receiving application information. Additionally, following the lottery, DC Scholars PCS will make necessary enrollment extensions for homeless students and their families.

Suspension/Expulsion

At DC Scholars PCS, we will have high expectations for the kind of people our students will grow to be. We believe that students who demonstrate our PATH (Prepared/Professional, Attentive, Thoughtful, Hardworking) core values will be empowered and prepared to enter and be successful in high school and on the path to college. We believe that each student can reach high academic standards, enjoy learning, achieve success and contribute actively to his or her community.

In order to maintain a school culture that nurtures students to develop in such a manner, our school-wide behavior system will be a prevention-based model, focused on modeling our core values, helping students reflect upon their behaviors (both positive and negative), and teaching them to make positive choices.

DC Scholars PCS will set high expectations for student behavior, and reinforce positive choices in the classroom and school-wide. Students will be provided with multiple opportunities to demonstrate our core values and to learn to embody those they may be struggling with. We will do this by explicitly teaching students what we expect and providing appropriate reinforcement. Every adult in the school will model the core values for our students through their work habits, professionalism, and positive interactions. Our expectations for students will be evident in the relationships we build with students, our partnerships with families, and the quality of instruction in our classrooms.

When students make poor choices, our behavior management system will hold them immediately accountable to their behavior. This will help students recognize that their behavior is a choice – positive choices will be rewarded, while poor choices will be addressed with negative consequences. The behavior management system supports student development by always focusing on the belief in a child's capacity for positive choices.

The DC Scholars PCS behavior system uses a ladder of consequences to delineate the appropriate response to deter poor behavior. Students will progress through the ladder of consequences as their behavior persists. Serious consequences such as suspension and expulsion are only reached after the ladder of consequences has been exhausted, except for some Tier 3 and all Tier 4 offenses. In the event of either a suspension or expulsion, DC Scholars PCS will follow PCSB requirements with respect to due process and reporting. The full discipline policy will be codified in our Student and Parent Handbooks which will be provided to families beginning in June 2012 and will be explained in detail then. Details of the tiered behavioral system are presented below:

Rung	Action	Example

1	Whole Class Reminder of Expectation	"Class we are all sitting with our legs crossed, eyes front, mouths closed, hands folded in our laps"
2	Individual Reminder of Expectation	"Joe we are sitting legs crossed, eyes front, mouths closed, hands folded"
3	Color Change/Paycheck Deduction	(PS-2): "Sammie I am going to move your color from blue to green for not being able to sit in STAR" (3-8): "Sammie, that is a two dollar deduction for not following directions"
4	Behavior Reflection	Students are asked to sit in an isolated section of the classroom to complete a written behavior reflection discussing their action and how they could improve. Younger learners are asked to draw representations of their feelings around the situation. Teachers will then discuss this reflection with the student at the end of class or when an appropriate break occurs.
5	Dean's Office Referral	Following a reflection that is not comprehensive or shows poor effort, a teacher will complete a Dean's office referral and the student will be removed from class.

Notes: STAR refers to the behavioral expectations of DC Scholars students "Sit and stand up straight, Track the speaker, Always be on task, Raise your

hand". Dollars, as referenced above, equal Scholar Dollars and are a part of the DC Scholars PCS token-economy system that provides students basic

financial literacy skills as well as serving as the rewards and consequences system for the school.

The following Dean's Office Cycle begins once a student reaches the end of the ladder of consequences above:

1. Teacher completes Office Referral, indicating if the behavior was Tier II or III (see below for examples)
   a. For Tier II and III referrals, the teacher must provide details about the behavior/incident, including any other students who were involved or witnessed the incident.
   b. Tier I infractions only result in a referral if they are persistent and causing severe disruption to the learning time of other students.
   c. If necessary, the teacher can send the student to the Dean's office without the referral slip, but must then send the referral slip within 15 minutes in order for administrators to process the office referral.
2. Teacher contacts the Main Office to request the removal of the student.
3. Student arrives in the Dean's office and the following occurs:
   a. Sit in STAR (facing front, hands folded on desk, mouth closed)
   b. Written reflection (student must write about why he/she made the choice he/she did)
   c. Problem solving session (student engages in a structured conversation around the poor action with an opportunity for the student to
      outline the future choice he/she would make if faced with the same decision)
   d. Apologize to teacher (verbal and written)
   e. Fresh start in class
4. Notification to parents
   a. **Tier I** offenses, **the teacher** is to notify the parent/guardian of infractions and referrals to the Dean's office (by 8PM that same day)
   b. **Tier II and Tier III** offenses, **an Administrator** will contact the parent/guardian to notify the adult of the referral and the consequence.
5. Student serves consequence. When consequence is served, student receives a Permit to Return to Class slip signed by the administrator.

6.   Students serving a suspension will be required to attend a reinstatement meeting with their families the day they return to school. This will

  ensure a student's preparedness to re-enter the school community.

Note: Students with behavior plans as part of their IEPs will follow their IEP Behavior Plan in conjunction with the school-wide plan.

Tier	Description of Offense	Consequences
1	General classroom disruptions and distractions that detract from student achievement or undercut facets of our school culture.	-Teachers should utilize all strategies outlined in Instructional Standards and employ the DC Scholars PCS behavior systems (color charts, paychecks, and consequence ladders) before utilizing the Dean's Office. -Teachers may opt to send a student to the Dean's Office for Tier 1 offenses ONLY AFTER moving through the Ladder of Consequences.
2	-Inappropriate or disruptive physical contact between students (shoving, irritating/annoying/ touching, "play" fighting) -Threatening to fight a student ("bucking") -Talking about fighting with another student ("I'm going to punch you in the face") -Walking out of the classroom without permission -Defiance ("I don't care", "So what?", saying "No" to all verbal redirection) -Low level repetitive profanity	-Automatic Referral -Additional consequence based on Tier
3	-Severe and egregious offenses that potentially put student, peers and adults in danger -Fighting with another student (physical contact that has to be broken up by an adult faculty or staff member) -Threatening a faculty or staff member with physical actions or verbal aggression -Sexual harassment and/or sexual misconduct	-Automatic Referral -Suspension
4	- Possessing a dangerous weapon including but not limited to a knife or a gun - Possessing a controlled substance including but not limited to illegal drugs (e.g. marijuana) and/or prescription medication - Assaulting a member of the DC Scholars PCS staff	Recommendation for expulsion

Note: All students serving a suspension in grades 5 through 8 must publicly apologize to their peers during Community Circle. This public apology should be written and maintained by the Dean's Office.

Expulsion

Expulsion is defined as the exclusion from DC Scholars PCS on a permanent basis at the recommendation of the School Director to the Board of Trustees. As a last resort, expulsion will be considered in the case of students who have excessive, repeated behavioral infractions. In some cases, if an infraction is extreme or egregious, expulsion may be considered as a primary response. Students will have an opportunity for a hearing as well as an opportunity to submit a formal appeal the recommendation.

As stated at the start of this section, in the event of either a suspension or expulsion, DC Scholars PCS will follow PCSB requirements with respect to due process and reporting.

Section C2: Human Resource Information

Key Leadership Roles

Until we hire a full-time School Director, the roles of chief administrative officer, curriculum leader and business officer will be filled through the management organization Scholar Academies. The Scholar Academies team is currently managing the administrative and business functions for its three schools, two in Philadelphia and one in Washington, DC. Scholar Academies manages all aspects related to financial management, charter authorizer relations, recruiting, hiring, and staffing so that the school leaders will be free to focus entirely on driving effective instruction, academic achievement and school culture.

The following Scholar Academies team members will fill these roles on an interim basis:

Chief Administrative Officer
Lars Beck is the founding Executive Director of Scholar Academies, a non-profit 501 (c) 3 school management organization that exists to close the achievement gap in urban public education and currently operates two charter schools in Philadelphia and one Scholar Academies school in Washington, DC. Prior to his role with Scholar Academies, Lars Beck led the Young Scholars Charter School (Young Scholars CS) since 2003. Initially, he worked with the Young Scholars CS Board on expansion efforts and, in February of 2005, he was asked to serve as the school's Chief Executive Officer. Lars took over the CEO position at Young Scholars CS during a time when the school was wading through crisis. Lars directed the efforts that turned Young Scholars CS around from a moderately successful academic program to the highest performing charter middle school in Philadelphia for the past two years. Lars has more than 15 years of experience in management and marketing of both non-profit and for-profit companies, including founding the Boulder, Colorado chapter of Stand Up For Kids, a national non-profit. Lars has a B.A. from Duke University. Lars brings to the DC Scholars PCS Founding Group demonstrated experience operating high-performing charter schools in Philadelphia and in Washington, DC. This includes turning around and leading the highest performing middle school in Philadelphia. The Chief Administrative Officer will fill the roll of the Executive Director for DC Scholars PCS. The School Director will be the first hire for DC Scholars PCS and is expected to be in place by September 2011. This individual will also serve as the primary liaison to Scholar Academies and be charged with handling the transition work from the interim team to the permanent team.

Curriculum Leader
This will be filled in a partnership between Rebecca Maltzman and Zach Blattner. Rebecca has five years of experience working in elementary education. After teaching 2nd grade with Teach For America, Rebecca became a School Director for Teach for America's summer institute both writing curriculum and supervising elementary school teachers. Rebecca also served as a teacher coach for Philadelphia Teaching Fellows. Rebecca is finishing her law degree at the University of Pennsylvania, and holds a Masters in Education from the Harvard Graduate School of Education. Zach Blattner has worked as a teacher, curriculum writer, and education consultant at rural and urban public schools in Texas, Boston, and Philadelphia. As a 2005 Teach For America corps member in Roma, Texas, Zach re-designed Roma High School's AP English curriculum that led to the first English passing scores in the school's history. At Mastery Charter Schools, Zach developed comprehensive novel units to drive skill-based instruction as well as wrote vocabulary and grammar assessments for the charter network. As the Manager of Academics for Scholar Academies, Zach has overseen the academic rollout at two turnaround schools, including leading curriculum implementation (in the early childhood, elementary and middle grades) and purchasing, as well as spearheading the development of Scholar Academies' Instructional Standards. The School Director will serve as the Curriculum Leader for the first part of the incubation year. The

School Director will play a critical role in selecting the additional school leaders to form the leadership team expected to be hired an in place by January 2012.

<u>Business Officer</u>
Jared Ware has 5 years of experience in the field of School Operations and Business and FinancialManagement. Jared's work includes the managing the operations for 3 of Harlem Children's Zone's school sites . Jared has 3 years of experience in Human Resource Management including five different charter schools, early childhood programs and preventative service programs. Jared currently manages the finances for Scholar Academies as well as its two Philadelphia-based charter schools. Through his experience at Scholar Academies, as well as in his previous role in New York City, Jared has experience in start-up operations and business for newly formed school entities. Scholar Academies, under the direction of Lars Beck and managed by Jared Ware will continue to manage the school's finances.

<u>Legal Counsel</u>
Scholar Academies has a pro-bono legal relationship with Morgan, Lewis & Bockius through Partners, Thomas Sharbaugh and Sarah Bouchard. Morgan Lewis will support the Founding Group in navigating the legal landscape in Washington, DC. DC Scholars PCS will also benefit from pro-bono legal support from Zuckerman Spaeder through partner, Roger Zuckerman, to support the school's interest legally during formative and ongoing needs.

b. Qualifications of School Staff

Qualifications and Background of Staff

The DC Scholars PCS staffing model focuses on the academic aspects of running an autonomous, non-union, public charter school. The Scholar Academies staffing model focuses on hiring teachers, administrators and other school staff with the underlying competencies required for success in each position. These competencies were determined by using a combination of external research and input from high-performing teachers and leaders within the network of Scholar Academies' schools.

Competencies for teachers include the ability to:
- Purposefully plan
- Relentlessly drive towards results
- Continuously increase effectiveness through a focus on personal learning and development
- Organize
- Effectively structure and deliver instruction
- Engage and motivate students and families
- Design systems and procedures to get things done
- Build a strong classroom culture

When hiring teachers, Scholar Academies also works to select individuals who meet the requirements of the NCLB highly qualified designation. To qualify for this designation, the following requirements must be met:

- All teaching candidates must have a bachelor's degree
- Elementary teachers (grades K-6) must pass an elementary content test
- Secondary teachers (grades 7-12) must:
- Pass the appropriate content area test OR
- Have a major or its equivalent in the content area OR
- Have an advanced degree in the content area OR
- Have National Board Certification in the content area

While each leadership position has unique competencies associated with it (for example the Director of Operations needs to have customer service skills, while the Director of Culture needs strong conflict management skills and the Director of Curriculum and Instruction must have a

strong curriculum development background), Scholar Academies seeks certain core competencies and management skills in all administrators. These include the ability to:

- Manage vision and purpose
- Demonstrate managerial courage
- Build and manage effective teams
- Solve problems and make decisions
- Assess and develop talent
- Serve as an instructional leader
- Motivate others
- Drive to results
- Build a strong school culture

In addition to the function specific competencies outlined above, all staff (including teachers, administrators and support staff) should demonstrate:

- Alignment with the mission of DC Scholars PCS and Scholar Academies
- Awareness of and experience working with the student population
- Grit: A "do whatever it takes" attitude
- Perseverance
- The ability to work in a team, particularly a team tasked with a challenge

Hiring of Teaching Staff

A primary driver of a highly structured, successful school environment is the recruitment, selection and retention of highly capable, mission-aligned talent. As research shows the direct correlation between teacher quality and student achievement, we are committed to providing its students with the best available teachers. Scholar Academies will apply its coherent, well-designed human capital strategy to attract and retain high quality teachers and staff as follows:
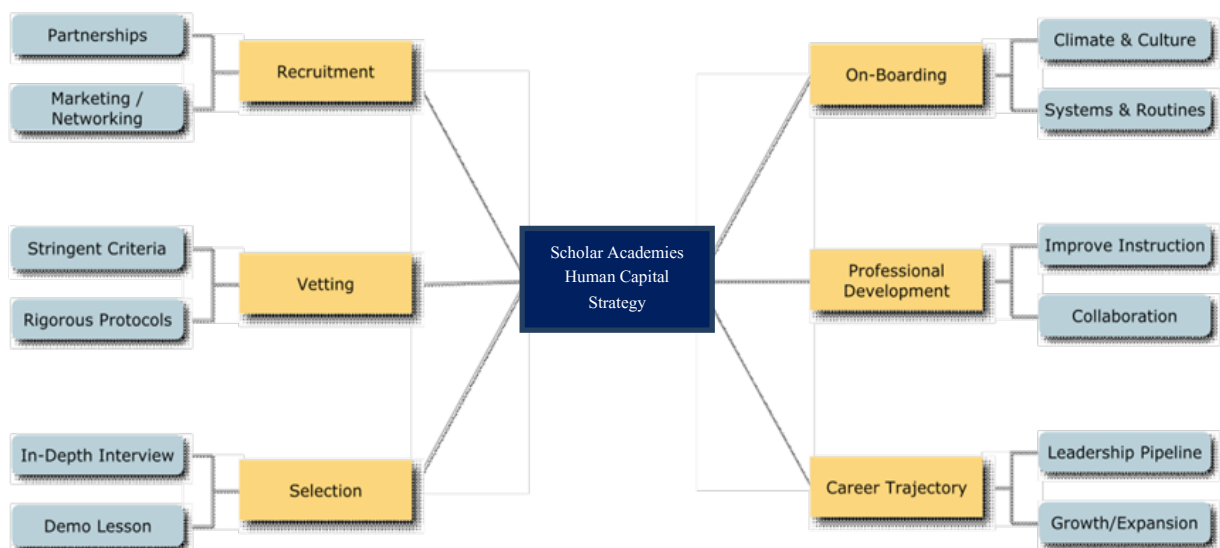
Recruitment

Scholar Academies will execute the hiring strategy described below. We will strive to hire a mix of experienced (85%) and first-year (15%) teachers. The majority of first-year teachers will serve as Resident or Co-teachers. We will give hiring preference to Teach For America (TFA)

corps, DC Teaching Fellows and other education based residency programs members in first-year roles because of the strong support and training these programs provides their new teachers.

