

Driven to Succeed Public Charter High School

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D.C. Public Charter School Board
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Washington, DC 20010

Dear Chairman Brian W. Jones, Director Josephine Baker and the
D.C. Public Charter School Board and Staff:

It is through our combined dedication and commitment to the youth of the District of Columbia that the Driven to Succeed Public Charter High School planning team is submitting this proposal for the creation of The Driven to Succeed Public Charter High School. The enclosed instructional portfolio features the structures and ideologies we wish to establish in the college-preparatory school serving grades 9-12 with a curriculum focused on leadership, law, policy, servitude, grassroots organizing, and environmental stewardship.

Many of today's youth grow up feeling powerless and disconnected from our country, our culture and our world. The Driven to Succeed Public Charter High School is the result of this teams' experiences engaging scholars in the political process. DSPCHS will make an 8 year commitment to nurture its scholars in developing personal political perspectives which will allow them to connect to government and their civic responsibilities. Our 8 year commitment includes the 4 years of matriculation in high school, and four years of the undergraduate experience.

We will foster such development through a comprehensive reflection on both American and global history with the intent of creating an awareness and understanding of how decisions and actions on a local level impact their lives. DSPCHS scholars will be prepared to utilize their historical and political knowledge to deepen their participation in our democracy and our world. Our scholars will understand that their involvement in the political process is central and key to affecting change. The pillars of democracy and the political process will be embedded in all aspects of the operation and governance of the school.

Our students will understand that their involvement in the political process is central to making substantial changes in public situations, which is their civic responsibility as students, Washingtonians, and community members.

The DSPCHS has six core values which shape the decisions of our staff and the behavior of our scholars. These values are: commitment, communication, collaboration, creativity, curiosity, and civic responsibility. As they live these core values, students will learn to act responsibly and see the connections between the decisions of the past, their choices in the present, and the future they grow. Their perspective informed by examining decisions and governments in history and in our present will affect the way they interact and make decisions in the world. The decisions that DSPCHS scholars make will impact communities in a positive way.

Thank you for your detailed review of our proposal and your continued work towards the development of effective charter schools for the youth in the District of Columbia.

Sincerely,

Tony D. Johnson Lead Founder and The DSPCHS Planning Team

Executive Summary

The mission of the Driven to Succeed Public Charter High School (DSPCHS) is to prepare males in grades 9-12 to be leaders of high integrity in high school, college and in the workforce. Upon graduation our scholars will go on to excel in a multitude of professional endeavors, creating a pipeline of high achieving, high character young male professionals in Washington D.C., the nation, and the world

In order to establish norms around the goals and outcomes of the DSPCHS, we have created a set of norms to guide our young scholars referred to as the “Yes We Can Credence”. The tenets of which include integrity without compromise, teamwork, an earnest desire to give back to the community, open communication, mentorship and perpetual positive thinking.

The Driven to Succeed Public Charter High School (DSPCHS) will prepare young men to excel as high-achieving scholars through a rigorous college-preparatory curriculum focused on the core academic areas of language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy, leadership, environmental stewardship and advocacy. DSPCHS is designed around a college-preparation community-school based model. Our collaborative community-school model will partner with agencies, nonprofits, and the business community to provide integrated family services

DSPCHS will follow the District of Columbia’s Learning Standards which set academic goals for each student’s performance. Our curriculum will be enhanced with innovation and current trends in academic preparation in order to far exceed the benchmark goals established in the D.C. standards. Our school will serve all interested D.C. scholars, with particular focus placed on the recruitment, retention and graduation of scholars east of the Anacostia River in Wards 7 and 8. Our school will be a community school where individuals from across the District can utilize the school building for a variety of enrichment, learning, and community-based programs.

DSPCHS is the school of choice for families. Our classes will utilize “male-friendly” teaching techniques that recognize individual learning styles. “The real objective is to cast a critical eye on how we reach and teach our boys,” said Dr. Spence, whose 2008 book, *The Joys of Teaching Boys*, makes the case that boys learn differently from girls and have suffered under a “unisex model for child rearing and teaching.” Males thrive in environments which are hands-on; they thrive in environments in which there is structure, but also where they’re empowered to move around the classroom. Under the traditional unisex approach, “When every bone in a male’s body is telling him to get up and move around, we are usually telling him to sit down and be quiet,” says Dr. Spence. At DSPCHS we utilize diverse learning methods including lectures, group projects, portfolios, and speeches to keep the school day filled with high energy scholars who are actively engaged.

DSPCHS is a proposed charter school that will focus on serving boys in Wards 7 and 8. The need for an institution such as DSPCHS is unquestionable. In general, African American males are lagging far behind other racial and gender groups; African American females outnumber black males on college campuses and the gender gap is growing at an all time rate. For the first time in 2004 African American women comprise more than 60% of all first-time, full-time Black students attending four-year institutions.¹ A narrower look at black male achievement in Washington D.C. reveals an additional layer

¹ Black Undergraduates From Bakke to Grutter: Freshmen Status, Trends and Prospects 1971-2004 *More Black Women than Black Men in Higher Education* by. Walter R. Allen, Uma M Jayakumar, Kimberly Griffin, William Korn and Sylvia

of trepidation concerning our youth; during the 2005-2006 academic year the overall dropout rate for African American males in Washington D.C. was approximately 51% as opposed to only 5% of white males.²

The epidemic affecting our children's futures is not limited merely to drop out rates. Black males retained by the school district are functioning at levels well below their classmates. Approximately 75% of African-American males are below basic in reading in D.C. Approximately 67% of African-American males are below basic in mathematics in D.C. Nationally 3% of African-American males are in gifted and talented classes. These statistics have prompted us to act on our goal of opening the Driven to Succeed Public Charter High School.

The school's core belief is that males, specifically low-income minority males, need immediate interventions and supportive structures to become contributing citizens in a competitive global society. One of the primary tenets of the school is to seek to close the racial and gender gap in education by reaching out to boys of color who are falling through the cracks. We are targeting young men who have lost hope, who want a fresh start, or who need a structured robust environment to pursue their academic dreams. DSPCHS aims to empower males in the District of Columbia with the knowledge, skills, and abilities to be life-long contributing citizens to their community, to our nation, and to the world. The school plans to enroll 300 ninth graders in the fall 2012 term and to add a grade every year as scholars advance. By Fall 2015, the high school of 1,200 scholars will be a college prep school focused on lower achieving males.

Research has shown that gender-based structures do improve the quality of education for low-income males. The absence of distractions of the opposite sex in classroom allows both genders to focus better on academics. For males, the greatest advantage that a single-sex education provides is a powerful sense of self-confidence. This increased self-confidence transfers into high course completion and higher graduation rates. The DSPCHS successfully separates the social anxieties from the academic and social arenas, marginalizing the psychological concerns associated with adolescence. A single-sex education offers a nurturing environment in which venturing outside one's comfort zone is routine and a heightened development of one's personal self and civic responsibility are hallmark of single-sex education. DSPCHS understands the goal of single-sex education and is committed to insuring the success of our unique scholars.

Hurtado. Higher Education Research Center UCLA Graduate School of Education & Information Studies & Journal of Pan African Studies Vol1, No. 3 March 2006.

² U.S. Department of Education, Institute for Education Sciences, National Center for Educational Statistics, High School Transcript Study 1990-2006. (HSTS)

**DRIVEN TO SUCCEED PUBLIC CHARTER HIGH SCHOOL
LEADERSHIP TEAM**



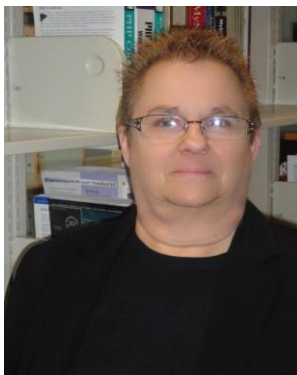
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A. Educational Plan

1. THE MISSION AND PURPOSES OF THE PROPOSED PUBLIC CHARTER SCHOOL

a. Educational Needs of the Target Student Population

Driven to Succeed Public Charter High School (DSPCHS) is a proposed charter high school that will serve all neighborhoods in D.C. but with particular focus on Wards 7 and 8. According to current data trends, we anticipate that 80% of our scholars will qualify for free or reduced lunches, will be primarily African-American, and that 15% will have special needs. The Driven to Succeed Public Charter High School also anticipates that a considerable number of our scholars will be one or more grade levels below their age-group and will be listed as less than proficient. The school's core belief is that males, specifically minority males, need immediate interventions and supportive structures to become contributing citizens in a competitive global society. As both genders struggle, and too often fail to achieve, there is an urgent vulnerability facing the boys of Wards 7 & 8, the majority of whom are African American.

Scholars will be taught by highly qualified faculty members, and volunteers will be actively recruited to support the tutoring of scholars. Staff will incorporate a wide variety of instructional strategies to help each student attain measurable success in academic endeavors.

One of the primary tenets of the school is to seek to close the racial and gender gap in education by reaching out to males who are falling through the cracks. We are targeting young men who have lost hope, who want a fresh start, or who need a structured robust environment to pursue their academic dreams. A disparate number of teenage males in Ward 7 & 8 are not performing on grade level in the areas of reading, language arts, mathematical concepts, scientific inquiry. Frequently, boys who are not academically proficient become behavior problems in classrooms, and as a result teenage males in Wards 7 & 8 are suspended at an higher rate than are girls.

According to the Schott Foundation's National Assessment of Educational Progress' (NAEP) Evidence of Inequities study, it was estimated that the District of Columbia had approximately 24,753 high school scholars during the 2004/2005 and 2005/2006 school years. The graduation rate in the District of Columbia for African American males was 59% in school year 2004/2005. In school year 2005/2006, the graduation rate for African-American males was 55%, thus showing a 4% decline.

In a Census Bureau study, S1501, Educational Attainment, 2006-2008 Community Survey, for the District of Columbia, the high school enrollment was 26,838, with 81.1% of high school scholars enrolled in public school and 18.9% enrolled in private schools. The study did not differentiate between the number of scholars enrolled in charter schools as opposed to District public schools and did not assess the race or gender of scholars. Overall, for the years 2006-2008, there is an average population of 74,205 people in the District of Columbia between the ages of 18-24; only 25.5% obtained a high school diploma.

With respect to D.C.'s overall population aged 25 and older, only 20.7% obtained a high school diploma, with 32.4% of those who dropped out of high school living below the poverty line, while 20.1% of those with a high school diploma lived below the poverty line. Only 14.3% of those with some college credit or an associate's degree, 6.1% of those with a Bachelor's degree and 3.9% of this population with a graduate or professional degree lived below the poverty line.

In another study of overall academic achievement, of all high school scholars across the nation, The U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics, High School Transcript Study (HSTS), produced a report in 2005 in which they found that the average Grade Point Average (GPA) for African-American scholars was 2.69, as opposed to an average of 3.05 for white scholars. The gap was significantly larger in 2005 than in 1990. The overall dropout rate for African-American males in D.C. high schools for the years 2005 and 2006 was approximately 51%, as opposed to white males at 5%. In Maryland, the dropout rate was 46% for African-American males and 22% for white males. In Virginia, the dropout rate for African-American males is 47%, compared to a dropout rate for white males of 27% according to the Schott Foundation.

It should be noted that D.C. Public Schools does not provide statistics on their website, as to the number of African-American males enrolled in their high schools, nor what the average graduation rate for this population has been for previous school years. They only list the overall graduation rate for school year 2006/2007 and 2007/2008, which is 66% and 68% respectively.

In 2008, there remained a large gap between African-American and white 8th graders on the National Assessment of Educational Progress (NAEP). This is important for several reasons. First, if we analyze the achievement trend data of 8th graders, it will allow our school to prepare our faculty and consider modifications of curriculum and instruction to meet the needs of incoming 9th graders. Next, this data also provides a telling story concerning the number of scholars who enter high school without the skills to be college-ready. This data is then used to create reinforcers in the curriculum that will support learning.

Most of the scholars admitted to DSPCHS currently attend school in Wards 7 and 8, while others may be in any other ward in the city. Academic performance indicators clearly indicate that middle schools are failing in their efforts to produce scholars that have a mastery of basic skills, particularly in reading and math. Consequently, the need for academic programs specifically designed to address the significant educational challenges and narrowing performance gaps is urgent. Feeder middle schools, and high schools in Ward 7 and 8 are listed below. Based on these needs there is a looming imperative for high quality, high performing schools in Wards 7 and 8:

WARDS 7 and 8 Middle Schools								
<u>SCHOOL NAME</u>	<u>WARD</u>	<u>Number of Students</u>	<u>Percentage of Males & Females</u>	<u>DC-CAS MATH % Proficient</u>		<u>DC-CAS READING % Proficient</u>		<u>Adequate Yearly Progress</u>
Kelly Miller 3014 49th NE Washington, DC 20019	7	405	Males: 47	2008	22%	2008	22%	
			Females: 53	2009	25%	2009	26%	
					2010	18%	2010	18%
John Philip Sousa Middle School 3650 Ely Place SE Washington, DC 20019	7	267	Males: 50	2008	16%	2008	23%	Restructuring Year 2
			Females: 50	2009	42%	2009	39%	
				2010	46%	2010	42%	

Ronald H. Brown Middle School 4800 Meade Street NE Washington, DC 20019	7	231	N/A	2008	18%	2008	26%	Restructuring Year 2
				2009	29%	2009	27%	
				2010	36%	2010	29%	
Winston Educational Center 3100 Erie Street SE Washington, DC 20020	7	298	Males: 51	2008	N/A	2008	N/A	Restructuring Year 2
			Females: 49	2009	28%	2009	25%	
				2010	20%	2010	24%	
Hart Middle School 601 Mississippi Ave SE Washington, DC 20032	8	414	Males: 48	2008	15%	2008	15%	Restructuring Year 2
			Females: 52	2009	14%	2009	14%	
				2010	18%	2010	18%	
J Hayden Johnson Middle School 1400 Bruce Place SE Washington, DC 20020	8	277	Males: 45	2008	12%	2008	19%	Restructuring Yr 2
			Females: 55	2009	14%	2009	15%	
				2010	14%	2010	14%	
Kramer Middle School 1700 Q Street SE Washington, DC 20020	8	303	Males: 55	2008	24%	2008	20%	Restructuring Yr 2
			Females: 45	2009	21%	2009	24%	
				2010	18%	2010	19%	

Ward 7 and 8 High Schools						
<u>SCHOOL NAME</u>	<u>WARD</u>	<u>Number of Students</u>	<u>Percentage of Males and Females</u>	<u>DC-CAS MATH</u>	<u>DC-CAS READING</u>	<u>Adequate Yearly Progress</u>
Woodson Academy (9th Grade Only)	7	202	N/A	N/A	N/A	N/A
480 Meade Street NE						
Washington, DC 20019						
Howard D. Woodson Senior High School	7	462	Males: 49	2008 16%	2008 25%	Restructuring Yr 2
4650 Benning Road SE			Females: 51	2009 25%	2009 25%	
Washington, DC 20019				2010 18%	2010 25%	
Anacostia Senior High School	8	836	Males: 52	2008 14%	2008 20%	Restructuring Yr 2
1601 16 th Street SE			Females: 48	2009 17%	2009 18%	
Washington, DC 20020				2010 19%	2010 16%	
Frank W. Ballou Senior High School	8	1104	Males: 47	2008 17%	2008 21%	Restructuring Yr 2
3401 4th St. SE			Females: 53	2009 22%	2009 34%	
Washington, DC 20032				2010 26%	2010 30%	

High school graduation rates for black males in the District of Columbia consistently remain low.