Scholar Academies has an established partnership with TFA that enables us to tap into their deep talent pool and alumni database. TFA produces highly trained, skilled, and experienced teachers and leaders, and many of their members are seeking high-quality, mission-driven schools in which to work. Scholar Academies has an established relationship with The New Teacher Project D.C. and is establishing a new relationship with New Leaders for New Schools as well.

In addition to partnerships with top organizations, Scholar Academies will recruit teachers and staff with a targeted marketing/networking strategy. This approach includes a marketing campaign to attract prospective teachers by reaching out to schools of education, participating in local and regional job fairs, posting online and print job listings, and utilizing our extensive personal networks.

Vetting

The above recruitment strategy is designed to produce an ample number high quality resumes. However, the strength of the hiring process lies not in getting people to submit resumes, but in how Scholar Academies chooses to advance some in the process and decline others. Scholar Academies' commitment to its students requires that a high bar be set for vetting teacher education, credentials, and experience. Therefore, Scholar Academies has a "fine filter" as step one in the hiring process and ensures that only the most qualified candidates through to the next step in the process.

A small percentage of candidates will be selected for a screening interview: a brief phone conversation which tests for philosophical alignment, mission-focus, and consistency with the written resume. This rigorous initial step is yet another filter that helps ensure only high quality applicants are considered to continue in the process. These multiple steps and quality control measures are essential given the crucial role that teaching quality plays in making sure our students are prepared for high school and college.

Selection

Once a candidate clears the initial steps of the process, he/she is invited to come to the school for an in-depth interview with the school leader. Applicants are scored according to an employment rubric that measures a number of critical dimensions like instructional competence, leadership, data analysis, and behavior management.

Finally, candidates for teaching positions are asked to conduct a demo lesson (a 30-45 minute lesson they design and deliver in front of students) that the school leader and interview team will observe in one of the existing Scholar Academies schools. If this is not an option, candidates may submit a video of their teaching lesson or allow the school director to observe them in their current classroom. The observation team will independently score the teacher's lesson for content, structure, delivery, pedagogy, language, posture/movement, and academic rigor. Teachers may also provide a video of their interaction with students during a lesson.

Teachers who successfully complete these steps will be invited to join the team. Our aim is to secure the majority of our teaching staff by April 1st, 2012. National background checks will be completed on all employees and volunteers in advance of their first day of work with DC Scholars PCS.

c. Staffing Plan

Our school staffing model will be driven by both the number of students enrolled and the grade configurations required to serve those students. We propose opening a school that will serve Pre-school (PS) through 3rd grade in Year 1. In each subsequent year we propose adding an additional grade, until we serve PS through 8th grade. Under this model, our school will be fully staffed by Year 6.

The staffing model on the following page provides a detailed look at the organizational structure needed to achieve that growth:

- In Preschool and Pre-K (expected class size of 15 and 20, respectively), each class will have 2.5 adults per class: one lead teacher, one dedicated instructional aide and one instructional aide floating between two sections.

- Each class in the kindergarten through 2nd grades (expected class size of 23 to 27) will utilize a co-teaching model with the plan of pairing an experienced lead teacher with a less-experienced "resident" to form a team.

- In grades 3 and 4, there will be 1.5 teachers per classroom where one teacher will serve as the lead teacher and a second teacher will float between sections supporting the lead teacher in reading and writing.

- In grades five through eight, teachers will teach four out of seven periods (with the balance used for planning and data analysis). Teachers will be focused by content area, with one teacher per content area as follows:
  - ELA teachers will teach reading and writing to two sections of one grade
  - Math teachers will teach math procedures and math problem solving to two sections of one grade
  - Science teachers will teach science to two sections of two grades
  - Social studies teachers will teach social studies to two sections of two grades

- Special Education teachers will be assigned depending on the age ranges and needs of students with IEPS – the intent is to focus these teaching responsibilities, or "caseloads," on to grade ranges and/or subject areas as much as possible.

- To support planning and school start up four school leaders will join our team in the year prior to the planned opening of the school. A School Director will be brought on to the team a full year prior to opening, while Directors of Curriculum/Instruction/Assessment, Culture and Operations will join the school leadership team for a half year prior to opening. While a strong leadership team will be in place at the start of the first school year, additional leadership team members will be added over time to support the addition of new grades.

- Instructional support staff (including Instructional Coaches, Assistant Deans and Social Workers/Psychologists) and non-instructional staff (including Operations Assistants and Building Maintenance) will be added incrementally over time to support the growing student population.

	Year 0 (2011-2012)	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)	Year 4 (2015-2016)	Year 5 (2016-2017)	Year 6 (2017-2018)
Grades Served		PS-3	PS-4	PS-5	PS-6	PS-7	PS-8
# Students		274	325	376	427	478	529
# sections		12	14	16	18	20	22
School Leadership							
School Director	1	1	1	1	1	1	1
DCIA	0.5	2	2	2	2	2	2
Director of Culture	0.5	1	1	1	1	1	1
Director of Student Life	0	0	1	1	1	1	2
Director of Graduate Services	0	0	0	0	0	0	1
Director of Operations	0.5	0	1	1	1	1	1
Sub-Total	**2.5**	**4**	**6**	**6**	**6**	**6**	**8**
General Ed Instruction							
PS/PK Teachers	0	4	4	4	4	4	4
PS/PK Instructional Aides	0	6	6	6	6	6	6
K-2 Lead Teachers	0	6	6	6	6	6	6
K-2 Resident Teachers	0	6	6	6	6	6	6
3-4 Lead Teachers	0	2	4	4	4	4	4
3-4 Resident Teachers	0	1	2	2	2	2	2
ELA 5-8	0	0	0	1	2	3	4
Math 5-8	0	0	0	1	2	3	4
Science 5-8	0	0	0	0.5	1	1.5	2
Social Studies 5-8	0	0	0	0.5	1	1.5	2
Art/Music/PE/Spanish	0	2.5	3	3.5	4	5	6
Sub-Total	**0**	**27.5**	**31**	**34.5**	**38**	**42**	**46**
Special Ed Instruction							
Special Ed Coordinator	0	0.5	1	1	1	1	1
Special Ed Teachers	0	2.5	3.5	4.5	6	7	8
Sub-Total	**0**	**3**	**4.5**	**5.5**	**7**	**8**	**9**
Instructional Support							
Instructional Coach	0	0	0.5	1	1	2	2
Asst Dean of Students	0	0.5	0.5	1	1	1.5	2
Social Workers/Psychologists	0	1	1	1	2	2	2
Sub-Total	**0**	**1.5**	**2**	**3**	**4**	**5.5**	**6**
Non-Instructional Staff							
Operations Assistants	0.5	2	2	2	3	3	3
Food Service	0	0	0	0	0	0	0
Building Maintenance	0	0.5	0.5	0.5	0.5	1	1
Sub-Total	**0.5**	**2.5**	**2.5**	**2.5**	**3.5**	**4**	**4**
Total Staffing							
School Leadership	2.5	4	6	6	6	6	8
General Ed Instruction	0	27.5	31	34.5	38	42	46
Special Ed Instruction	0	3	4.5	5.5	7	8	9
Instructional Support	0	1.5	2	3	4	5.5	6
Non-Instructional Staff	0.5	2.5	2.5	2.5	3.5	4	4
Total Staffing	**3**	**38.5**	**46**	**51.5**	**58.5**	**65.5**	**73**
# Students per Staff		7.12	7.07	7.30	7.30	7.30	7.25
# Students per Teacher		9.13	9.42	9.64	9.70	9.76	9.80
# Students per Special		109.60	108.33	107.43	106.75	95.60	88.17
# Special Ed per Teacher		10.96	11.14	11.70	9.96	9.56	9.26
SD/DCIA/IC per class		4.00	4.00	4.00	4.50	4.00	4.40
DoC/Dean per class		8.00	9.33	8.00	9.00	8.00	7.33

Scholar Academies will also be supporting the school-based staff in a number of areas including operations, facilities management, financial management, curriculum development and evaluation, and data analysis and reporting.

By hiring some staff members during the planning year, this staffing model ensures that several members of the leadership team are incubated prior to school opening. DC Scholars PCS will spend time at the other Scholar Academies' schools in order to gain a solid understanding of the

Scholar Academies model.   By Year 2, a majority of the leadership team will be in place to facilitate consistency in the vision, culture, systems and operations of the school. As the school grows to scale in Year 6, an additional two leadership team members will be added.

To promote instructional excellence, classroom teachers, instructional coaches and educational aides will be added in direct proportion to the growing student population. By adding a grade each year, classroom teachers will always have colleagues who are teaching the same grade level as they are and with whom they can collaborate.

Other non-instructional staff (e.g. social workers, operations assistants, assistant deans) will be added incrementally to support the growing student population. All members of this support staff will be managed by members of the leadership team.

Staff development as a Driver of the School's Mission and Goals

Collaboration will be a key ingredient in the development of a successful adult culture at DC Scholars PCS. The School Director will serve as the primary driver of the Scholar Academies whole school model at DC Scholars PCS. However, s/he will not be equipped to address every need in isolation. Therefore, DC Scholars PCS will run bi-monthly Professional Learning Communities (PLCs). These after school sessions will run for 1.5 hours and provide the staff an opportunity to come together and address a key issue facing the school community. The goal will be to reinforce collective responsibility to whole school issues as well as provide a platform for teachers and staff to play a proactive role in problem solving. From these PLCs, teachers will have the opportunity to voluntarily sign-up for a committee to continue discussions and focus on an issue affecting the school community.

Additionally, there will be approximately 2.5 hours of professional development built into the schedule every Friday to facilitate collaboration among staff members. This time can be used to:

- Co-plan and develop teacher-created curriculum
- Communicate about important school-related and community issues
- Analyze data and determine progress towards school achievement targets
- Provide professional development to support staff in achieving the school's mission and goals

d. Employment Policies

Prior to the first hire, the Board of Trustees will finalize the DC Scholars PCS Employee Handbook to further outline the school's employment policies. These policies will include requirements to maintain a drug-free workplace.

Hiring and Compensation

DC Scholars PCS will follow the Scholar Academies performance-based compensation model and will apply it to all staff. The compensation model is based on aligning an individual's experience and success at their role with increased levels of compensation. Individuals will have the opportunity to advance upwards in compensation based on their success in and demonstration of student achievement results within the DC Scholars PCS setting. The model is designed to ensure equity by assigning salary ranges to each compensation level but still allowing for flexibility based on an individual's level of experience, educational history and demonstrated success. DC Scholars PCS will aim to meet the pay scale of traditional DC public schools.

To promote transparency and buy-in on the performance-based compensation model, teachers and staff will be provided a training session on the program during the planning weeks prior to school opening to detail how it works and how it will be applied.   At the end of the year, teachers and staff will have the opportunity to weigh in on the compensation model and provide direct input to school leaders and Scholar Academies team members who will be working to continuously improve the system.

DC Scholars PCS believes that since every adult in the school building must be committed to student achievement, every employee will be evaluated on school-wide student achievement growth results as a portion of their total evaluation.

DC Scholars PCS will be committed to providing equal opportunity in employment on the basis of individual merit and personal qualifications to employees and applicants for employment. Equal employment opportunity is provided to all employees and applicants for employment

without regard to race, color, religion, sex, marital status, national origin, age, physical or mental disability, sexual orientation, covered-veteran status and/or any other factor protected by law. This Equal Employment Opportunity Policy is an integral part of our generally applicable personnel practices and procedures and applies to all terms and conditions of employment including, but not limited to, hiring, promotion, compensation, termination, leaves of absence, training and the development and advancement of employees.

Once the decision is made to hire, compensation will be outlined in the form of a contract. All DC Scholars PCS employees are employees at will.

DC Scholars PCS employees will be offered a full-benefits package including health and dental benefits covered at 100%. All staff coming to DC Scholars PCS will be offered the option of participating in a 403b retirement plan with up to a 3% match. All former District employees may opt to instead participate in the pension in accordance with School Reform Act requirements.

Teacher Evaluations:

To ensure that our students are prepared to succeed in high school and college, DC Scholars PCS must employ extremely dedicated teachers and staff members. These teachers must plan and deliver rigorous instruction and enforce a standardized set of school wide procedures, expectations and systems while also providing a safe and supportive environment. We believe that our students will need a single set of expectations from every adult rather than a different set of expectations from each adult. In addition, every adult in the building needs to be held accountable to the highest of expectations and student achievement metrics. As a team, the DC Scholars PCS staff will close the achievement gap for our students and will support each other in doing so through a cycle of continued feedback, reflection and evaluation.

A. Ongoing Evaluation and Feedback
DC Scholars PCS will be a place where feedback occurs every day so that we are consistent in our application of our whole school model. Evaluation structures will be in place to ensure that our students are receiving the quality education they deserve and that teachers are rewarded for their hard work and talent.

B. Instructor Formal Evaluations
Instructor Formal Evaluations (IFEs) will occur at least two times a school year and will review at least four key categories:

1. Quality of Instructional Planning
2. Quality of Instructional Delivery, as measured by Instructional Standards
3. Student Achievement
4. Commitment to Core Values

The IFE will conclude with a performance review meeting to comprehensively evaluate performance and establish next steps.