Without adequate academic preparation, the opportunity to attend the college or university of the student's choice will be limited. Research reveals that on the whole, the percentage of black males in Wards 7 and 8 who graduate from college is very low. *See Table 1 High School Graduates/College Graduates by Ward.*

Table 1

% of High School and College Graduates by Ward

Location	% High School Graduates	% College Graduates
Ward 1	68%	39%
Ward 2	87%	64%
Ward 3	96%	79%
Ward 4	78%	33%
Ward 5	72%	21%
Ward 6	79%	44%
Ward 7	71%	13%
Ward 8	66%	8%

Additional side
comparisons of

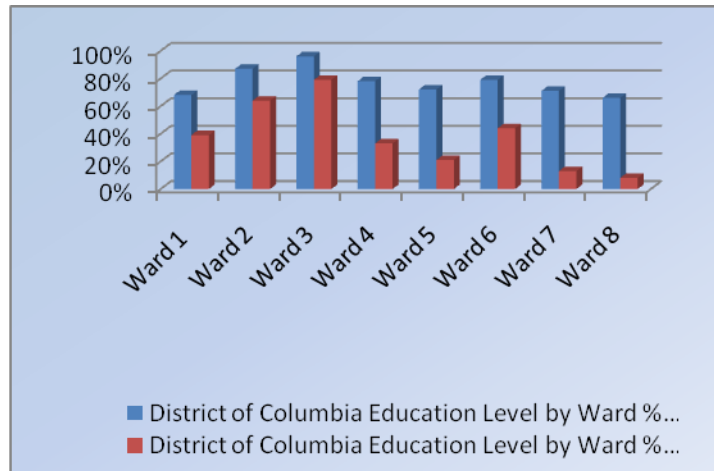
school and college graduation rates of DC scholars in all wards in displayed in Table 2.

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Table 2

Side by Side Comparisons of High School and College Graduation Rates of DC

Scholars by Wards



The economic impact of not obtaining a college degree is staggering. The ripple effects of poor quality education perpetuates a cycle of poverty that is evident in the economic state of adults (aged 25+) in Wards 7 and 8. The average family income in Ward 8 is \$34,229 (in 1999 dollars), less than half the city average of \$78,192 (in 1999 dollars). More than one in three (36%) of Ward 8 residents live below the poverty line, substantially higher than the district average of 20%. One third (34%) of Ward 8's

population over 25 does not have a high school diploma. Seven percent of residents have not completed the 9th grade. These facts paint a sobering picture of life without advanced educational opportunities.

To break this cycle, scholars must be provided with educational options to help them master the basic skills and to move forward to meet the challenges of a global world. Challenges will prepare them to begin to close the gaps currently displayed in major performance indicators, such as the SAT. Average SAT scores in 2005 at Ward 8 high schools are below average for DC and for the national average. The performance scores are as follows:

Ward 8 Average: Verbal: 347, Math: 343

DC Average: Verbal: 404, Math: 396

National Average: Verbal: 507, Math: 519

Solutions for Meeting Educational Needs

To mitigate the inevitable outcomes associated with lack of advanced education i.e. poverty and unfulfilled potential, the DSPCHS is committed to providing an environment in which males in grades 9-12 will master the requisite academic skills that lead to successful career paths. Scholars must begin by mastering the basic skills, as this sets the foundation for building proficiency in other areas. DSPCHS will prepare young men to excel as high-achieving scholars through a rigorous college-preparatory curriculum focused on the following core academic areas: Language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy, leadership, environmental stewardship and advocacy. DSPCHS will utilize the following three-pronged approach to ensure student success.

All male environment: The website, www.singlesexschools.org, sites many studies that conclude that same sex schools provide better educational opportunities for children of all grade levels and abilities. Proponents of single sex schools note that there are subtle differences in the way in which the genders learn that warrants the division of sexes, not just separate classrooms within a school, but by the creation of single sex schools. Within the setting of a single sex school, the genders are better able to pursue their own particular interests. It is our contention that the male scholars of DSPCHS will have the opportunity to thrive as they surround themselves in an environment that provides mentoring, enrichment and support.

Performance Matrix-Establish High Standards and Clear Learning Goals as the foundation for academic success:

The effectiveness of DSPCHS will be determined by tracking, measuring and analyzing specific performance data. Performance Metrics and Outcome Metrics data will be analyzed and used to communicate success in meeting our organizational goals. By closely monitoring our performance, we will be able to assess our strategy, to make adjustments when necessary and to communicate our achievements. This transparent process will sustain the engagement levels and the support of the scholars, the community, the decision makers and all those who have a vested interest in the success of this endeavor. We have included a year-over-year look

at the performance and outcome metrics that we have identified as fundamental to our success.

As a response to these statistics, DSPCHS will prepare every male teenager with a high-quality, robust education that provides core content mastery in all academic subjects. Our progressive disciplinary model will provide consistency and fairness. The expectations of scholars will be made clear, and faculty and staff development will center around overall school goals for student success. The structured curriculum will build on each learner's prior knowledge and will also address the gaps of knowledge from middle school years if they exist.

The statistics below have prompted us to act on our goal of opening this school:

- Nationally 3% of African-American males are in gifted and talented classes
- Less than 55% of African-American males graduate from public high schools in D.C.
- Approximately 75% of African-American males are below basic in reading in D.C.
- Approximately 67% of African-American males are below basic in mathematics in D.C.

Why Focus on East of the River and Why African-American Males?

Wards 7 and 8 have some of the most challenged socio-economic indicators in the city. Currently, there are 57 charter schools operating on 99 campuses throughout the city. D.C. charter schools serve approximately 28,000 scholars which represents 38% of the District's enrollment. Of the 57 charter schools approximately 30% are located in Wards 7 and 8 (16 schools). Although, if we take a snapshot of the number of children in the city, 42% of school age children live in Wards 7 and 8. Approximately 51% of the children live at the poverty threshold, and of the total age population of 70,000 youth under age 18, approximately 28,000 of these low income youth reside in Wards 7 and 8. The neighborhood schools in Ward 8 include Ballou Senior High School and Anacostia Senior High School. Scholars have had bleak chances of pursuing acceptance into post-secondary options over the last decade, partly because both schools have SAT verbal and mathematics gaps of 200 percentage points behind the national average. In Ward 8 there are approximately 42,000 adults over age 25 years of age and of this group only 65% possess a high school diploma. Also, in terms of post-secondary credentials, only 8% of this group have a college degree. The unemployment rate is 20%, and with an average income of \$36,000.

In general, males lag behind females in school. Males of color are in a crises both nationwide and in the District of Columbia, and this crisis is further increased for low-income males. The majority of college campuses have more females attending than males. Drop outs tend to be much higher for males than females. Minority males die at three to four times the rate of other segments of the population. We aim to curb this crisis by empowering males in the District of Columbia with the knowledge, skills, and abilities to be life-long contributing citizens to their community, to our nation, and to the world.

The National Association for Single Sex Education, NASSE, cites many studies that conclude that same sex schools provide better educational opportunities children of all grade levels and abilities. The NASSE determined that gender stereotypes with respect to subjects scholars took in school were generally broken down by the implementation of same sex schools. Girls were more likely to take advanced mathematics and science courses, such as physics and computer science, while boys were more likely to take classes in the arts, music, humanities and foreign languages. Proponents of single sex schools cite that there are subtle differences in how the genders learn that warrants the division of sexes, not just separate classrooms within a school, but by the creation of single sex schools. Within the setting of a single sex school, the genders are able to pursue their own particular interests; boys are free to study drama and foreign languages, while girls are free to study math and science without the stereotypical pressure that occurs within a coed school environment. The proponents also cite that the learning differences between the sexes sometimes occur at birth and sometimes occur through socialization later in childhood, and these differences lend themselves to develop the need for specialized teaching methods for both sexes. Nurturing and developing the differences between the sexes leads to a better learning environment for both.

Opponents of this model cite possible social problems with children who attend single sex schools. Some cite problems such as higher divorce rates and other relationship problems among children who attended single sex schools in the past as their rationale for not separating the sexes.