The School Director and/or a Director of Curriculum, Instruction & Assessment (DCIA) will conduct the formal evaluations and can/will seek input and involvement in the process from other Administrative Leaders.

If, for any reason and/or at any time, the School Director determines that instructor performance is a concern before or outside of a cycle of evaluation, a full or partial IFE can be initiated to address performance concerns. If this occurs, this will be communicated both orally and in writing to the instructor by the School Director. In this instance, the IFE will accompanied by an Improvement Plan.

Outcomes of Instructor Formal Evaluations
The School Director will host a meeting with each staff member to review the IFE. During the meeting to review the second IFE, the School Director will communicate whether a recommendation is being made that the Instructor be renewed for the following school year.

If the recommendation being made is to renew, the Instructor will be provided an Offer Letter which describes compensation and position for the upcoming year. Acceptance of the offer will be followed by a formal Employment Agreement Letter.

If the recommendation being made is non-renewal, a set of "exiting professionally guidelines" will be reviewed. If an IFE is initiated before or outside of a cycle of evaluation as an intervention, next steps will be reviewed up to and including termination and must be approved by the Board of Trustees. This process can occur at any point within the school year if needed.

In addition to these more formal performance evaluations, DC Scholars PCS will strongly encourage all employees and managers to discuss job performance on an ongoing basis.

<u>Administrative Staff Evaluations</u>
For year-round administrative employees Administrative Staff Performance Evaluations (ASPEs) will typically be conducted once a year, by the employee's supervisor near or at the end of the school year. In the case of the School Director, the ASPE will be conducted by the Scholar Academies Executive Director and/or Chief Academic Officer, as contracted by the Board, and provided to the Board for joint delivery to the School Director. The purpose of the ASPE is to evaluate level of performance, review progress made since the last ASPE and to set goals for the next year. When possible, administrative staff members in their first year will receive an additional evaluation after their first six months. A copy of the ASPE will be included in the employee's personnel file.

e. Use of Volunteers

DC Scholars PCS does not intend to utilize volunteers to perform any of the core functions of the school. However, DC Scholars PCS will work to engage community and family volunteers to participate in other activities such as:

- Supporting the school's fundraising efforts
- Chaperoning school trips
- Participating and supporting after school activities

These volunteer programs will likely be designed in partnership with the Parent Advisory Council (PAC) and the policies will be created and presented for Board approval; the policies will include requirements for background checks.

Section C3 – Arrangements for Meeting District and federal Requirements

a. Health and Safety
DC Scholars PCS will adhere to all applicable health and safety laws and regulations as outlined in SS38-180201 (11) and SS2204 (c) (4) of the DC School Reform Act. DC Scholars PCS will comply with all health and safety inspections as required. DC Scholars PCS will have an on-site nurse to attend to key health issues. DC Scholars PCS will apply through the Department of Health for nursing services and will consider the DoH's health suite requirements when conducting a facility search. Additionally, DC Scholars PCS will train its staff in First Aid and CPR to ensure the safety of students and staff. DC Scholars PCS will be a drug-free work environment.

b. Safety
DC Scholars PCS will comply with the American with Disabilities Act and all requirements of the DC Code for fire safety. DC Scholars PCS will develop fire evacuation and safety plane and will execute on required fire drills. Logs of these fire drills will be available for monthly review in accordance with statutory requirements.

c. Transportation
DC Scholars PCS will make tokens available to all students who require them.   Families will be informed in writing about eligibility for reduced fares on the Metro Transit System (bus and rail) since they are available to students who attend a DC public school, traditional or charter. DC Scholars PCS staff will work directly with the appropriate agency to make transportation arrangements for students with disabilities.

d. Enrollment Data

DC Scholars PCS will capture accurate enrollment data into our student information system, MMS, and provide reports to the PCSB and OSSE as required.

e. Maintenance and Dissemination of Student Records

DC Scholars PCS employees will be expected to keep student records – including, but not limited to, student registration forms, graded papers, and social security numbers – confidential at all times. DC Scholars PCS will require written permission from the parent or eligible student in order to release **any** information from a student's education record, except to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Confidentiality is especially important with respect to student education records, which are protected from disclosure by federal privacy laws.

The school's Director of Operations will be ultimately responsible for the maintenance of school records. The DO will work with the Operations Assistants to implement a system of security for all student data.

f. Compulsory Attendance Laws

One of the school's Operations Assistants will be assigned as the attendance clerk and will oversee the school information system, attendance collection, and the tracking and reporting of enrollments and withdrawals. The Director of Operations will support this individual and provide back-up when necessary. DC Scholars PCS will keep careful attendance records to ensure every student accounted for each day. Based on the attendance plan outlined in Section A of this application, DC Scholars PCS staff will be diligent about following up with students and families who have multiple unexcused absences and will continue to work with families to pursue solutions.

g. IDEA-B and Section 504

DC Scholars PCS will comply with all federal regulations that relate to special education. The school's special education programs and services will be developed and reviewed by individuals who are familiar with the requirements of the federal law.

h. Title I

DC Scholars PCS expects to receive Title 1 funds based on the income-level of the neighborhoods that DC Scholars is interested in serving. DC Scholars PCS will use these funds to support key academic interventions designed to ensure our students are on the path to college. This will include programs such as funding for summer school, extended day, access to leveled libraries for reading intervention and the purchase of curricular resources to support DC Scholars PCS teacher created curriculum.

Scholar Academies has experience utilizing Title 1 funds in the other schools that it manages and will provide support to DC Scholars PCS in doing the same. DC Scholars PCS will comply with NCLB regulations including informing parents of the highly-qualified status of teachers and the school's AYP status.

i. Compliance with Civil Rights Statutes and Regulations of Federal Government and District of Columbia

DC Scholars PCS will adhere to all federal and District civil rights regulations to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

j. Other

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

Activity	Time Frame
Funding Applications Submissions to WFF and OSSE	March 2011
Award of Charter	May 2011
Founding Group Planning Year Strategy Session	Late May 2011
Press Release Announcing Opening of DC Scholars PCS	May 2011
Complete outreach materials	June 2011
Founding School Director Search Launch	June 2011
Community Meetings to Introduce DC Scholars PCS	June 2011
Facility Search	June 2011
Begin Additional Board Recruitment	June 2011
Begin Student Recruitment	September 2011
Secure Founding School Director	September 2011
Secure Facility & Begin Renovation (if necessary)	November 2011
Submit eRate Application	December 2011
Begin Faculty Recruitment	January 2012
Convene First Interim Board of Trustees Meeting	January 2012
Information Sessions for Parents and Prospective Students	November through March 2012
Lottery for Admissions	March 15, 2012
Present Board with Budget and Curriculum Materials for Approval	March 2012
Assess for additional staffing needs (ELL, SPED, etc) based on enrollment	April 2012
Secure Facility Vendors (food services, custodial staff, etc.)	April 2012
Conduct enrollment audit including residency verification	April through August 2012
Place Furniture, Supply, and Curriculum Orders	May 2012
Manage School's Communication and Technology Installation	May 2012
Board Approval of Final Employee Handbook	June 2012
Staff Hiring Completed	June 2012
Building Ready for Occupancy and Compliant with All Code	June 2012
Convene Teacher Leaders for Curriculum Development	July 2012
Parent University Begins	July 2012
Diagnostic Testing	July 2012
Teacher Training and Orientation Begins	August 2012
School Opening	August 21, 2012
Enrollment Count Submitted to PCSB	September 2012
Annual Audit Submitted	November 2012
Begin Recruitment for Fall 2013	November 2012

b. Maintenance and Reporting of Academic and Non-Academic Performance Data

The Scholar Academies model, which will be employed at DC Scholars PCS, is rooted in the use of data to drive decision-making. As such, and to promote access to information across the school, all teachers and administrators at DC Scholars PCS will be provided laptops to make the regular use of data easy and accessible.

Additionally, DC Scholars PCS and Scholar Academies are investigating web-based curricular platforms that would allow for sharing resources both across the Scholar Academies network as well as with other high-achieving charter schools that serve similar populations of students. It is expected that a program will be piloted in the fall of 2012 and in place network-wide, including at DC Scholars PCS, by the fall of 2013. The platform will allow for the ease in reporting data across the school as well as across grades. For even greater levels of detail, the technology platform will allow for trending by instructor as well for as each individual student. This level of granularity will enhance the value and usability of the data to drive decisions across the school as well as ease the process by which reports are presented to parents and other interested parties.

Academic and non-academic data will be collected regularly and reported to the entire school community. Scholar Academies will provide DC Scholars PCS with a set of data that must be reported daily, weekly, monthly and then as needed. This will include student and teacher attendance, uniform compliance, and test score results.

A Scholar Academies Data and Research Analyst will be responsible for working with the DC Scholars PCS Operations and Academic teams to ensure accuracy of entry and reporting. A DC Scholars PCS Director of Operations, under supervision of the School Director, will be responsible for collecting, maintaining and reporting data to the school's stakeholders.

c. Major Contracts Planned

DC Scholars PCS will enter into a contractual relationship with Scholar Academies to manage and support the school operations. Further detail on this contract can be found in section B2 of this application. A draft of the contract can be seen in Section J.

Additionally, DC Scholars PCS will explore contracts in the following areas of school operations:
- Cleaning services
- Food service
- Occupational Therapy
- Psychological Services
- Technology Services

d. Orientation of Parents, Teachers and Other Community Members

Teachers:
It is impeative that teachers and staff team have extensive time to build a powerful team dynamic, design academic plans at each grade level, internalize elements of our school culture and prepare the school community for our opening day.

DC Scholars PCS Summer Professional Development (PD) will run for three full weeks in August. The first two weeks will be devoted to school culture, academic planning, and building an achievement oriented classroom culture. The final week of PD will be focused on specific school operations and preparing the school community for our opening. There is a great deal of work to be accomplished to ensure that our school is a well-organized, warm, structured space for learning, growing, and achieving.

DC Scholars PCS will have comprehensive ongoing Professional Development for teachers and staff throughout the school year.

Parents:
Parents of incoming DC Scholars PCS students will be encouraged to participate in one Parent University session. This session will go over the Parent Survival guide and outline the critical expectations that the school will have for its families. DC Scholars PCS believes in collective commitment from the school, the family and the student to ensure every student's success. The most critical part of the Parent University will be the review and signing of the Community Accountability Contract. This contract outlines the collective responsibility of each member of the DC Scholars PCS community in the support of each and every individual scholar.

Parents who are unable to attend a Parent University session will have the option to arrange a one-on-one or small group meeting with the School Director or other school leader to review the necessary information. All parents will receive a copy of the handbook via mail.

Community Members:
DC Scholars PCS will begin hosting community information sessions in the summer of 2011. These sessions will provide community members with an overview of the school's goal as well as expectations for the students. As decisions are made (School Director hire, facility location, etc.), DC Scholars PCS will reconvene community groups to share this information and keep them in the loop.

e. Services Sought from the District of Columbia Public Schools

DC Scholars PCS does not expect to seek services from DCPS.

D. Public Charter School Accountability

1. Goals Against Which the School's Success Will be Judged

The following outcomes will be used by to assess whether DC Scholars Public Charter School has met its stated mission:

Measure and Performance Indicator	Description/Reasoning
80% or more of 3rd -8th graders will be proficient or advanced on the DC-CAS or PARCC after two years	This measure establishes an ambitious goal for our school leader, our teachers and our students. DC Scholars PCS will mark progress towards the 80% proficiency goal throughout the year through school and class wide data presentations for both students and teachers. We will use interim benchmark assessments (and potentially the DC-BAS) to track progress towards the 80% rate.
Class objective mastery averages of 80% or greater on interim assessments	Our interim benchmarks (either school-developed or created in partnership with The Achievement Network) represent a rigorous, standards-aligned assessment of student learning. Using the interim assessments as a key measure will spur a deeper curricular and instructive focus across the entire year rather than only during DC-CAS administration or periods of emphasis.
Graduating students reach a 10th grade reading equivalency or higher	This measure includes two linked sub-measures. The first is for students in K-4th grades to achieve 1.5 grade levels of reading growth each year. Many of our students will enter DC Scholars PCS behind grade level and with early targeted interventions we believe we can effect dramatic early growth. If students begin Kindergarten, on average, at a mid-Pre K level, they will complete 4th grade reading at a 6th grade level. While the mid-Pre K level is an assumption, 37% of students begin Kindergarten below level in their skills – many of whom are low income.[1] The second part of the measure is for students to achieve 1 full grade level of growth from 5th to 8th grade, which will mean that they reach a 10th grade level upon graduation.
All graduating students attend a college-prep high school	DC Scholars PCS characterizes a "college prep" high school as one in which 80% or more of graduating students attend a 4-year college or university. This measure is a key component of our mission since our students require the support systems, rigorous learning opportunities, and college access pathways that do not exist in every school. A Director of Student Life is tasked with building relationships and guiding DC Scholars PCS 7th and 8th graders through this process.
Graduating students complete Algebra 1	Regardless of their entering skill level, all students will take Algebra 1 during 8th grade to ensure they have been exposed to the conceptual and foundational rigor that is necessary for high school success. Recent research suggests that students of all abilities who take Algebra in 8th grade perform better than their peers in lower rigor courses.[2]
Graduating students complete a 3 to 4 page typed analytic essay based on a literary text	High level, academic writing is a pillar of successful high school and college success. Our 8th grade students will complete a typed, analytic essay that includes a structured introduction; a strong thesis statement that makes a clear argument; body paragraphs that effectively incorporate direct evidence from the text; analysis that links evidence from the text directly to the thesis; and a concluding paragraph that summarizes key arguments. Engaging in this rigorous process – as well as revisions for grammatical and stylistic edits – will prepare our students for the type of work that high schools will expect of them.

2. Assessment Measures , 3. Performance Indicators and 4. Collecting/Storing/Reporting Performance and Progress Data

A Scholar Academies data specialist with a background in education technology will be responsible for ensuring that the data necessary to assess the unique school measures of DC Scholars PCS is properly collected, displayed, and analyzed in a timely and accurate fashion. The data specialist will work in conjunction with the school leadership team to guarantee the necessary information is gathered.