Single-gendered schools are often grouped into three categories:

- 1-Major Nationwide Studies-in various countries where single sex schools are prominent
- 2-"Before and after" studies-examines a single sex school before and after its creation
- 3-Academic Studies-both types of schools were examined in controlled academic settings

Concerning the first category of schools, a number of major nationwide studies were conducted in England, Australia and Jamaica. All of these studies concluded that boys and girls did significantly better in single sex schools than in coed schools. However, this finding did not apply to high achieving boys. The data did not indicate any statistically significant improvement in performance among the high achieving boys. In terms of overall improvement, medium sized schools did the best with respect to performance and they tend to attract scholars from modest backgrounds.

The second category of evidence showed that when a school is converted from coed to single sex, test scores and overall educational performance improve. These studies also showed that discipline referrals dropped and state assessment scores improved.

The third category of evidence cited university studies that concluded that the creation of single sex schools benefited both girls and boys. Girls who attended single sex schools consistently outperformed their counterparts at coed schools according to a Providence University study of Catholic High Schools in the 1980's and 1990's. The benefit was a little less significant for boys than for girls, but both sexes benefited from being assigned to a single sex school. In a University of Michigan study of Catholic schools, the beneficial effects of single sex education lingers on after the scholars leave schools. Single sex school graduates tend to go on to more prestigious colleges and were more likely to go on to graduate and professional schools than their counterparts at coed schools.

The DSPCHS plans to enroll 300 ninth graders in the fall 2012 and to add a grade every year as scholars advance. The high school of 1,200 scholars will be a college preparation school addressing the achievement of males. We will add one grade per year until we reach 12th grade and a capacity of 1,200 scholars. We will use a wide variety of recruitment strategies to include by not limited to:

- Nonprofit organizations that serve out-of-school youth
- Anacostia Coordinating Council
- Congress Heights Community Association
- R.E.E.L. River East Emerging Leaders
- Re-entry Network for Returning Citizens
- Ward 8 Business Council
- Children & Youth Investment Trust Corporation
- Friends of Washington Highlands Library
- Advisory Neighborhood Commission 's in Wards 7 and 8
- East of the River Family Strengthening Collaborative
- East of the River Clergy, Police, and Community Partners
- Ward 8 Economic Development Council
- Children of Mine
- Training Grounds, Inc.
- Covenant House Washington
- Goodwill of Greater Washington
- SOME Center for Employment Training
- Potomac Job Corps
- Strive DC
- Parklands Community Center
- Operation Hope
- Bread of the City
- The Excel Institute
- Southeast Ministry
- United Planning Organization
- Family Life Center Foundation
- Hopefinders, Inc
- Community of Hope
- Local Initiatives Support Corporation
- D.C. Child, Family Services Agency (CFSA)
- D.C. Middle Schools
- Court Services and Offender Supervision Agency
- Community Referrals
- Faith-based communities
- Online social media tools (i.e. Facebook)

b. Mission and Philosophy

The Driven to Succeed Public Charter High School's mission is to prepare young men to be productive, healthy, and happy contributing citizens to the nation and the world. To this end, our curriculum focuses on leadership, civic responsibility, environmental stewardship, critical and analytic thinking.

The philosophy in which the school is founded on includes:

- 1. A rigorous curriculum-** the curriculum is based on the District of Columbia Public School Standards. These standards were created using the model of Massachusetts State Standards, which have been recognized by the U.S. Department of Education, policy think tanks, and researchers as one of the most rigorous in the nation. DSPCHS leadership will also supplement and/or align our standards with the Common Core Standards to ensure that our scholars are highly competitive and prepared for 21st century careers.
 - 2. Data-driven instruction-** the instructional techniques of DSPCHS include Direct Instruction, Inductive Model, Integrative Model, Concept Attainment, Problem-Based Learning, Cooperative Learning Model, and Lecture -Discussion Model. Instructional faculty will utilize authentic, formative, and summative assessment data to determine scholar's mastery of content and skill. This data will be used to inform both practices of teachers. Specifically, this data will drive instructional variety, scope sequencing, intervention, and time for more intensive instruction.
 - 3. Intervention and Support-** the Scholar Intervention and Success Team is dedicated to providing early alerts for students who may appear to be experiencing psychological, social, emotional, or academic challenges. Administrators, teachers, parents, and peer-scholars will provide on-going information about each scholar. This team will link counseling, resources, tutoring, mentoring, online programs, and wrap around services to support students to be happy, healthy, and academically successful.
 - 4. College, career, and workforce preparation-** DSPCHS will provide scholars with academically rigorous courses that are balanced with academic support to achieve high goals. Teachers will continue along a continuum of professional development to infuse 21st century workforce skills and the curricular expectations of College Board.
 - 5. Intensive Focus-** DSPCHS will provide intensive reading and writing across the curriculum , support the learning outcomes of scholars. All teachers will participate in ongoing training in early intervention, working with scholars who are behind in grade level proficiency, and additional out of class time to improve academic targets. These academic targets include course passage, DC-CAS proficiency, and global learning outcomes.
 - 6. Character Education and Social Justice Responsibility-** DSPCHS will provide scholars a curriculum, school culture, and experiences that will build upon the S.T.R.O.N.G. principles:
- S- Strength:** Scholars will be supported and cultivated to work to be strong in all aspects of human existence. Scholars will work to be strong academically, emotionally, physical health and wellness, and spiritually. Through character education specific coursework and in class learning experiences, this principle will remain a salient theme of DSPCHS.
- T- Tenacity:** scholars are expected to have strong resolve to be involved in positive activities and to refuse participation in anything negative.
- R-Rules:** scholars are expected to follow the rules at all times to support a safe and conducive learning environment to nurture the high ideals of all learners.

O-Ongoing reflection: scholars are expected to reflect on their decisions and on the decisions of those around them in order to question appropriateness.

N-Nurturing a Sense Self and Responsibility: scholars are expected to believe that they have a keen sense of determining outcomes in most situations, and for those situations that they do not, they are expected to make the best choice possible given the situation.

G-Guidance: scholars are expected to be leaders in the school, although under the prevue of school leadership and teachers. Scholars are expected to understand that they are to be guided by adults in the building so as to hone their leadership skills.

c. Educational Focus

Gender-based structures do improve the academic outcomes for learners, particularly for low-income males. The absence from distractions of the opposite sex in classrooms allows both genders to focus better on academics. For instance, all female colleges have found that girls choose male-dominated fields more often than females attending co-ed institutions. They spend less time on their appearance and more time on studying.

For males the greatest advantage that a single-sex education provides is a powerful sense of self-confidence. This increased self-confidence transfers into higher course completion and higher graduation rates. The DSPCHS successfully separates the social anxieties from the academic and social arenas, marginalizing the psychological concerns of acne, dating, and acceptance by girls. The standard concept of single-sex education is shortsighted, however.

Truly, a nurturing environment in which venturing outside one's comfort zone is routine is a hallmark of single-sex education. DSPCHS understands the goal of single-sex education and is committed to insuring the success of males in the school.

The Driven to Succeed Public Charter School Model

Our academic focus has both depth and breadth and we have organized our school around our eight core academic areas: language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy, leadership, environmental stewardship and advocacy. Our scholars will be classified into four distinct areas, these areas are called Academic Alliances:

Driven to Succeed Public Charter School Academic Alliances	
Statesmen (9 th Graders)	Governors (11 th Graders)
Diplomats (10 th Graders)	Ambassadors (12 th Graders)

In addition to our Academic Alliances we will provide technology-enhanced learning activities, the United States Government and Capitol Hill Model Simulation (USGCHMS), and a College-Going Culture.

THE STATESMEN (9th Graders):

The ninth grade class at the Driven to Succeed Public Charter High School is the cornerstone of our college-going culture. The members of the freshmen class are known as Statesmen. They are given this designation for dualistic purposes. DSPCHS will create an environment where the collective is held in higher esteem than the individual. In order to accomplish this goal our incoming freshmen must first understand the value of our first tenet **“Potentia”** (deriving from the Greek “power”) or scholars will have the power to impact their communities, the power to increase their academic outcomes, and power to achieve greatness.

Statesman will focus on the ability of ninth grade scholars to enhance mastery and application of skill mastery and application at each grade level. This Academic Alliance addresses the scholars’ academic, social, and organizational/procedural concerns. The core Academic Alliance teachers work collaboratively to create an environment that provides an enriching high school experience that encourages life-long learning. The Academic Alliance also provides various platforms where parents can be proactively involved in the transition process. We recognize that the 9th grade transition is challenging for many learners. Therefore, the DSPCHS has designed instructional teams that are specifically targeted at improving our ninth grade matriculation success efforts. Statesmen will focus on a rigorous instructional program in literacy, social sciences, mathematics, and policy.

Many of the scholars will come to DSPCHS with a multitude of life challenges. While counseling for many of our scholars will be a key supportive feature of our school culture. We will instill in Statesmen that regardless of their past setbacks that their future is only limited by the willingness of their work ethic and the limitations of their imagination. In the first year at Driven to Succeed Public Charter High School academic excellence and civic duty will be of the focus.

The Driven to Succeed Public Charter High School intends to attain positive results for our scholars by inundating them with positive reinforcement, a creative and cutting edge learning environment and a professional staff that will guide our young men in the direction most associated with personal growth and academic success. We understand the unique complexities and challenges associated with many of our potential scholars coming out of Wards 7 and 8. In many cases it will be unwise to assume the scholars coming to us would immediately be the living embodiment of Statesmen but through a consistent messaging of excellent instruction and positive reinforcement we believe that over the course of one school year we can develop the tenets of self-esteem, integrity, perseverance, thoughtfulness, and creativity; all canons necessary in the development of a Statesmen.

DSPCHS will model itself in the likeness of Washington D.C. most recognizable institutions. We will have a simulated federal government structure, business community, non-profit, interest groups, and lobbyists. All simulated institutions will address current real-world issues in a manner similar to what the federal executive, legislative and judicial branches prescribe. The intention of DSPCHS is to familiarize all of our scholars with an introductory look at the public and private sectors. Our overarching purpose is not to create future political leaders; although we are not against such an occurrence, but our goal is to help our scholars understand the power of teamwork, coalition building and resolute minds.

THE DIPLOMATS (10th Graders):

The sophomore class is perhaps the most integral part of DSPCHS. Our second year scholars continue the process of developing their understanding of their personal power through the continued acquisition of life building skills and combining those skills with a set of newly measured attributes known as **“Civitas”** (Community of Citizens). Diplomats will focus on advancing their mathematical

skills ability of tenth grade scholars to include symbol recognition, patterns, sequence and order, counting, computation and application, and problem solving. Generally, these are building blocks to success in logical thinking, understanding complex ideas, and accessing a mathematical knowledge base for advanced mathematical work. Our social, emotional, and physical development activities will address the developmental needs of boys and the growth of the whole child.

In their second academic year students at DSPCHS will work in collaborative endeavors with various professional organizations, qualified mentors and the community groups to address issues that have derailed the futures of countless young men in the Washington D.C. metro area. Life building skills such as creating personal plans for success, learning how to do honest self assessments, comprehensive career management, financial planning, career and educational choices, developing a responsibility to ones community, deconstruction of myths surrounding manhood, and overcoming personal internal strife are all concerns that DSPCHS will systematically address in the lives of our second year scholars.

The expectation is that sophomores at DSPCHS will begin the process of propelling themselves into the surrounding communities as representatives of the positive examples of manhood they learn at DSPCHS. The goal is to get the young men of DSPCHS to recognize their connection to the community in which the live and begin to show how much of a positive affect they can have on their community both individually and collectively.

During their second year, our students will address a variety of issues that have served to derail many others who do not have the level of support that they are receiving at DSPCHS. They will strengthen their interpersonal skills whilst beginning the process of presenting themselves as quality citizens to the community.

THE GOVERNORS (11th Graders):

Third year scholars at DSPCHS will be met with a great deal of fanfare. The trajectory of our scholars passing from underclassmen to upperclassmen will parallel the trajectory of an individual growing from adolescence to adulthood. The lessons of self control and civic responsibility affirmed in the previous two years will form a basis for the student to pursue his third tenet which is “**Integritas**” (Integrity and Wholeness). The eleventh grade class of DSPCHS will focus on the idea becoming a well rounded person. Governors will focus on the ability of eleventh graders to become independent thinkers, which is the cornerstone of educational success and societal mobility. Scholars will be challenged to enhance their critical thinking skills by understanding complex ideas and thought patterns.

The ideals of potentia and civitas laid a proper groundwork for self reliance, personal pride and responsibility to ones community integrita focuses on developing the young man into an entity capable of accurately acknowledging all of the forces both internally and externally which factor into making good decisions. We will pay particular attention to addressing the importance on helping our young men to develop healthy spiritual lives, proper physical health patterns, explore the tenets of beneficial emotional wellness, positive educational and career goals, reveal the dynamics of interpersonal relationships, highlight the importance of introspective activities and recalibrate our moral clocks.

The third year class of Driven to Succeed Public Charter High School will take advantage of career advancement opportunities. Eleventh graders will be allowed to participate in extensive internships as well as college and standardized test preparatory classes, designed to bolster their academic performance and assist them in gaining a deeper understanding of self. Scholars will gain awareness

about the events happening around them and how these events impact their lives. They will develop decision making skills to help the follow a path that leads to success and honor rather than one that leads to failure and dreams unfulfilled.

THE AMBASSADORS (12th Graders):

By the time our young men reach their senior year the rigors of an intense academic institution will be their norm. Ambassadors will place continued emphasis on basic skill mastery while expanding DSPCHS scholars' critical thinking skills, analysis, and concept attainment through advanced knowledge and application of concepts. Self-awareness and control will be their expectation. A genuine appreciation of the diversity found in the nation and the world will be fully cultivated and the ideals of being a thoughtful, honorable and trustworthy young gentleman will over-whelming be a key component of their character. The senior class represents the "**Amplus**" or "completeness of our process." Each senior at DSPCHS is required to undergo a process of self-reflection whereby calling into question what they know about themselves, the world around them and their impact on their nation and the world.

Academically each senior will continue in the process of learning, inquiry, synthesis of information, and career and college exploration. Through mentors, internships and volunteerism each scholar will continue developing and an academic experience that both rewarding and cultivates their talents. Additionally each Senior will prepare and defend a Senior Culminating Portfolio that will demonstrate their mastery of the eight core areas of academic focus: language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy, leadership, environmental stewardship and advocacy. Upon completion, our scholars will be globally competitive and prepared to face the world and contribute to their communities and their nation. The Driven to Succeed Public Charter High School The United States Government and Capitol Hill Model Simulation (USGCHMS) is very well suited for the single-gendered environment.