Results will be displayed in a "dashboard" to allow school leadership to quickly see progress towards all school goals. DC Scholars PCS and Scholar Academies have partnered with Nesso, LLC - a firm with educational expertise in performance management, communication strategy,

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[1] http://www.jstart.org/site/DocServer/America_s_Early_Childhood_Literacy_Gap.pdf?docID=3923

[2] National Center of Educational Statistics http://nces.ed.gov/pubs2010/2010016.pdf

value-added modeling, and data integration – to better collect, store, and report all school performance data as well as track progress towards the unique school goals. Nesso, LLC will help support enhanced data clarity and accuracy so that school leadership is well-informed. The results will also be available in Microsoft Excel spreadsheets so that leadership can more substantively analyze results and identify specific students, grades, or subjects for increased attention and focus.

After results have been analyzed by school leadership and presented to the teaching staff, the data specialist and Scholar Academies Director of Strategy will coordinate a release of school goal data to parents, the surrounding community, and the DC chartering authority that includes an explanation of and reasoning behind the pre-determined goals as well as an analysis of any lack of achievement and proposed remedies for DC Scholars PCS. The same process will be used for releasing information on adequate yearly progress.

The 80% target used by DC Scholars PCS for a proficiency baseline for internal and external assessments was selected because it requires students to perform above a low-level proficiency where they must demonstrate a real mastery of the standard or skill, as opposed to a basic understanding that fails to engage critical thinking.

See Section K for a sample data report.

Measure and Performance Indicator (Section 3)	Assessment Method and Timeline (Sections 2 and 4)
80% or more of 3rd -8th graders will be proficient or advanced on the DC-CAS or PARCC after two years	Scores from the DC-CAS or PARCC will be used to determine whether the 80% proficiency measure was met. The school site data-specialist will gather class-wide data and determine if the class average of each grade was at or above 80% as well as the average for 3-8th overall. Within one week of released DC-CAS results, the data-specialist will have provided school leadership with reports on mastery rates to evaluate whether or not each grade and the entire school met the established 80% standard mastery goals.
Class objective **mastery averages of 80% or greater** on interim assessments	Performance Tracker by Sungard will be used to score all interim assessments to determine the percent of students mastering a given standard. Performance Tracker will allow analysis at the student, class, grade, and school level. The process will be managed and overseen by the data specialist as well as the Directors of Curriculum, Instruction and Assessment. Within one week of all interim assessments, the data-specialist will have provided school leadership with reports on mastery rates to evaluate whether or not each grade and the entire school met the established 80% standard mastery goals.
Graduating students reach a **10th grade reading equivalency or higher**	The GRADE assessment, given at the beginning and end of every year, will be used to assess each students' reading ability to determine if they have met the goal of a 10th grade reading level by graduation. The data specialist will keep track of every student's score to gauge progress using the GRADE software and Microsoft Excel and provide school leadership an accurate picture of whether or not the goal has been met. The end of year GRADE will be given in late May – the data specialist will have results aggregated for the school leadership team within one week of test administration.
All graduating students attend a college-prep high school	The Scholar Academies data specialist will work in coordination with the school-based Director of Student Services to track the high school placement of all graduating students and determine if the school fits our designation of "college prep" (80% or more of students enroll in College). By June 30th of each school year, the data specialist and Director of Student Services will provide the school leadership team with the completed list of graduating students and the high schools that they will be attending, as well as an indicator to highlight which are "college prep".
Graduating students complete Algebra 1	All 8th grade students will be enrolled in Algebra I and the data specialist will communicate with the School Director and Directors of Curriculum, Instruction, and Assessment to ensure that all students either a) pass the course or b) make the course up for full credit during summer school. The data specialist will track all 8th grade students on an Excel spreadsheet so that this information is gathered and to notify teachers and school leadership if students are off track. This will be done on an ongoing basis as student grades and final assessments will determine if students complete Algebra or not.
Graduating students complete a 3 to 4 page	All 8th grade students will be required to hand in their completed essay before they can pass

typed analytic essay based on a literary text	8th grade. The data specialist, in coordination with 8th English teachers and school leadership, will track student completion of the essays through an Excel spreadsheet to ensure the goal is properly met by the planned 8th grade graduation that year.

5. Timeline for implementation

The mission accomplishment plan will take six years to actualize in full. It will require DC Scholars PCS to graduate at least one 8th grade class in order to measure the key indicators outlined in the plan (described in detail in Section 1 above). However, some of the metrics will begin to show signs of performance following year 1, including those that measure interim assessment results and DC-CAS scores.

Scholar Academies in partnership with the school leadership will have the opportunity to adjust, tweak and problem solve progress towards achieving the measures to ensure we are meeting our targets. This indicator of the mission accomplishment plan will be the true constant from the school's inaugural year through the term of the charter.

	REVENUES	Year 0 (Pre-Opening)
1	Per Pupil Charter Payments	$0
2	Per Pupil Facilities Allowance	$0
3	Federal Entitlements	$180,000
4	Other Government Funding/Grants	$0
5	**Total Public Funding**	$180,000
6	Private Grants and Donations	$480,000
7	Activity Fees	$0
8	Loans	$0
9	Other Income	$0
10	**Total Non-Public Funding**	$480,000
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	**TOTAL REVENUES**	$660,000

	EXPENSES	
	Personnel Salaries and Benefits	
15	Principal/Executive Salary	$110,000
16	Teachers Salaries	$0
17	Teacher Aides/Assistance Salaries	$0
18	Other Education Professionals Salaries	$70,000
19	Business/Operations Salaries	$30,000
20	Clerical Salaries	$17,000
21	Custodial Salaries	$0
22	Other Staff Salaries	$0
23	Employee Benefits	$52,210
24	Contracted Staff	$0
25	Staff Development Expense	$4,540
26		
27	**Subtotal: Personnel Costs**	$283,750
28		
29	*Direct Student Expenses*	
30	Textbooks	$50,000
31	Student Supplies and Materials	$60,000
32	Library and Media Center Materials	$30,000
33	Computers and Materials	$0
34	Other Instructional Equipment	$0
35	Classroom Furnishings and Supplies	$60,000
36	Student Assessment Materials	$0
37	Contracted Student Services	$0
38	Miscellaneous Student Expense	$65,000
39		
40	**Subtotal: Direct Student Expenses**	$265,000
41		

42	***Occupancy Expenses***		
43	Rent	$0	
44	Mortgage Principal Payments	$0	
45	Mortgage Interest Payments	$0	
46	Building Maintenance and Repairs	$0	
47	Renovation/Leasehold Improvements	$0	
48	Utilities	$0	
49	Janitorial Supplies	$0	
50	Equipment Rental and Maintenance	$0	
51	Contracted Building Services	$0	
52			
53	**Subtotal: Occupancy Expenses**	$0	
54			
55	***Office Expenses***		
56	Office Supplies and Materials	$10,000	
57	Office Furnishings and Equipment	$50,000	
58	Office Equipment Rental and Maintenance	$12,000	
59	Telephone/Telecommunications	$2,000	
60	Legal, Accounting and Payroll Services	$0	
61	Printing and Copying	$0	
62	Postage and Shipping	$3,000	
63	Other Office Expense	$0	
64			
65	**Subtotal: Office Expenses**	$77,000	
66			
67	***General Expenses***		
68	Insurance	$8,000	
69	Interest Expense	$0	
70	Transportation	$3,000	
71	Food Service	$0	
72	Administration Fee (to PCSB)	$0	
73	Management Fee	$0	
74	Other General Expense	$4,000	
75			
76	**Subtotal: General Expenses**	$15,000	
77			
78	**TOTAL EXPENSES**	$640,750	
79			
80	**EXCESS (OR DEFICIENCY)**	$19,250	

DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	$0	$0	$0	($19,530)	($14,530)	($14,530)	($14,530)	$391,152	$423,152	$371,835	$292,487	$183,138	
2. Cash receipts													
Per Pupil Charter Payments													$0
Federal Entitlements				$19,530	$14,530	$14,530	$14,530	$88,848	$28,032				$180,000
Grants and Donations							$480,000						$480,000
Activities Fees													$0
Other Income													$0
3. Total Receipts	$0	$0	$0	$19,530	$14,530	$14,530	$494,530	$88,848	$28,032	$0	$0	$0	$660,000
4. Total Cash Available	$0	$0	$0	$0	$0	$0	$480,000	$480,000	$451,183	$371,835	$292,487	$183,138	$660,000
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary			$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$110,000
Teachers Salaries													$0
Teacher Aides/Assistance Salaries													$0
Other Education Professionals Salaries							$11,667	$11,667	$11,667	$11,667	$11,667	$11,667	$70,000
Business/Operations Salaries							$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$30,000
Clerical Salaries							$2,833	$2,833	$2,833	$2,833	$2,833	$2,833	$17,000
Custodial Salaries													$0
Other Staff Salaries													$0
Employee Benefits			$2,530	$2,530	$2,530	$2,530	$7,015	$7,015	$7,015	$7,015	$7,015	$7,015	$52,210
Contracted Staff													$0
Staff Development Costs												$4,540	$4,540
Direct Student Expenses													
Textbooks												$50,000	$50,000
Student Supplies and Materials									$15,000	$15,000	$15,000	$15,000	$60,000
Library and Media Center Materials									$7,500	$7,500	$7,500	$7,500	$30,000
Computers and Materials													$0
Other Instructional Equipment													$0
Classroom Furnishings and Supplies											$30,000	$30,000	$60,000
Student Assessment Materials													$0
Contracted Instructional/Student Services													$0
Miscellaneous Student Expenses								$13,000	$13,000	$13,000	$13,000	$13,000	$65,000

DESCRIPTION	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses													
Office Supplies and Materials			$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$10,000
Office Furnishings and Equipment			$5,000				$45,000						$50,000
Office Equipment Rental and Maintenance							$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$12,000
Telephone/Telecommunications							$333	$333	$333	$333	$333	$333	$2,000
Legal, Accounting and Payroll Services													$0
Printing and Copying													$0
Postage and Shipping							$500	$500	$500	$500	$500	$500	$3,000
Other Office Expense													$0
Occupancy Expenses													
Rent													$0
Mortgage Interest Payments													$0
Maintenance and Repairs													$0
Utilities													$0
Janitorial Supplies													$0
Equipment Rental and Maintenance													$0
Contracted Building Services													$0
General Expenses													
Insurance							$1,333	$1,333	$1,333	$1,333	$1,333	$1,333	$8,000
Interest Expense													$0
Transportation							$500	$500	$500	$500	$500	$500	$3,000
Food Service													$0
Administration Fee													$0
Management Fee													$0
Other General Expense							$667	$667	$667	$667	$667	$667	$4,000
6. Total Expenses	$0	$0	$19,530	$14,530	$14,530	$14,530	$88,848	$56,848	$79,348	$79,348	$109,348	$163,888	$640,750
7. Fund Balance (end of month)	$0	$0	($19,530)	($14,530)	($14,530)	($14,530)	$391,152	$423,152	$371,835	$292,487	$183,138	$19,250	$19,250

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1　Per Pupil Charter Payments	$2,859,262		$2,859,262	
2　Per Pupil Facilities Allowance	$767,200		$767,200	
3　Federal Entitlements	$557,411		$557,411	
4　Other Government Funding/Grants	$213,557	$0	$213,557	
5　**Total Public Funding**	$4,397,430	$0	$4,397,430	
6　Private Grants and Donations	$100,000	$0	$100,000	
7　Activity Fees	$34,250	$0	$34,250	
8　Loans	$0	$0	$0	
9　Other Income	$385	$0	$385	
10　**Total Non-Public Funding**	$134,635	$0	$134,635	
11　EMO Management Fee (= line 73, col. G)		$362,646	$362,646	
12				
13				
14　**TOTAL REVENUES**	$4,532,065	$362,646		

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15　Principal/Executive Salary	$116,000	$0	$116,000	2.6%
16　Teachers Salaries	$1,543,100	$0	$1,543,100	35.1%
17　Teacher Aides/Assistance Salaries	$0	$0	$0	0.0%
18　Other Education Professionals Salaries	$326,500	$0	$326,500	7.4%
19　Business/Operations Salaries	$0	$0	$0	0.0%
20　Clerical Salaries	$69,650	$0	$69,650	1.6%
21　Custodial Salaries	$20,000	$0	$20,000	0.5%
22　Other Staff Salaries	$0	$0	$0	0.0%
23　Employee Benefits	$479,513	$0	$479,513	10.9%
24　Contracted Staff	$87,470	$0	$87,470	2.0%
25　Staff Development Expense	$37,150	$0	$37,150	0.8%
26				
27　**Subtotal: Personnel Costs**	$2,679,383	$0	$2,679,383	60.9%
28				
29 *Direct Student Expenses*				
30　Textbooks	$25,000	$0	$25,000	0.6%
31　Student Supplies and Materials	$53,600	$0	$53,600	1.2%
32　Library and Media Center Materials	$10,000	$0	$10,000	0.2%
33　Computers and Materials	$18,000	$0	$18,000	0.4%
34　Other Instructional Equipment	$0	$0	$0	0.0%
35　Classroom Furnishings and Supplies	$5,000	$0	$5,000	0.1%
36　Student Assessment Materials	$20,000	$0	$20,000	0.5%
37　Contracted Student Services	$0	$0	$0	0.0%
38　Miscellaneous Student Expense	$74,390	$0	$74,390	1.7%
39				
40　**Subtotal: Direct Student Expenses**	$205,990	$0	$205,990	4.7%
41				
42 *Occupancy Expenses*				
43　Rent	$452,100	$0	$452,100	10.3%
44　Mortgage Principal Payments	$0	$0	$0	0.0%
45　Mortgage Interest Payments	$0	$0	$0	0.0%
46　Building Maintenance and Repairs	$13,700	$0	$13,700	0.3%
47　Renovation/Leasehold Improvements	$0	$0	$0	0.0%
48　Utilities	$49,320	$0	$49,320	1.1%