Bodies of research state that single-gendered education enhances the educational outcomes of males and females. Effective practices have been identified to increase the academic success outcomes of males. The design of DSPCHS is research-based; we have examined national data sources to identify the best practices for educating males, and we will implement these practices. Research states that males are often kinesthetic learners. We will create a robust instructional program that infuses technology to enhance curriculum and instruction. There are a number of technological advancements that enable curriculum to be innovative, teaching more dynamic and scholars more engaged. The DSPCHS will engage scholars with these technological innovations:

Driven to Succeed Public Charter High School Innovative Technology-Enhanced Classroom Strategies	
Open Computer Labs	DSPCHS will have open computer labs strategically placed around the school, allowing students to take advantage of various technological activities. Students will also be able to use computer labs to complete individual and group projects.
Podcasts and Video Podcasts	DSPCHS will use Podcasts and Video Podcasts to deliver specific high-impact course material. The audio recordings will cover a number of topics across the curriculum. Scholars can download

	Podcasts to their iPods, smartphones, mp3 players, or computers.
Webcasts and Webinars	DSPCHS will use webcasts and webinars to deliver multi-media enhanced lectures. These interactive tools enable scholars to view content by controlling the speed of streaming. Scholars can pause webcasts and webinars, take notes, and have full control of the learning experience.
Mobile Learning (mLearning)	<p>DSPCHS will use mLearning by utilizing the power of mobile devices to enhance learning experiences. Scholars are able to share content, instant message, and text about key ideas and course concepts.</p> <p>mLearning will also be supported through ThinkPads, iPads and other portable devices that deliver content in a visually stimulated way for learners.</p>
Facebook	<p>DSPCHS will utilize Facebook as a platform to connect with scholars in the school. Student assignments, upcoming events, external classroom experiences, and other networking opportunities will be fully maximized by scholars, teachers, and staff via Facebook.</p> <p>DSPCHS will use Facebook to increase the communication skills of scholars through online interactions, chat, video chat, file sharing, discussion threads, blogging, and messaging.</p>
Twitter in the Classroom	DSPCHS will utilize Twitter as an online tool to maximize learning experiences. This microblogging tool will be used in the educational setting by using hash tags (the # symbol), which will enable everyone to locate the tweets and respond. Twitter will provide increased scholar engagement about course topics. It is a savvy way to maximize the most of social networking work
Google Docs	DSPCHS will use Google Docs to provide collaborative sharing of documents between scholars and teachers. This web-based platform includes Microsoft Word, Excel, and Powerpoint applications that enable scholars to create, edit, and share documents online.
Really Simple Syndication	DSPCHS will use RSS Feeds to share large quantities of

(RSS Feeds)	information with teachers, staff and scholars. RSS Feeds provide web feeds summaries from websites and news events in real-time.
Blogs	DSPCHS scholars and instructors will use blogs to communicate and debate various topics and ideas online. Scholars will be encouraged to communicate their ideas using a combination of text, links, videos, and mages.
Wikis	DSPCHS will allow scholars to use wikis to create, edit, and organize group research projects. This format will allow groups access to the same document at any time for editing purposes. Scholars may use various methods to communicate their ideas and then transfer and organize their ideas to their wikis.
Virtual Worlds	DSPCHS will use virtual worlds to provide students with a unique educational opportunity to create online worlds designed around real-world issues. Scholars will be able to meet online and interact with each other using their self created avatar to design their worlds. Scholars will be encouraged to keep in mind the notion of cause and affect while designing the world around real-world issues.
Educational Games	DSPCHS will use educational games as an alternative learning platform. Educational games will combine interactive, fun, and exciting academic content designed to foster learning and academic success.
Alternate Reality Educational Games	DSPCHS will use alternate reality educational games to develop scholars' critical thinking and analytical skills. The game will be based on real-world experiences. Scholars will interact with the game and their alternate reality will be based on the decisions they make at various points in the educational game.

In the United States, there is a societal crisis among young males, particularly those from low-income backgrounds. Research demonstrates that boys of all ages and socioeconomic levels lack motivation for learning in schools, demonstrate frequent behavioral problems, drop out of school at a disparate rate, and become victims or perpetrators of violence or suicide at increased rates. DSPCHS creates academic practices with boys in three specific ways: (1) Pedagogy, Curriculum, and Assessment; (2) Literacy and Communication Skills; and (3) Student Engagement and Motivation. We outline some of the promising practices that will be incorporated in the design of our school's culture and academic program in the chart below. These three areas are fully discussed in the Academic Design section.

The Driven to Succeed Public Charter High School has separated the grade levels into distinct age-appropriate academies. The four distinct organizing units based on grade level that are designed around the success indicators of males in the areas of academic, social, and emotional needs. All students are required to have a clear understanding of city, state and national systems of government in order to know which avenues allow for change to occur. To this end every student enrolled at the Driven to Succeed Public Charter High School will be involved in some form of student government mirroring the three branch structure of the United States' government.

Our success at shared decision making will be the result of consistent attendance; representatives of each branch will regularly attend and participate in the meetings. We believe that our students should have the ability to take an active stand in the shaping and development of their academic lives. Our governance branches will hold equal weight and will maintain the checks and balances system of our own government. This shared decision making model will focus upon leadership development within each group. Each branch operates based upon our three primary tenets: Potentia, Civitas and Integritas; through which the students will learn the importance of our core values: commitment, communication, collaboration, creativity, curiosity, and civic responsibility.

PUBLIC FOCAL AREAS

Scholars will be separated into organization units that will mirror similar differential units/agencies that we find in the federal government. All scholars will participate in one or more organizing units of the governmental structure of the school's academic focus, which include: the legislature, governmental agencies, non-governmental organizations, non-profits, advocacy organizations, lobbying firms, grassroots organizations, etc. All scholars will rotate roles each term or each year depending on the consensus of the senior leadership and scholar teams. Scholars will have an opportunity to serve in diverse leadership roles across functional units. Scholars will work to understand and solve for real-world local, national, and international issues. The chart below describes the issues and policies students will research, debate, write about and use exploratory and experiential learning experiences across curricular units to provide a depth of understanding.

Driven to Succeed Public Charter High School Policy Focus Areas	
Transportation Issues and Policies	Health Issues and Policies
<ul style="list-style-type: none"> ▪ Transportation Policy and Smart Growth ▪ Public-Private Partnerships ▪ Aviation and Water Transportation Issues ▪ Commercial Vehicles ▪ Interstate Issues ▪ Land Use ▪ Environmental Impact 	<ul style="list-style-type: none"> ▪ Health, Poverty and Public Policy ▪ Public Health and Politics ▪ Women's Health and Rights ▪ HIV/AIDS Issues and Policy ▪ Health Care Delivery Systems Issues ▪ Community-Health Care Sustainability ▪ Healthcare Ethics ▪ HMOs and Managed Care ▪ Bioethics
Economic Issues and Policies	International Affairs Issues and Policies
<ul style="list-style-type: none"> ▪ Economic Policy ▪ Fiscal Policy ▪ Crime and Justice Policy ▪ Energy and Environmental Policy 	<ul style="list-style-type: none"> ▪ International Trade Policy ▪ Financial Issues in Emerging Markets ▪ Third World Development ▪ Immigration Policy

<ul style="list-style-type: none"> Regulatory Reform Urban Redevelopment Gentrification World Bank and Inter-monetary Fund Social Security 	<ul style="list-style-type: none"> Financial Issues in Emerging markets International Monetary Issues World Trade United Nations Africa, Asia, and Russia
Social Issues and Policies	National Security Issues and Policies
<ul style="list-style-type: none"> Sociological Analysis Privacy Rights Family Planning Policies and Programs Poverty and Welfare Policy Demographic Opportunities and Challenges Neighborhood Politics Housing Issues 	<ul style="list-style-type: none"> Emergency Preparedness Terrorism Defense Budget Middle East Issues and Politics Foreign Policy Non-proliferation
Civil Rights Issues and Policies	Youth Issues and Policies
<ul style="list-style-type: none"> Issues of race and ethnicity Issues of gender Issues of sexual preference 	<ul style="list-style-type: none"> Advocacy Homeless education Youth crime and violence Drugs, alcohol, and dependency Abuse
Political Participation	Technology Issues and Policies
<ul style="list-style-type: none"> The Realities of Political Parties The Left, The Middle, and The Right Campaigns and Elections Media, Power, and Politics Grassroots Organizing Strategic Planning, Problem-Solving, and Decision-Making 	<ul style="list-style-type: none"> Internet Issues Media Relations Ethnic and Political Marketing Speechwriting, Composition, and Delivery
Labor Issues and Policy	Education Issues and Policy
<ul style="list-style-type: none"> Diversity and Workplace Issues Discrimination Workforce Development Adult Literacy 	<ul style="list-style-type: none"> Urban School Reform Accountability Teacher licensure Assessment
Business Issues and Policy	Energy and Conservation Issues and Policy
<ul style="list-style-type: none"> Procurement and acquisition Corporate Corruption Stocks, Mutual Funds, and Hedgefunds 	<ul style="list-style-type: none"> Clean and Renewable Energy Climate change Green jobs Clean Air
Issue Specific	
<ul style="list-style-type: none"> Hurricane Katrina Rebuilding 	

THE EXECUTIVE BRANCH

The simulated Executive Branch will include administrative staff members: Chief Academic Officer, Principal, Assistant Principal, Department Heads, and Director of Student Achievement & School

Accountability and other relevant staff members on an as needed basis. The role of this team is to maintain the mission and goals of DSCPHS, plan structures to effectively meet our goals, observe and supervise instruction, and emphasize student learning and personal growth. These individuals will make the day-to-day decisions in operating the school. Once a month we will review proposals developed by the legislative and judiciary branches for school-wide initiatives and improvements.