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
49	Janitorial Supplies	$32,880	$0	$32,880	0.7%
50	Equipment Rental and Maintenance	$0	$0	$0	0.0%
51	Contracted Building Services	$82,200	$0	$82,200	1.9%
52					
53	**Subtotal: Occupancy Expenses**	$630,200	$0	$630,200	14.3%
54					
55	*Office Expenses*				
56	Office Supplies and Materials	$13,700	$0	$13,700	0.3%
57	Office Furnishings and Equipment	$20,000	$0	$20,000	0.5%
58	Office Equipment Rental and Maintenance	$57,600	$0	$57,600	1.3%
59	Telephone/Telecommunications	$11,000	$0	$11,000	0.3%
60	Legal, Accounting and Payroll Services	$30,000	$0	$30,000	0.7%
61	Printing and Copying	$2,400	$0	$2,400	0.1%
62	Postage and Shipping	$10,000	$0	$10,000	0.2%
63	Other Office Expense	$10,000	$0	$10,000	0.2%
64					
65	**Subtotal: Office Expenses**	$154,700	$0	$154,700	3.5%
66					
67	*General Expenses*				
68	Insurance	$24,000	$0	$24,000	0.5%
69	Interest Expense	$0	$0	$0	0.0%
70	Transportation	$7,700	$0	$7,700	0.2%
71	Food Service	$234,913	$0	$234,913	5.3%
72	Administration Fee (to PCSB)	$18,132	$0	$18,132	0.4%
73	Management Fee	$362,646	$0	$362,646	8.2%
74	Other General Expense	$25,400		$25,400	0.6%
75					
76	**Subtotal: General Expenses**	$672,791	$0	$672,791	15.3%
77					
78	**TOTAL EXPENSES**	$4,343,064	$0	$4,343,064	98.8%
79					
80	**EXCESS (OR DEFICIENCY)**				
81	Excess (or deficit) retained by school	$189,001		$189,001	4.3%
82	Excess (or deficit) retained by EMO		$362,646	$362,646	8.2%

ASSUMPTIONS

Student Enrollment
Facility Size (square footage)
Average Teacher Salary
Student/Teacher Ratio
Other Major Assumptions

NOTES:

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES				
1 Per Pupil Charter Payments	$3,587,473		$3,587,473	
2 Per Pupil Facilities Allowance	$937,300		$937,300	
3 Federal Entitlements	$612,597		$612,597	
4 Other Government Funding/Grants	$253,307	$0	$253,307	
5 **Total Public Funding**	$5,390,677	$0	$5,390,677	
6 Private Grants and Donations	$100,000	$0	$100,000	
7 Activity Fees	$40,625	$0	$40,625	
8 Loans	$0	$0	$0	
9 Other Income	$4,528	$0	$4,528	
10 **Total Non-Public Funding**	$145,153	$0	$145,153	
11 EMO Management Fee (= line 73, col. G)		$452,477	$452,477	
12				
13				
14 **TOTAL REVENUES**	$5,535,830	$452,477		

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	$122,712	$0	$122,712	2.3%
16 Teachers Salaries	$1,851,747	$0	$1,851,747	34.4%
17 Teacher Aides/Assistance Salaries	$0	$0	$0	0.0%
18 Other Education Professionals Salaries	$455,324	$0	$455,324	8.4%
19 Business/Operations Salaries	$61,800	$0	$61,800	1.1%
20 Clerical Salaries	$71,740	$0	$71,740	1.3%
21 Custodial Salaries	$20,600	$0	$20,600	0.4%
22 Other Staff Salaries	$0	$0	$0	0.0%
23 Employee Benefits	$600,541	$0	$600,541	11.1%
24 Contracted Staff	$118,925	$0	$118,925	2.2%
25 Staff Development Expense	$43,900	$0	$43,900	0.8%
26				
27 **Subtotal: Personnel Costs**	$3,347,288	$0	$3,347,288	62.1%
28				
29 *Direct Student Expenses*				
30 Textbooks	$25,000	$0	$25,000	0.5%
31 Student Supplies and Materials	$61,250	$0	$61,250	1.1%
32 Library and Media Center Materials	$10,000	$0	$10,000	0.2%
33 Computers and Materials	$18,000	$0	$18,000	0.3%
34 Other Instructional Equipment	$0	$0	$0	0.0%
35 Classroom Furnishings and Supplies	$5,000	$0	$5,000	0.1%
36 Student Assessment Materials	$20,000	$0	$20,000	0.4%
37 Contracted Student Services	$0	$0	$0	0.0%
38 Miscellaneous Student Expense	$86,375	$0	$86,375	1.6%
39				
40 **Subtotal: Direct Student Expenses**	$225,625	$0	$225,625	4.2%
41				
42 *Occupancy Expenses*				
43 Rent	$536,250	$0	$536,250	9.9%
44 Mortgage Principal Payments	$0	$0	$0	0.0%
45 Mortgage Interest Payments	$0	$0	$0	0.0%
46 Building Maintenance and Repairs	$16,250	$0	$16,250	0.3%
47 Renovation/Leasehold Improvements	$0	$0	$0	0.0%
48 Utilities	$58,500	$0	$58,500	1.1%
49 Janitorial Supplies	$39,000	$0	$39,000	0.7%
50 Equipment Rental and Maintenance	$0	$0	$0	0.0%
51 Contracted Building Services	$97,500	$0	$97,500	1.8%
52				

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
53 **Subtotal: Occupancy Expenses**	$747,500	$0	$747,500	13.9%
54				

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
55 *Office Expenses*				
56 Office Supplies and Materials	$16,250	$0	$16,250	0.3%
57 Office Furnishings and Equipment	$20,000	$0	$20,000	0.4%
58 Office Equipment Rental and Maintenance	$63,600	$0	$63,600	1.2%
59 Telephone/Telecommunications	$14,000	$0	$14,000	0.3%
60 Legal, Accounting and Payroll Services	$30,000	$0	$30,000	0.6%
61 Printing and Copying	$2,400	$0	$2,400	0.0%
62 Postage and Shipping	$10,000	$0	$10,000	0.2%
63 Other Office Expense	$10,000	$0	$10,000	0.2%
64				
65 **Subtotal: Office Expenses**	$166,250	$0	$166,250	3.1%
66				
67 *General Expenses*				
68 Insurance	$24,000	$0	$24,000	0.4%
69 Interest Expense	$0	$0	$0	0.0%
70 Transportation	$9,200	$0	$9,200	0.2%
71 Food Service	$278,637	$0	$278,637	5.2%
72 Administration Fee (to PCSB)	$22,624	$0	$22,624	0.4%
73 Management Fee	$452,477	$0	$452,477	8.4%
74 Other General Expense	$28,400		$28,400	0.5%
75				
76 **Subtotal: General Expenses**	$815,338	$0	$815,338	15.1%
77				
78 **TOTAL EXPENSES**	$5,302,002	$0	$5,302,002	98.4%
79				
80 **EXCESS (OR DEFICIENCY)**				
81 Excess (or deficit) retained by school	$233,828		$233,828	4.3%
82 Excess (or deficit) retained by EMO		$452,477	$452,477	8.4%

ASSUMPTIONS

Student Enrollment

Facility Size (square footage)

Average Teacher Salary

Student/Teacher Ratio

Other Major Assumptions

NOTES:

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	$3,626,462	$4,524,773	$5,375,243	$6,254,939	$7,182,579
Federal Entitlements	$770,968	$865,904	$700,840	$795,775	$890,711
Income from Grants and Donations	$100,000	$100,000	$100,000	$100,000	$100,000
Activity Fees	$34,250	$40,625	$47,000	$53,375	$59,750
Other Income	$385	$4,528	$9,657	$11,664	$13,987
TOTAL REVENUES	**$4,532,065**	**$5,535,830**	**$6,232,739**	**$7,215,753**	**$8,247,028**
EXPENSES					
Personnel Salaries and Benefits	$2,679,383	$3,347,288	$3,889,218	$4,539,065	$5,245,954
Direct Student Expense	$205,990	$225,625	$267,760	$301,395	$343,530
Occupancy Expenses	$630,200	$747,500	$864,800	$982,100	$1,099,400
Office Expenses	$154,700	$166,250	$185,800	$204,350	$218,900
General Expenses	$672,791	$815,338	$951,662	$1,103,955	$1,249,282
TOTAL EXPENSES	**$4,343,064**	**$5,302,002**	**$6,159,241**	**$7,130,866**	**$8,157,066**
EXCESS (OR DEFICIENCY)	**$189,001**	**$233,828**	**$73,498**	**$84,888**	**$89,961**

CAPITAL BUDGET	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	$0	$18,000	$18,000	$18,000	$32,000	$32,000
Classroom Furnishings and Supplies	$60,000	$5,000	$5,000	$7,500	$7,500	$10,000
Office Furnishings and Equipment	$50,000	$20,000	$20,000	$20,000	$20,000	$20,000
Renovation/Leasehold Improvements	$0	$0	$0	$0	$0	$0
TOTAL CAPITAL BUDGET	**$110,000**	**$43,000**	**$43,000**	**$45,500**	**$59,500**	**$62,000**

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	$0	$19,250	$734,868	$393,728	$92,378	$1,077,146	$789,830	$502,514	$930,014	$642,698	$355,383	$782,882	$495,567	
2. Cash receipts														
Per Pupil Charter Payments	$0	$714,816	$0	$0	$714,816	$0	$0	$714,816	$0	$0	$714,816	$0	$0	$2,859,262
Per Pupil Facilities Allowance	$0	$191,800	$0	$0	$575,400	$0	$0	$0	$0	$0	$0	$0	$0	$767,200
Federal Entitlements	$180,000	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$46,451	$737,411
Other Government Funding/Grants	$0	$0	$0	$21,356	$21,356	$21,356	$21,356	$21,356	$21,356	$21,356	$21,356	$21,356	$21,356	$213,557
Private Grants and Donations	$480,000	$0	$0	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000	$580,000
Activity Fees	$0	$0	$0	$3,425	$3,425	$3,425	$3,425	$3,425	$3,425	$3,425	$3,425	$3,425	$3,425	$34,250
Other Income	$0	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$32	$385
3. Total Receipts	$660,000	$953,099	$46,483	$81,264	$1,371,479	$81,264	$81,264	$796,079	$81,264	$81,264	$796,079	$81,264	$81,264	$5,192,065
4. Total Cash Available	$660,000	$972,349	$781,351	$474,992	$1,463,857	$1,158,409	$871,094	$1,298,593	$1,011,278	$723,962	$1,151,462	$864,146	$576,830	$5,192,065
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	$110,000	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$9,667	$226,000
Teachers Salaries	$0	$0	$140,282	$140,282	$140,282	$140,282	$140,282	$140,282	$140,282	$140,282	$140,282	$140,282	$140,282	$1,543,100
Teacher Aides/Assistance Salaries	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Education Professionals Salaries	$70,000	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$27,208	$396,500
Business/Operations Salaries	$30,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$30,000
Clerical Salaries	$17,000	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$5,804	$86,650
Custodial Salaries	$0	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Other Staff Salaries	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Employee Benefits	$52,210	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$39,959	$531,723
Contracted Staff	$0	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$7,289	$87,470
Staff Development Expense	$4,540	$0	$14,860	$14,860	$826	$826	$826	$826	$826	$826	$826	$826	$826	$41,690
Direct Student Expenses														
Textbooks	$50,000	$12,500	$12,500	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$75,000
Student Supplies and Materials	$60,000	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$4,467	$113,600
Library and Media Center Materials	$30,000	$0	$0	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$40,000
Computers and Materials	$0	$9,000	$9,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$18,000
Other Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Furnishings and Supplies	$60,000	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$65,000
Student Assessment Materials	$0	$0	$0	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$20,000
Contracted Student Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Miscellaneous Student Expense	$65,000	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$6,199	$139,390

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	$10,000	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$23,700
Office Furnishings and Equipment	$12,000	$10,000	$10,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$32,000
Office Equipment Rental and Maintenance	$50,000	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$4,800	$107,600
Telephone/Telecommunications	$2,000	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$13,000
Legal, Accounting and Payroll Services	$0	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
Printing and Copying	$0	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Postage and Shipping	$3,000	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$13,000
Other Office Expense	$0	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Occupancy Expenses														
Rent	$0	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$37,675	$452,100
Mortgage Interest Payments	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Mortgage Principal Payments	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Building Maintenance and Repairs	$0	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$1,142	$13,700
Renovation/Leasehold Improvements	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Utilities	$0	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$4,110	$49,320
Janitorial Supplies	$0	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$2,740	$32,880
Equipment Rental and Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Contracted Building Services	$0	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$6,850	$82,200
General Expenses														
Insurance	$8,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$32,000
Interest Expense	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Transportation	$3,000	$642	$642	$642	$642	$642	$642	$642	$642	$642	$642	$642	$642	$10,700
Food Service	$0	$0	$0	$23,491	$23,491	$23,491	$23,491	$23,491	$23,491	$23,491	$23,491	$23,491	$23,491	$234,913
Administration Fee (to PCSB)	$0	$0	$0	$0	$18,132	$0	$0	$0	$0	$0	$0	$0	$0	$18,132
Management Fee	$0	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$30,221	$362,646
Other General Expense	$4,000	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$2,117	$29,400
6. Total Expenses	$640,750	$237,481	$387,623	$382,614	$386,712	$368,579	$368,579	$368,579	$368,579	$368,579	$368,579	$368,579	$368,579	$4,983,814
7. Fund Balance (end of month)	$19,250	$734,868	$393,728	$92,378	$1,077,146	$789,830	$502,514	$930,014	$642,698	$355,383	$782,882	$495,567	$208,251	$208,251

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Income							
Per Pupil Charter Payments	$ -	$ 3,626,462	$ 4,524,773	$ 5,375,243	$ 6,254,939	$ 7,182,579	$ 8,160,249
Federal Entitlements	$ 180,000	$ 557,411	$ 612,597	$ 407,783	$ 462,969	$ 518,155	$ 573,341
Contributions	$ 480,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Activity Fees	$ -	$ 34,250	$ 40,625	$ 47,000	$ 53,375	$ 59,750	$ 66,125
Other Revenue	$ -	$ 213,942	$ 257,834	$ 302,713	$ 344,470	$ 386,543	$ 428,810
Total Income	$ 660,000	$ 4,532,065	$ 5,535,830	$ 6,232,739	$ 7,215,753	$ 8,247,028	$ 9,328,525
Expense							
Compensation	$ 227,000	$ 2,084,840	$ 2,611,047	$ 3,034,309	$ 3,550,552	$ 4,113,171	$ 4,730,051
Benefits	$ 56,750	$ 514,163	$ 641,941	$ 744,241	$ 869,277	$ 1,004,979	$ 1,153,612
Contracted Personnel & Services	$ -	$ 322,793	$ 380,437	$ 440,530	$ 492,823	$ 545,115	$ 597,408
Curriculum & Classroom	$ 250,000	$ 191,690	$ 213,875	$ 258,560	$ 280,745	$ 325,430	$ 347,615
General & Administrative	$ 18,000	$ 111,100	$ 115,600	$ 132,900	$ 149,100	$ 165,300	$ 169,800
Technology & Communication	$ 64,000	$ 85,000	$ 94,000	$ 97,000	$ 127,000	$ 127,000	$ 127,000
Marketing & Recruitment	$ 25,000	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 12,500	$ 12,500
Development	$ -	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Facility	$ -	$ 630,200	$ 747,500	$ 864,800	$ 982,100	$ 1,099,400	$ 1,216,700
Management Fees	$ -	$ 362,646	$ 452,477	$ 537,524	$ 625,494	$ 718,258	$ 816,025
Total Expense	$ 640,750	$ 4,324,932	$ 5,279,378	$ 6,132,365	$ 7,099,591	$ 8,121,153	$ 9,180,710
Total Income	$ 660,000	$ 4,532,065	$ 5,535,830	$ 6,232,739	$ 7,215,753	$ 8,247,028	$ 9,328,525
Total Expense	$ 640,750	$ 4,324,932	$ 5,279,378	$ 6,132,365	$ 7,099,591	$ 8,121,153	$ 9,180,710
Surplus/Deficit	$ 19,250	$ 207,133	$ 256,452	$ 100,374	$ 116,162	$ 125,874	$ 147,815
% of Total Revenue	2.9%	4.6%	4.6%	1.6%	1.6%	1.5%	1.6%
Fund Balance	$ 19,250	$ 226,383	$ 482,835	$ 583,209	$ 699,372	$ 825,246	$ 973,061

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016
Income					
Per Pupil Charter Payments					
Grade-Level Funding					
Grades PS/PK	$ -	$ 798,070	$ 822,012	$ 846,672	$ 872,073
Grade K	$ -	$ 581,451	$ 598,895	$ 616,861	$ 635,367
Grades 1-5	$ -	$ 1,341,810	$ 1,842,752	$ 2,372,544	$ 2,443,720
Grades 6-8	$ -	$ -	$ -	$ -	$ 503,406
Total Grade-Level Funding	**$ -**	**$ 2,721,331**	**$ 3,263,659**	**$ 3,836,078**	**$ 4,454,566**
Add-On Funding					
Level 1 Special Ed	$ -	$ 99,964	$ 152,659	$ 218,296	$ 255,343
Level 2 Special Ed	$ -	$ 37,967	$ 46,385	$ 55,274	$ 64,654
Level 3 Special Ed	$ -	$ -	$ -	$ -	$ -
Level 4 Special Ed	$ -	$ -	$ -	$ -	$ -
LEP/NEP	$ -	$ -	$ -	$ -	$ -
Summer	$ -	$ -	$ 124,770	$ 148,679	$ 173,911
Total Add-On Funding	**$ -**	**$ 137,931**	**$ 323,814**	**$ 422,250**	**$ 493,908**
Facility Funding					
Non-Residential Facilities Allotment	$ -	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464
Total Facility Funding	**$ -**	**$ 767,200**	**$ 937,300**	**$ 1,116,916**	**$ 1,306,464**
Total Per Pupil Charter Payments	**$ -**	**$ 3,626,462**	**$ 4,524,773**	**$ 5,375,243**	**$ 6,254,939**
Federal Entitlements					
Title I	$ -	$ 207,109	$ 245,658	$ 284,207	$ 322,757
Title II	$ -	$ 41,042	$ 48,681	$ 56,320	$ 63,959
Title V-B	$ 180,000	$ 260,000	$ 260,000	$ -	$ -
IDEA-B	$ -	$ 49,261	$ 58,258	$ 67,256	$ 76,253
Total Federal Entitlements	**$ 180,000**	**$ 557,411**	**$ 612,597**	**$ 407,783**	**$ 462,969**
Contributions					
Individuals	$ -	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Corporate	$ -	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Foundations	$ 480,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
Total Contributions	**$ 480,000**	**$ 100,000**	**$ 100,000**	**$ 100,000**	**$ 100,000**
Activity Fees					
Student Payments - Uniforms	$ -	$ 6,850	$ 8,125	$ 9,400	$ 10,675
Student Payments - Trips	$ -	$ 5,480	$ 6,500	$ 7,520	$ 8,540
Student Payments - Supply Fees	$ -	$ 5,480	$ 6,500	$ 7,520	$ 8,540

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016
Student Payments - Lunch	$ -	$ 16,440	$ 19,500	$ 22,560	$ 25,620
Total Activity Fees	**$ -**	**$ 34,250**	**$ 40,625**	**$ 47,000**	**$ 53,375**
Other Revenue					
National School Breakfast		$ 61,943	$ 73,473	$ 85,002	$ 96,532
National School Lunch		$ 114,103	$ 135,341	$ 156,580	$ 177,818
National School Snack		$ 37,511	$ 44,493	$ 51,474	$ 58,456
Bank Interest	$ -	$ 385	$ 4,528	$ 9,657	$ 11,664
Total Other Revenue	**$ -**	**$ 213,942**	**$ 257,834**	**$ 302,713**	**$ 344,470**
Total Income	**$ 660,000**	**$ 4,532,065**	**$ 5,535,830**	**$ 6,232,739**	**$ 7,215,753**

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016
Expense					
Compensation					
Salaries					
School Leadership	$ 210,000	$ 320,000	$ 442,900	$ 456,187	$ 469,873
General Ed Instruction	$ -	$ 1,295,500	$ 1,519,250	$ 1,769,051	$ 2,032,472
Special Ed Instruction	$ -	$ 172,500	$ 270,375	$ 336,836	$ 437,091
Instructional Support	$ -	$ 80,000	$ 113,300	$ 175,049	$ 240,400
Non-Instructional Staff	$ 17,000	$ 88,000	$ 90,640	$ 93,359	$ 133,313
After School Stipends	$ -	$ 6,850	$ 8,125	$ 9,400	$ 10,675
Substitute Stipends	$ -	$ 2,740	$ 3,250	$ 3,760	$ 4,270
Summer Teaching Stipends	$ -	$ -	$ 15,750	$ 18,000	$ 20,250
Total Salaries	**$ 227,000**	**$ 1,965,590**	**$ 2,463,590**	**$ 2,861,641**	**$ 3,348,343**
Bonuses					
School Leadership	$ -	$ 6,000	$ 9,412	$ 9,694	$ 9,985
General Ed Instruction	$ -	$ 97,163	$ 113,944	$ 132,679	$ 152,435
Special Ed Instruction	$ -	$ 12,938	$ 20,278	$ 25,263	$ 32,782
Instructional Support	$ -	$ 1,500	$ 2,124	$ 3,282	$ 4,507
Non-Instructional Staff	$ -	$ 1,650	$ 1,700	$ 1,750	$ 2,500
Total Bonuses	**$ -**	**$ 119,250**	**$ 147,457**	**$ 172,668**	**$ 202,209**
Total Compensation	**$ 227,000**	**$ 2,084,840**	**$ 2,611,047**	**$ 3,034,309**	**$ 3,550,552**
Benefits					
Taxes	$ 18,160	$ 166,787	$ 208,884	$ 242,745	$ 284,044
Retirement Contributions	$ 6,810	$ 62,545	$ 78,331	$ 91,029	$ 106,517
Health Insurance	$ 27,240	$ 250,181	$ 313,326	$ 364,117	$ 426,066
Education Stipends	$ 4,540	$ 34,650	$ 41,400	$ 46,350	$ 52,650
Total Benefits	**$ 56,750**	**$ 514,163**	**$ 641,941**	**$ 744,241**	**$ 869,277**
Contracted Personnel & Services					
Contracted Labor					
School Leadership	$ -	$ -	$ -	$ -	$ -
General Ed Instruction	$ -	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Special Ed Instruction	$ -	$ 32,880	$ 46,800	$ 63,168	$ 71,736
Instructional Support	$ -	$ -	$ -	$ -	$ -
Non-Instructional Staff	$ -	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Student Health	$ -	$ 40,000	$ 40,000	$ 40,000	$ 40,000
Food Services	$ -	$ 234,913	$ 278,637	$ 322,362	$ 366,087
Total Contracted Labor	**$ -**	**$ 312,793**	**$ 370,437**	**$ 430,530**	**$ 482,823**

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016
Contracted Consultants	$ -	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Total Contracted Personnel & Services	$ -	$ 322,793	$ 380,437	$ 440,530	$ 492,823

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016
Curriculum & Classroom					
Uniforms	$ 20,000	$ 13,700	$ 16,250	$ 18,800	$ 21,350
Curriculum	$ 50,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
Books	$ 30,000	$ 10,000	$ 10,000	$ 15,000	$ 15,000
Assessments	$ -	$ 20,000	$ 20,000	$ 30,000	$ 30,000
Instructional Software	$ -	$ 10,000	$ 10,000	$ 15,000	$ 15,000
Supplies	$ 40,000	$ 54,800	$ 65,000	$ 75,200	$ 85,400
School Culture Materials	$ 30,000	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Furniture	$ 60,000	$ 5,000	$ 5,000	$ 7,500	$ 7,500
Student Trips	$ -	$ 27,400	$ 32,500	$ 37,600	$ 42,700
Student Transportation	$ -	$ 2,740	$ 3,250	$ 3,760	$ 4,270
Events	$ -	$ 6,850	$ 8,125	$ 9,400	$ 10,675
After School Programs	$ -	$ 6,850	$ 8,125	$ 9,400	$ 10,675
Parent Involvement Programs	$ 20,000	$ 6,850	$ 8,125	$ 9,400	$ 10,675
Total Curriculum & Classroom	**$ 250,000**	**$ 191,690**	**$ 213,875**	**$ 258,560**	**$ 280,745**
General & Administrative					
Regular & Overnight Mail	$ 3,000	$ 10,000	$ 10,000	$ 12,000	$ 12,000
Photocopier Services	$ -	$ 24,000	$ 24,000	$ 36,000	$ 36,000
Professional Services	$ -	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Insurance	$ 8,000	$ 24,000	$ 24,000	$ 24,000	$ 36,000
Team Building / Staff Meals	$ 4,000	$ 15,400	$ 18,400	$ 20,600	$ 23,400
Staff Travel	$ 3,000	$ 7,700	$ 9,200	$ 10,300	$ 11,700
Total General & Administrative	**$ 18,000**	**$ 111,100**	**$ 115,600**	**$ 132,900**	**$ 149,100**
Technology & Communication					
Telephone Services	$ 2,000	$ 6,000	$ 9,000	$ 12,000	$ 15,000
Internet Services	$ -	$ 5,000	$ 5,000	$ 5,000	$ 10,000
Computer & Network Equipment	$ 50,000	$ 20,000	$ 20,000	$ 20,000	$ 20,000
Student Database Systems		$ 18,000	$ 18,000	$ 18,000	$ 32,000
IT Consultants	$ 12,000	$ 36,000	$ 42,000	$ 42,000	$ 50,000
Total Technology & Communication	**$ 64,000**	**$ 85,000**	**$ 94,000**	**$ 97,000**	**$ 127,000**
Marketing & Recruitment					
Staff Recruitment	$ -	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Student Recruitment	$ 25,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Total Marketing & Recruitment	**$ 25,000**	**$ 12,500**	**$ 12,500**	**$ 12,500**	**$ 12,500**
Development	**$ -**	**$ 10,000**	**$ 10,000**	**$ 10,000**	**$ 10,000**

	Planning Year	2012-2013	2013-2014	2014-2015	2015-2016
Facility					
Lease	$ -	$ 452,100	$ 536,250	$ 620,400	$ 704,550
Facility Operations	$ -	$ 164,400	$ 195,000	$ 225,600	$ 256,200
Maintenance & Repairs	$ -	$ 13,700	$ 16,250	$ 18,800	$ 21,350
Total Facility	$ **-**	$ **630,200**	$ **747,500**	$ **864,800**	$ **982,100**
Management Fees	$ **-**	$ **362,646**	$ **452,477**	$ **537,524**	$ **625,494**
Total Expense	$ **640,750**	$ **4,324,932**	$ **5,279,378**	$ **6,132,365**	$ **7,099,591**
Total Income	$ **660,000**	$ **4,532,065**	$ **5,535,830**	$ **6,232,739**	$ **7,215,753**
Total Expense	$ **640,750**	$ **4,324,932**	$ **5,279,378**	$ **6,132,365**	$ **7,099,591**
Surplus/Deficit	$ **19,250**	$ **207,133**	$ **256,452**	$ **100,374**	$ **116,162**
% of Total Revenue	**2.9%**	**4.6%**	**4.6%**	**1.6%**	**1.6%**
Fund Balance	$ **19,250**	$ **226,383**	$ **482,835**	$ **583,209**	$ **699,372**

	2016-2017	2017-2018
Income		
Per Pupil Charter Payments		
Grade-Level Funding		
Grades PS/PK	$ 898,235	$ 925,182
Grade K	$ 654,428	$ 674,061
Grades 1-5	$ 2,517,032	$ 2,592,543
Grades 6-8	$ 1,037,017	$ 1,602,191
Total Grade-Level Funding	$ 5,106,712	$ 5,793,977
Add-On Funding		
Level 1 Special Ed	$ 294,416	$ 335,603
Level 2 Special Ed	$ 74,548	$ 84,976
Level 3 Special Ed	$ -	$ -
Level 4 Special Ed	$ -	$ -
LEP/NEP	$ -	$ -
Summer	$ 200,524	$ 228,576
Total Add-On Funding	$ 569,487	$ 649,155
Facility Funding		
Non-Residential Facilities Allotment	$ 1,506,381	$ 1,717,117
Total Facility Funding	$ 1,506,381	$ 1,717,117
Total Per Pupil Charter Payments	$ 7,182,579	$ 8,160,249
Federal Entitlements		
Title I	$ 361,306	$ 399,856
Title II	$ 71,598	$ 79,237
Title V-B	$ -	$ -
IDEA-B	$ 85,251	$ 94,248
Total Federal Entitlements	$ 518,155	$ 573,341
Contributions		
Individuals	$ 30,000	$ 30,000
Corporate	$ 20,000	$ 20,000
Foundations	$ 50,000	$ 50,000
Total Contributions	$ 100,000	$ 100,000
Activity Fees		
Student Payments - Uniforms	$ 11,950	$ 13,225
Student Payments - Trips	$ 9,560	$ 10,580
Student Payments - Supply Fees	$ 9,560	$ 10,580

	2016-2017		2017-2018	
Student Payments - Lunch	$	28,680	$	31,740
Total Activity Fees	**$**	**59,750**	**$**	**66,125**
Other Revenue				
National School Breakfast	$	108,061	$	119,591
National School Lunch	$	199,056	$	220,294
National School Snack	$	65,438	$	72,420
Bank Interest	$	13,987	$	16,505
Total Other Revenue	**$**	**386,543**	**$**	**428,810**
Total Income	**$**	**8,247,028**	**$**	**9,328,525**