THE LEGISLATIVE BRANCH

The simulated Legislative Branch includes all students across all student groups and grade levels. The legislative Branch includes both the DSPCHS Senate and House of Representatives. Both bodies will meet as committees every Wednesday morning to make proposals to solve for real world challenges, to include but not limited to:

- Economic Development
- Education Reform
- Medical Research
- Tax-cuts for the middle class
- Medicaid/Medicare

Senate: The senate will meet every Wednesday morning and at capacity it will be comprised of scholars who will serve as senators from each homeroom class, a member of the Guidance department, Math Coach, Literacy Coach, Parent Coordinator, a member of the Scholar Support Staff team, and a lead teacher from each department. This mirrors the system in our government where states have two representatives regardless of population. The Senate is responsible for setting the legislative agenda, debating issues, seeking consensus or compromise on key issues for residents of their home state and the nation.

House of Representatives: A large number of scholars will be assigned to the House of Representation (Except for those scholars in the Judiciary Branch). The scholars will be assigned to sub-committees (Energy, Education, Health and Human Services, Homeland Security, etc.) and discuss current events and issues affecting the nation. Their activities will mirror those of the U.S. House of Representatives where the individuals are represented by population, the number of individuals in an area determines the representation. Hence the 9th grade class (Statesmen) may be larger than the junior class and have a natural edge in voting but quorums, agreements and alliances must be brokered to accomplish goals. Further, they will provide feedback to the Executive branch.

THE JUDICIARY BRANCH

Supreme Court: In the U.S. government, judges are appointed by the Executive branch and therefore our scholars will be selected by the Executive branch. The DSPCHS Supreme Court provides the judicial interpretation of the law. They will meet every Wednesday as an Exploratory Group with a member of the Social Studies department as well as Executive and Legislative branch in order for review cases, rules, and statute interpretations.

The Driven to Succeed Public Charter High School will use the following simulation each Wednesday to create hands-on learning experiences that will engage scholars in inter-disciplinary curricular areas. Scholars will be provided their assignment and designated area for committee work, and report to the teacher and/or team to begin their work. This simulation begins at the start of the first bell and

continues to the beginning of the lunch bell. Scholars are released from school each Wednesday after lunch, and teachers begin professional development each afternoon until 4:00pm

<p align="center">The Driven to Succeed Public Charter High School The United States Government and Capitol Hill Model Simulation (USGCHMS)</p>
<p>Synopsis:</p> <p>The United States Government and Capitol Hill Model Simulation (USGCHMS) is an academic simulation for the United States Federal Government and related organizations. The simulation includes federal Cabinet, federal agencies and commissions, lobbyists, nonprofits, advocacy groups, and the business community. The goal of this simulation is to provide DSPCHS scholars an opportunity to experience real-world scenarios that address advocacy, leadership, grassroots organizing, environmental stewardship, decision-making and civic responsibility, public policy and administration, ethics, problem-solving and critical thinking, conflict resolution and consensus building, effective communication and diplomatic relations.</p> <p>The school will be organized around the simulated roles within the USGCHMS and the academic focus day of the simulation will occur once per week (i.e. every Wednesday). Scholars will participate in ongoing research about key policy issues that are currently debated in Congress, in the media, and on the presidential agenda. Scholars will be required to present findings, advocate for or advocate against varying views, consult different agencies, and groups, and develop plausible solutions to address problems that the United States is currently attempting to solve. Teachers will participate in on-going professional development opportunities that focus on the themes of the simulations, the assessment instruments, the learning outcomes, teaching and learning best practices, current event updates, and social justice issues.</p>
<p>Simulation:</p> <p>Once per week, scholars are required to work intensively on inter-group advocacy, diplomacy, fact-finding and effective communication. Scholars under the facilitation of administration and teachers will employ a wide variety of critical thinking and analytic skills to achieve these aims, they include: public speaking, technical writing, policy analysis, effective communication, active listening, coalition-building, using reliable information to solve problems, synthesizing and evaluating information, keen observation, clarity and consistency, precision and accuracy, and depth and breadth of understanding</p> <p>Within the USGCHMS there will be a number of crisis scenarios (to include natural catastrophes, emergency situations, and watershed moments). The highest ranking officials in the USGCHM simulation is the senior leadership team of the school. Each teacher will serve as a senior advisor or other senior level official in the governmental administration simulation. Scholars will serve as Cabinet members, and all other roles within the federal government, NGO's, nonprofits and advocacy groups, lobbyists, and the business community. Scholars will be grouped at the beginning of each simulation into the group they will represent. Teachers will provide debriefing papers on the scholar's role in the simulation, background information, and key issues for their agency/group they represent.</p>
<p>Policy Statements and Position Papers:</p> <p>Each scholar is responsible for completing a policy or position paper after each simulation. A school-based grading rubric will be developed to assess the global learning themes of scholars. This rubric will be distributed to students so that they are aware of the criteria for which they will be assessed, The overall grades for each scenario will rotate among Departments each term. The primary departments who will</p>

grade and record Policy Statements and Position Papers are The Leadership, Policy, and Civic Responsibility Department, The English Department, and The History Department.

Disclaimer:

U.S. Federal Departments and Agencies are described in this chart as they are defined by the Federal Government (www.whitehouse.gov) The Driven to Succeed Public Charter High School's goal is to achieve a high level of real-world problem-based learning. The selection of simulations and topics, roles, and rules are strictly for academic purposes. The viewpoints within each simulation by no way prejudice or make imperatives on the federal government, leaders, policies, attitudes, or organizations.

Simulation in Action:

During the simulation, school-based staff will serve the following roles:

DSPCHS Chief Academic and Executive Officer	Senior Advisor to the President
DSPCHS Principal	President
DSCPHS Administrators	Senior Executive Administrators
DSPCHS Teachers	Senior Policy Advisors
DSPCHS Staffers	Capitol Hill Staff
Parents, Volunteers, Guest of DSPCHS and Interns	Capitol Hill Staff
Distinguished Guest(s) of the School	The Guests of the President

DSPCHS Departments and Agencies	Roles and Responsibilities
DSPCHS Office of the President	<p>The President has seven distinct roles. These roles include:</p> <p>Chief Head of State This role requires a president to be an inspiring example for the American people. In some nations, the chief of state is a king or a queen who wears a crown on special occasions, celebrates national holidays, and stands for the highest values and ideals of the country. As the American Chief of State, the president is a living symbol of the nation. It is considered a great honor for any citizen to shake the president's hand.</p> <p>Chief Executive The president is "boss" for millions of government workers in the Executive Branch, deciding how the laws of the United States are to be enforced and choosing officials and advisers to help run the Executive Branch.</p> <p>Chief Diplomat The president decides what American diplomats and ambassadors shall say to foreign governments. With the help of advisers, the president makes the foreign policy of the United States.</p> <p>Commander-In-Chief The president is in charge of the U.S. armed forces: the Army, Navy,</p>