	2016-2017	2017-2018
Expense		
Compensation		
Salaries		
School Leadership	$ 483,969	$ 614,415
General Ed Instruction	$ 2,341,058	$ 2,666,330
Special Ed Instruction	$ 512,107	$ 591,230
Instructional Support	$ 343,280	$ 382,560
Non-Instructional Staff	$ 159,822	$ 164,617
After School Stipends	$ 11,950	$ 13,225
Substitute Stipends	$ 4,780	$ 5,290
Summer Teaching Stipends	$ 22,500	$ 24,750
Total Salaries	**$ 3,879,466**	**$ 4,462,418**
Bonuses		
School Leadership	$ 10,284	$ 13,056
General Ed Instruction	$ 175,579	$ 199,975
Special Ed Instruction	$ 38,408	$ 44,342
Instructional Support	$ 6,437	$ 7,173
Non-Instructional Staff	$ 2,997	$ 3,087
Total Bonuses	**$ 233,705**	**$ 267,633**
Total Compensation	**$ 4,113,171**	**$ 4,730,051**
Benefits		
Taxes	$ 329,054	$ 378,404
Retirement Contributions	$ 123,395	$ 141,902
Health Insurance	$ 493,581	$ 567,606
Education Stipends	$ 58,950	$ 65,700
Total Benefits	**$ 1,004,979**	**$ 1,153,612**
Contracted Personnel & Services		
Contracted Labor		
School Leadership	$ -	$ -
General Ed Instruction	$ 2,500	$ 2,500
Special Ed Instruction	$ 80,304	$ 88,872
Instructional Support	$ -	$ -
Non-Instructional Staff	$ 2,500	$ 2,500
Student Health	$ 40,000	$ 40,000
Food Services	$ 409,811	$ 453,536
Total Contracted Labor	**$ 535,115**	**$ 587,408**

	2016-2017		2017-2018	
Contracted Consultants	$	10,000	$	10,000
Total Contracted Personnel & Services	$	545,115	$	597,408

	2016-2017	2017-2018
Curriculum & Classroom		
Uniforms	$ 23,900	$ 26,450
Curriculum	$ 25,000	$ 25,000
Books	$ 20,000	$ 20,000
Assessments	$ 40,000	$ 40,000
Instructional Software	$ 20,000	$ 20,000
Supplies	$ 95,600	$ 105,800
School Culture Materials	$ 2,500	$ 2,500
Furniture	$ 10,000	$ 10,000
Student Trips	$ 47,800	$ 52,900
Student Transportation	$ 4,780	$ 5,290
Events	$ 11,950	$ 13,225
After School Programs	$ 11,950	$ 13,225
Parent Involvement Programs	$ 11,950	$ 13,225
Total Curriculum & Classroom	**$ 325,430**	**$ 347,615**
General & Administrative		
Regular & Overnight Mail	$ 12,000	$ 12,000
Photocopier Services	$ 48,000	$ 48,000
Professional Services	$ 30,000	$ 30,000
Insurance	$ 36,000	$ 36,000
Team Building / Staff Meals	$ 26,200	$ 29,200
Staff Travel	$ 13,100	$ 14,600
Total General & Administrative	**$ 165,300**	**$ 169,800**
Technology & Communication		
Telephone Services	$ 15,000	$ 15,000
Internet Services	$ 10,000	$ 10,000
Computer & Network Equipment	$ 20,000	$ 20,000
Student Database Systems	$ 32,000	$ 32,000
IT Consultants	$ 50,000	$ 50,000
Total Technology & Communication	**$ 127,000**	**$ 127,000**
Marketing & Recruitment		
Staff Recruitment	$ 2,500	$ 2,500
Student Recruitment	$ 10,000	$ 10,000
Total Marketing & Recruitment	**$ 12,500**	**$ 12,500**
Development	**$ 10,000**	**$ 10,000**

	2016-2017	2017-2018
Facility		
Lease	$ 788,700	$ 872,850
Facility Operations	$ 286,800	$ 317,400
Maintenance & Repairs	$ 23,900	$ 26,450
Total Facility	$ **1,099,400**	$ **1,216,700**
Management Fees	$ **718,258**	$ **816,025**
Total Expense	$ **8,121,153**	$ **9,180,710**
Total Income	$ **8,247,028**	$ **9,328,525**
Total Expense	$ **8,121,153**	$ **9,180,710**
Surplus/Deficit	$ **125,874**	$ **147,815**
% of Total Revenue	1.5%	1.6%
Fund Balance	$ **825,246**	$ **973,061**

	Comment
Income	
Per Pupil Charter Payments	
Grade-Level Funding	
Grades PS/PK	See Per Pupil Stipend Worksheet
Grade K	
Grades 1-5	
Grades 6-8	
Total Grade-Level Funding	
Add-On Funding	
Level 1 Special Ed	See Per Pupil Stipend Worksheet
Level 2 Special Ed	
Level 3 Special Ed	
Level 4 Special Ed	
LEP/NEP	
Summer	
Total Add-On Funding	
Facility Funding	
Non-Residential Facilities Allotment	See Per Pupil Stipend Worksheet
Total Facility Funding	
Total Per Pupil Charter Payments	
Federal Entitlements	
Title I	
Title II	
Title V-B	
IDEA-B	
Total Federal Entitlements	
Contributions	
Individuals	
Corporate	
Foundations	
Total Contributions	
Activity Fees	
Student Payments - Uniforms	
Student Payments - Trips	
Student Payments - Supply Fees	

	Comment
Student Payments - Lunch	
Total Activity Fees	
Other Revenue	
National School Breakfast	
National School Lunch	
National School Snack	
Bank Interest	
Total Other Revenue	
Total Income	

	Comment

Expense

  Compensation

    Salaries

      School Leadership

      General Ed Instruction

      Special Ed Instruction

      Instructional Support

      Non-Instructional Staff

      After School Stipends

      Substitute Stipends

      Summer Teaching Stipends

    Total Salaries

    Bonuses

      School Leadership

      General Ed Instruction

      Special Ed Instruction

      Instructional Support

      Non-Instructional Staff

    Total Bonuses

  Total Compensation

  Benefits

    Taxes

    Retirement Contributions

    Health Insurance

    Education Stipends

  Total Benefits

  Contracted Personnel & Services

    Contracted Labor

      School Leadership

      General Ed Instruction

      Special Ed Instruction

      Instructional Support

      Non-Instructional Staff

      Student Health

      Food Services

    Total Contracted Labor

	Comment

Contracted Consultants

Total Contracted Personnel & Services

	Comment

Curriculum & Classroom
- **Uniforms**
- **Curriculum**
- **Books**
- **Assessments**
- **Instructional Software**
- **Supplies**
- **School Culture Materials**
- **Furniture**
- **Student Trips**
- **Student Transportation**
- **Events**
- **After School Programs**
- **Parent Involvement Programs**

Total Curriculum & Classroom

General & Administrative
- **Regular & Overnight Mail**
- **Photocopier Services**
- **Professional Services**
- **Insurance**
- **Team Building / Staff Meals**
- **Staff Travel**

Total General & Administrative

Technology & Communication
- **Telephone Services**
- **Internet Services**
- **Computer & Network Equipment**
- **Student Database Systems**
- **IT Consultants**

Total Technology & Communication

Marketing & Recruitment
- **Staff Recruitment**
- **Student Recruitment**

Total Marketing & Recruitment

Development

	Comment
Facility	
Lease	
Facility Operations	
Maintenance & Repairs	
Total Facility	
Management Fees	
Total Expense	
Total Income	
Total Expense	
Surplus/Deficit	
% of Total Revenue	
Fund Balance	

Assumptions

Per Pupil Stipends	Estimated 3% annual increase using 2009-2010 per pupil stipend
Social Security Subsidy	Estimated 65% of social security payments
Retirement Subsidy	Estimated 65% of employer retirement payments
Rent Subsidy	Estimated 17% of rent
Title I	Estimated $700 per student
Title II	Estimate $50 per student
IDEA, Part B	Estimate $1,500 per student
Contracted Labor	Includes special education services (counselor, school psychologist, speech, etc.)
Lease	$16.5 per square foot
Facility Operations	$6 per square foot
Maintenance & Repairs	$.50 per square foot

Enrollment Projections

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
PS	30	30	30	30	30	30
PK	40	40	40	40	40	40
K	51	51	51	51	51	51
1	51	51	51	51	51	51
2	51	51	51	51	51	51
3	51	51	51	51	51	51
4		51	51	51	51	51
5			51	51	51	51
6				51	51	51
7					51	51
8						51
Total	**274**	**325**	**376**	**427**	**478**	**529**
# sections	**12**	**14**	**16**	**18**	**20**	**22**
PS/PK	70	70	70	70	70	70
K	51	51	51	51	51	51
1-5	153	204	255	255	255	255
6-8	0	0	0	51	102	153
Total	**274**	**325**	**376**	**427**	**478**	**529**
Level 1 Special Ed	8%	10%	12%	12%	12%	12%
Level 2 Special Ed	2%	2%	2%	2%	2%	2%
Level 3 Special Ed	0%	0%	0%	0%	0%	0%
Level 4 Special Ed	0%	0%	0%	0%	0%	0%
LEP/NEP	0%	0%	0%	0%	0%	0%
Summer	0%	25%	25%	25%	25%	25%
% Low-Income	85%	85%	85%	85%	85%	85%
% Free	60%	60%	60%	60%	60%	60%
% Reduced	25%	25%	25%	25%	25%	25%
% Paid	15%	15%	15%	15%	15%	15%

Federal Entitlements Worksheet

	2011-2012
Title I per eligible pupil estimate	$ 889
Title II per eligible pupil estimate	$ 176
IDEA-B (Sec 611) per pupil estimate	$ 176
IDEA-B (Sec 619) per pupil estimate	$ 13

Title V-B		$ 260,000
osse		889
180 st		176
	260	176
	260	13

walton

235

Revenue Summary	Planning Year	2012-2013	2013-2014	2014-2015
Enrollment	0	274	325	376
Per Pupil Charter Payments	$ -	$ 3,626,462	$ 4,524,773	$ 5,375,243
Federal Entitlements	$ 180,000	$ 557,411	$ 612,597	$ 407,783
Contributions	$ 480,000	$ 100,000	$ 100,000	$ 100,000
Activity Fees	$ -	$ 34,250	$ 40,625	$ 47,000
Other Revenue	$ -	$ 213,942	$ 257,834	$ 302,713
Total Revenue	$ 660,000	$ 4,532,065	$ 5,535,830	$ 6,232,739

Per Pupil Stipends	2012-2013	2013-2014	2014-2015	2015-2016
PS/PK	70	70	70	70
K	51	51	51	51
1-5	153	204	255	255
6-8	0	0	0	51
Total	274	325	376	427
Foundation Level	$ 8,770	$ 9,033	$ 9,304	$ 9,583
Facilities Allotment	$ 2,800	$ 2,884	$ 2,971	$ 3,060
Grade-Level Funding				
Grades PS/PK	$ 798,070	$ 822,012	$ 846,672	$ 872,073
Grade K	$ 581,451	$ 598,895	$ 616,861	$ 635,367
Grades 1-5	$ 1,341,810	$ 1,842,752	$ 2,372,544	$ 2,443,720
Grades 6-8	$ -	$ -	$ -	$ 503,406
Sub-Total	$ 2,721,331	$ 3,263,659	$ 3,836,078	$ 4,454,566
Add-On Funding				
Level 1 Special Ed	$ 99,964	$ 152,659	$ 218,296	$ 255,343
Level 2 Special Ed	$ 37,967	$ 46,385	$ 55,274	$ 64,654
Level 3 Special Ed	$ -	$ -	$ -	$ -
Level 4 Special Ed	$ -	$ -	$ -	$ -
LEP/NEP	$ -	$ -	$ -	$ -
Summer	$ -	$ 124,770	$ 148,679	$ 173,911
Sub-Total	$ 137,931	$ 323,814	$ 422,250	$ 493,908
Facility Funding				
Non-Res. Facilities Allotment	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464
Sub-Total	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464
Total Per Pupil Funding				
Grade-Level Funding	$ 2,721,331	$ 3,263,659	$ 3,836,078	$ 4,454,566
Add-On Funding	$ 137,931	$ 323,814	$ 422,250	$ 493,908

		Planning Year		2012-2013		2013-2014		2014-2015
Facility Funding	$	767,200	$	937,300	$	1,116,916	$	1,306,464
Total Per Pupil Funding	**$**	**3,626,462**	**$**	**4,524,773**	**$**	**5,375,243**	**$**	**6,254,939**

Federal Entitlements		Planning Year		2012-2013		2013-2014		2014-2015
Title I	$	-	$	207,109	$	245,658	$	284,207
Title II	$	-	$	41,042	$	48,681	$	56,320
Title V-B	$	180,000	$	260,000	$	260,000	$	-
IDEA-B	$	-	$	49,261	$	58,258	$	67,256
Total Federal Entitlements	**$**	**180,000**	**$**	**557,411**	**$**	**612,597**	**$**	**407,783**

Contributions		Planning Year		2012-2013		2013-2014		2014-2015
Individuals	$	-	$	30,000	$	30,000	$	30,000
Corporate	$	-	$	20,000	$	20,000	$	20,000
Foundations	$	480,000	$	50,000	$	50,000	$	50,000
Total Contributions	**$**	**480,000**	**$**	**100,000**	**$**	**100,000**	**$**	**100,000**

	2015-2016		2016-2017
	427		**478**
$	6,254,939	$	7,182,579
$	462,969	$	518,155
$	100,000	$	100,000
$	53,375	$	59,750
$	344,470	$	386,543
$	**7,215,753**	**$**	**8,247,028**

	2016-2017
	70
	51
	255
	102
	478
$	9,871
$	3,151
$	898,235
$	654,428
$	2,517,032
$	1,037,017
$	**5,106,712**
$	294,416
$	74,548
$	-
$	-
$	-
$	200,524
$	**569,487**
$	1,506,381
$	**1,506,381**
$	5,106,712
$	569,487

$	1,506,381
$	**7,182,579**

	2015-2016		2016-2017
$	322,757	$	361,306
$	63,959	$	71,598
$	-	$	-
$	76,253	$	85,251
$	**462,969**	$	**518,155**

	2015-2016		2016-2017
$	30,000	$	30,000
$	20,000	$	20,000
$	50,000	$	50,000
$	**100,000**	$	**100,000**

Federal Entitlements Worksheet

		2011-2012
Breakfast - Free	$	1.48
Breakfast - Reduced	$	1.18
Breakfast - Paid	$	0.26
Lunch - Free	$	2.72
Lunch - Reduced	$	2.32
Linch - Paid	$	0.26
Snack - Free	$	0.74
Snack - Reduced	$	0.74
Snack - Paid	$	0.74

Per Pupil Stipend Worksheet

	2011-2012	2012-2013	2013-2014	2014-2015
Grade-Level Funding				
Grades PS/PK	$ 798,070	$ 822,012	$ 846,672	$ 872,073
Grade K	$ 581,451	$ 598,895	$ 616,861	$ 635,367
Grades 1-5	$ 1,341,810	$ 1,842,752	$ 2,372,544	$ 2,443,720
Grades 6-8	$ -	$ -	$ -	$ 503,406
Sub-Total	**$ 2,721,331**	**$ 3,263,659**	**$ 3,836,078**	**$ 4,454,566**
Add-On Funding				
Level 1 Special Ed	$ 99,964	$ 152,659	$ 218,296	$ 255,343
Level 2 Special Ed	$ 37,967	$ 46,385	$ 55,274	$ 64,654
Level 3 Special Ed	$ -	$ -	$ -	$ -
Level 4 Special Ed	$ -	$ -	$ -	$ -
LEP/NEP	$ -	$ -	$ -	$ -
Summer	$ -	$ 124,770	$ 148,679	$ 173,911
Sub-Total	**$ 137,931**	**$ 323,814**	**$ 422,250**	**$ 493,908**
Facility Funding				
Non-Residential Facilities Allotment	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464
Sub-Total	**$ 767,200**	**$ 937,300**	**$ 1,116,916**	**$ 1,306,464**
Total Per Pupil Funding				
Grade-Level Funding	$ 2,721,331	$ 3,263,659	$ 3,836,078	$ 4,454,566
Add-On Funding	$ 137,931	$ 323,814	$ 422,250	$ 493,908
Facility Funding	$ 767,200	$ 937,300	$ 1,116,916	$ 1,306,464
Total Per Pupil Funding	**$ 3,626,462**	**$ 4,524,773**	**$ 5,375,243**	**$ 6,254,939**

	2011-2012	2012-2013	2013-2014	2014-2015
Assumptions:				
Foundation Level	$ 8,770	$ 9,033	$ 9,304	$ 9,583
Facilities Allotment	$ 2,800	$ 2,884	$ 2,971	$ 3,060

Grade-Level Funding	**Weighting**			
Grades PS/PK	1.30	1.30	1.30	1.30
Grade K	1.30	1.30	1.30	1.30
Grades 1-5	1.00	1.00	1.00	1.00
Grades 6-8	1.03	1.03	1.03	1.03
Sub-Total Grade-Level Funding				

Add-On Funding	**Weighting**
Level 1 Special Ed	0.52
Level 2 Special Ed	0.79
Level 3 Special Ed	1.56
Level 4 Special Ed	2.83

LEP/NEP	0.45
Summer	0.17
Sub-Total Add-On Funding	

	2015-2016	**2016-2017**
	$ 898,235	$ 925,182
	$ 654,428	$ 674,061
	$ 2,517,032	$ 2,592,543
	$ 1,037,017	$ 1,602,191
	$ 5,106,712	**$ 5,793,977**
	$ 294,416	$ 335,603
	$ 74,548	$ 84,976
	$ -	$ -
	$ -	$ -
	$ -	$ -
	$ 200,524	$ 228,576
	$ 569,487	**$ 649,155**
	$ 1,506,381	$ 1,717,117
	$ 1,506,381	**$ 1,717,117**
	$ 5,106,712	$ 5,793,977
	$ 569,487	$ 649,155
	$ 1,506,381	$ 1,717,117
	$ 7,182,579	**$ 8,160,249**
	$ 9,871	$ 10,167
	$ 3,151	$ 3,246
	1.30	1.30
	1.30	1.30
	1.00	1.00
	1.03	1.03

	Planning	2011-2012	2012-2013	2013-2014	2014-2015
School Leadership					
School Director	$ 110,000	$ 110,000	$ 113,300	$ 116,699	$ 120,200
DCIA	$ 35,000	$ 140,000	$ 144,200	$ 148,526	$ 152,982
Director of Culture	$ 35,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491
Director of Student Life	$ -	$ -	$ 51,500	$ 53,045	$ 54,636
Directof of Graduate Services	$ -	$ -	$ -	$ -	$ -
Director of Operations	$ 30,000	$ -	$ 61,800	$ 63,654	$ 65,564
Sub-Total	**$ 210,000**	**$ 320,000**	**$ 442,900**	**$ 456,187**	**$ 469,873**
General Ed Instruction					
PS/PK Teachers	$ -	$ 220,000	$ 226,600	$ 233,398	$ 240,400
PS/PK Instructional Aides	$ -	$ 204,000	$ 210,120	$ 216,424	$ 222,916
K-2 Lead Teachers	$ -	$ 330,000	$ 339,900	$ 350,097	$ 360,600
K-2 Resident Teachers	$ -	$ 252,000	$ 259,560	$ 267,347	$ 275,367
3-4 Lead Teachers	$ -	$ 110,000	$ 226,600	$ 233,398	$ 240,400
3-4 Resident Teachers	$ -	$ 42,000	$ 86,520	$ 89,116	$ 91,789
ELA 5-8	$ -	$ -	$ -	$ 58,350	$ 120,200
Math 5-8	$ -	$ -	$ -	$ 58,350	$ 120,200
Science 5-8	$ -	$ -	$ -	$ 29,175	$ 60,100
Social Studies 5-8	$ -	$ -	$ -	$ 29,175	$ 60,100
Art/Music/PE	$ -	$ 137,500	$ 169,950	$ 204,223	$ 240,400
Sub-Total	**$ -**	**$ 1,295,500**	**$ 1,519,250**	**$ 1,769,051**	**$ 2,032,472**
Special Ed Instruction					
Special Ed Coordinator	$ -	$ 35,000	$ 72,100	$ 74,263	$ 76,491
Special Ed Teachers	$ -	$ 137,500	$ 198,275	$ 262,573	$ 360,600
Sub-Total	**$ -**	**$ 172,500**	**$ 270,375**	**$ 336,836**	**$ 437,091**
Instructional Support					
Instructional Coach	$ -	$ -	$ 30,900	$ 63,654	$ 65,564
Asst Dean of Students	$ -	$ 25,000	$ 25,750	$ 53,045	$ 54,636
Social Workers / Psychologist	$ -	$ 55,000	$ 56,650	$ 58,350	$ 120,200
Sub-Total	**$ -**	**$ 80,000**	**$ 113,300**	**$ 175,049**	**$ 240,400**
Non-Instructional Staff					
Operations Assistants	$ 17,000	$ 68,000	$ 70,040	$ 72,141	$ 111,458
Food Service	$ -	$ -	$ -	$ -	$ -
Building Maintenance	$ -	$ 20,000	$ 20,600	$ 21,218	$ 21,855
Sub-Total	**$ 17,000**	**$ 88,000**	**$ 90,640**	**$ 93,359**	**$ 133,313**
Total Staffing					
School Leadership	$ 210,000	$ 320,000	$ 442,900	$ 456,187	$ 469,873
General Ed Instruction	$ -	$ 1,295,500	$ 1,519,250	$ 1,769,051	$ 2,032,472
Special Ed Instruction	$ -	$ 172,500	$ 270,375	$ 336,836	$ 437,091
Instructional Support	$ -	$ 80,000	$ 113,300	$ 175,049	$ 240,400

Non-Instructional Staff	$	17,000	$	88,000	$	90,640	$	93,359	$ 133,313
After-School Stipends									
Substitute Stipends									
Summer Stipends									
Total Staffing	**$**	**227,000**	**$ 1,956,000**		**$ 2,436,465**		**$ 2,830,481**		**$ 3,313,148**

<u>**Average Salaries**</u>

School Director	$	110,000	$	110,000	$	113,300	$	116,699	$ 120,200
DCIA	$	70,000	$	70,000	$	72,100	$	74,263	$ 76,491
Director of Culture	$	70,000	$	70,000	$	72,100	$	74,263	$ 76,491
Director of Student Life	$	50,000	$	50,000	$	51,500	$	53,045	$ 54,636
Director of Alumni Affairs	$	50,000	$	50,000	$	51,500	$	53,045	$ 54,636
Director of Operations	$	60,000	$	60,000	$	61,800	$	63,654	$ 65,564
Instructional Coach	$	60,000	$	60,000	$	61,800	$	63,654	$ 65,564
Asst Dean of Students	$	50,000	$	50,000	$	51,500	$	53,045	$ 54,636
Core Subject Teachers	$	54,000	$	55,000	$	56,650	$	58,350	$ 60,100
Resident Teachers	$	40,000	$	42,000	$	43,260	$	44,558	$ 45,895
PS/PK Instructional Aides	$	34,000	$	34,000	$	35,020	$	36,071	$ 37,153
Special Subject Teachers	$	54,000	$	55,000	$	56,650	$	58,350	$ 60,100
Special Ed Coordinator	$	70,000	$	70,000	$	72,100	$	74,263	$ 76,491
Special Ed Teachers	$	54,000	$	55,000	$	56,650	$	58,350	$ 60,100
Social Workers / Psychologist	$	54,000	$	55,000	$	56,650	$	58,350	$ 60,100
Operations Assistants	$	34,000	$	34,000	$	35,020	$	36,071	$ 37,153
Food Service	$	25,000	$	25,000	$	25,750	$	26,523	$ 27,318
Building Engineer	$	40,000	$	40,000	$	41,200	$	42,436	$ 43,709

% Increase					3%		3%		3%

	2015-2016		2016-2017
$	123,806	$	127,520
$	157,571	$	162,298
$	78,786	$	81,149
$	56,275	$	115,927
$	-	$	57,964
$	67,531	$	69,556
$	**483,969**	**$**	**614,415**

$	247,612	$	255,040
$	229,604	$	236,492
$	371,418	$	382,560
$	283,628	$	292,137
$	247,612	$	255,040
$	94,543	$	97,379
$	185,709	$	255,040
$	185,709	$	255,040
$	92,854	$	127,520
$	92,854	$	127,520
$	309,515	$	382,560
$	**2,341,058**	**$**	**2,666,330**

$	78,786	$	81,149
$	433,321	$	510,081
$	**512,107**	**$**	**591,230**

$	135,061	$	139,113
$	84,413	$	115,927
$	123,806	$	127,520
$	**343,280**	**$**	**382,560**

$	114,802	$	118,246
$	-	$	-
$	45,020	$	46,371
$	**159,822**	**$**	**164,617**

$	483,969	$	614,415
$	2,341,058	$	2,666,330
$	512,107	$	591,230
$	343,280	$	382,560

$	159,822	$	164,617
$	**3,840,236**	**$**	**4,419,153**
$	123,806	$	127,520
$	78,786	$	81,149
$	78,786	$	81,149
$	56,275	$	57,964
$	56,275	$	57,964
$	67,531	$	69,556
$	67,531	$	69,556
$	56,275	$	57,964
$	61,903	$	63,760
$	47,271	$	48,690
$	38,267	$	39,415
$	61,903	$	63,760
$	78,786	$	81,149
$	61,903	$	63,760
$	61,903	$	63,760
$	38,267	$	39,415
$	28,138	$	28,982
$	45,020	$	46,371
	3%		3%

	Planning	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grades Served		PS-3	PS-4	PS-5	PS-6	PS-7	PS-8
# Students		274	325	376	427	478	529
# sections		12	14	16	18	20	22
School Leadership							
School Director	1	1	1	1	1	1	1
DCIA	0.5	2	2	2	2	2	2
Director of Culture	0.5	1	1	1	1	1	1
Director of Student Life	0	0	1	1	1	1	2
Director of Graduate Services	0	0	0	0	0	0	1
Director of Operations	0.5	0	1	1	1	1	1
Sub-Total	**2.5**	**4**	**6**	**6**	**6**	**6**	**8**
General Ed Instruction							
PS/PK Teachers	0	4	4	4	4	4	4
PS/PK Instructional Aides	0	6	6	6	6	6	6
K-2 Lead Teachers	0	6	6	6	6	6	6
K-2 Resident Teachers	0	6	6	6	6	6	6
3-4 Lead Teachers	0	2	4	4	4	4	4
3-4 Resident Teachers	0	1	2	2	2	2	2
ELA 5-8	0	0	0	1	2	3	4
Math 5-8	0	0	0	1	2	3	4
Science 5-8	0	0	0	0.5	1	1.5	2
Social Studies 5-8	0	0	0	0.5	1	1.5	2
Art/Music/PE/Spanish	0	2.5	3	3.5	4	5	6
Sub-Total	**0**	**27.5**	**31**	**34.5**	**38**	**42**	**46**
Special Ed Instruction							
Special Ed Coordinator	0	0.5	1	1	1	1	1
Special Ed Teachers	0	2.5	3.5	4.5	6	7	8
Sub-Total	**0**	**3**	**4.5**	**5.5**	**7**	**8**	**9**
Instructional Support							
Instructional Coach	0	0	0.5	1	1	2	2
Asst Dean of Students	0	0.5	0.5	1	1	1.5	2
Social Workers/Psychologists	0	1	1	1	2	2	2
Sub-Total	**0**	**1.5**	**2**	**3**	**4**	**5.5**	**6**
Non-Instructional Staff							
Operations Assistants	0.5	2	2	2	3	3	3
Food Service	0	0	0	0	0	0	0
Building Maintenance	0	0.5	0.5	0.5	0.5	1	1
Sub-Total	**0.5**	**2.5**	**2.5**	**2.5**	**3.5**	**4**	**4**

Total Staffing

School Leadership	2.5	4	6	6	6	6	8
General Ed Instruction	0	27.5	31	34.5	38	42	46
Special Ed Instruction	0	3	4.5	5.5	7	8	9
Instructional Support	0	1.5	2	3	4	5.5	6
Non-Instructional Staff	0.5	2.5	2.5	2.5	3.5	4	4
Total Staffing	**3**	**38.5**	**46**	**51.5**	**58.5**	**65.5**	**73**
# Students per Staff		**7.12**	**7.07**	**7.30**	**7.30**	**7.30**	**7.25**
# Students per Teacher		**9.13**	**9.42**	**9.64**	**9.70**	**9.76**	**9.80**
# Students per Special		**109.60**	**108.33**	**107.43**	**106.75**	**95.60**	**88.17**
# Special Ed per Teacher		**10.96**	**11.14**	**11.70**	**9.96**	**9.56**	**9.26**
SD/DCIA/IC per class		**4.00**	**4.00**	**4.00**	**4.50**	**4.00**	**4.40**
DoC/Dean per class		**8.00**	**9.33**	**8.00**	**9.00**	**8.00**	**7.33**