	<p>Air Force, and Marines. The president decides where troops shall be stationed, where ships shall be sent, and how weapons shall be used. All military generals and admirals take their orders from the President.</p> <p>Legislative leader Only Congress has the actual power to make laws. But the Constitution gives the president power to influence Congress in its lawmaking. Presidents may urge Congress to pass new laws or veto bills that they do not favor.</p> <p>Party leader In this role, the president helps members of his political party get elected or appointed to office. The president campaigns for those members who have supported his policies. At the end of a term the president may campaign for reelection.</p> <p>Judicial Leader In this role, the president names judges and makes justices</p> <p>Chief Guardian of the Economy Roles: In this role, the president is concerned with such things as unemployment, high prices, taxes, business profits, and the general prosperity of the country. The president does not control the economy, but is expected to help it run smoothly.</p> <p>Source: The Presidency, Congress, and the Supreme Court, Scholastic Inc., 2010</p>
DSPCHS U.S. Supreme Court	<p>The Supreme Court in America adjudicates on acts passed through the political system by Congress and President. The Supreme Court's task is to declare whether an act is constitutional or unconstitutional. The Supreme Court cannot initiate a bill/act - it can only adjudicate. The President appoint Supreme Court judges. There are eight justices and one chief justice. In 1934, Congress also charged the Supreme Court with drafting rules of federal procedure. The four functions of the Supreme Court include:</p> <ol style="list-style-type: none"> 1. Settle disputes between states 2. Hear appeals from state and federal courts 3. Determine the constitutionality of federal laws 4. Determine the constitutionality of federal laws 5. Draft rules of federal procedure
DSPCHS Senate	<p>The Senate one branch of a bicameral legislature has several exclusive powers not granted to the House, including consenting to treaties as a precondition to their ratification and consenting or confirmation of appointments of Cabinet secretaries, federal judges,</p>

	other federal executive officials, military officers, regulatory officials, ambassadors, and other federal uniformed officers,[2][3] as well as trial of federal officials impeached by the House. The Senate is both a more deliberative[4] and more prestigious. Two Senators per states, 100 Senators total
DSPCHS House of Representatives	The House of Representatives is one branch of the bicameral legislature. The major power of the House is to pass federal legislation that affects the entire country, although its bills must also be passed by the Senate and further agreed to by the President before becoming law (unless both the House and Senate re-pass the legislation with a two-thirds majority in each chamber). Each state receives representation in the House in proportion to its population but is entitled to at least one representative. The most populous state, California, currently has 53 representatives. The total number of voting representatives is fixed by law at 435.
DSPCHS Office of the Vice President	As President of the Senate (Article I, Section 3, Clause 4), the Vice President oversees procedural matters and may cast a tie-breaking vote. but often include tasks such as drafter and spokesperson for the administration's policies, adviser to the President, and being a symbol of American concern or support
DSPCHS Office of Cabinet Affairs	Assistant to the President and Cabinet Secretary:
DSPCHS Office of the Chief of Staff	The Chief of Staff has been responsible for overseeing the actions of the White House staff, managing the president's schedule, and deciding who is allowed to meet with the president. Because of these duties, the Chief of Staff has at various times been labeled "The Gatekeeper", "The Power Behind the Throne", and "The Co-President".
Office of Communications	The White House Director of Communications, also known as Assistant to the President for Communications, is part of the senior staff of the President of the United States, and is responsible for developing and promoting the agenda of the President and leading its media campaign. The director, along with his or her staff, works on speeches such as the inaugural address and the State of the Union Address.
DSPCHS Department of State	Assists foreign affairs agency heads with developing policies, plans, and programs to achieve foreign policy goals. The Assistant Secretary of RM and Chief Financial Officer also coordinates resource requirements to enable the Secretary of State to present integrated international affairs resource submissions to the Office of Management and Budget and to the Congress.
DSPCHS Department of the Treasury	Maintain a strong economy and create economic and job opportunities by promoting the conditions that enable economic growth and stability at home and abroad, strengthen national security by combating threats and protecting the integrity of the financial system, and manage the U.S. Government's finances and resources effectively.

DSPCHS Department of Defense	The mission of the Department of Defense is to provide the military forces needed to deter war and to protect the security of our country. The department's headquarters is at the Pentagon. The mission of Defense.gov is to support the overall mission of the Department of Defense by providing official, timely and accurate information about defense policies, organizations, functions and operations. Also, Defense.gov is the single, unified starting point for finding military information online. This mission is consistent with the DoD Principles of Information, which outline the Department's policy for providing information to military members, DoD civilians, military family members, the American public, the Congress, and the news media. The information you find here is cleared for public release in accordance with applicable DoD policies.
DSPCHS Department of Justice	The Judiciary Act of 1789 created the Office of the Attorney General which evolved over the years into the head of the Department of Justice and chief law enforcement officer of the Federal Government. The Attorney General represents the United States in legal matters generally and gives advice and opinions to the President and to the heads of the executive departments of the Government when so requested. In matters of exceptional gravity or importance the Attorney General appears in person before the Supreme Court. Since the 1870 Act that established the Department of Justice as an executive department of the government of the United States, the Attorney General has guided the world's largest law office and the central agency for enforcement of federal laws.
DSPCHS Department of the Interior	The U.S. Department of the Interior protects America's natural resources and heritage, honors our cultures and tribal communities, and supplies the energy to power our future.
DSPCHS Department of Agriculture	policy on farming, agriculture, and food. It aims to meet the needs of farmers and ranchers, promote agricultural trade and production, work to assure food safety, protect natural resources, foster rural communities and end hunger in the United States and abroad.
DSPCHS Department of Commerce	the United States federal department that promotes and administers domestic and international trade (including management of the census and the patent office); promoting economic growth; It is also charged with the duty to both regulate and assist U.S. exporters.
DSPCHS Department of Labor	department responsible for promoting the working conditions of wage earners in the United States. responsible for occupational safety, wage and hour standards, unemployment insurance benefits, re-employment services, and some economic statistics.
DSPCHS Department of Health and Human Services	administers all federal programs dealing with health and welfare. It performs administrative, research, educational, and regulatory functions for welfare, public assistance, and public health programs. Public Health Service and the Centers for Disease Control and Prevention (CDC). Administers Medicaid, Medicare, and provided by the Office of the Secretary. Also included in the Department is the Office of Public Health and Science, the Office of the HHS Inspector

	General and the HHS Office for Civil Rights. In
DSPCHS Department of Housing and Urban Development	department that administers federal programs dealing with better housing and urban renewal. responsible for national policy and programs that address the nation's need for fair and affordable housing for low- and moderate-income people. Provide rent subsidies and mortgage insurance for Lenders and committed to increasing home ownership. Implement Community Development Programs
DSPCHS Department of Transportation	Oversees interstate travel. Oversees federal highway, air, railroad, and maritime and other transportation administration functions
DSPCHS Department of Energy	The Department of Energy's overarching mission is to advance the national, economic, and energy security of the United States; to promote scientific and technological innovation in support of that mission; and to ensure the environmental cleanup of the national nuclear weapons complex. Environmental stewardship
DSPCHS Department of Education	<p>The primary functions of the Department of Education are to formulate and administer federal funding programs involving education, such as college financial aid, collect data on US schools, and to enforce federal educational laws regarding privacy and civil right.)</p> <p>National Center for Education Statistics (NCES) National Assessment of Educational Progress (NAEP) Office of Innovation and Improvement (OII) Office of the Chief Financial Officer Office of Management Office of Planning, Evaluation and Policy Development Budget Service Office of Postsecondary Education (OPE) Office of Vocational and Adult Education (OVAE) Office of Federal Student Aid (FSA) Advisory Board on Tribal Colleges and Universities (WHITCU) Advisory Board on Historically Black Colleges and Universities (WHIHBCU) Office of Elementary and Secondary Education (OESE) Office of Migrant Education (OME) Student Achievement and School Accountability Programs (SASA) President's Advisory Commission on Educational Excellence for Hispanic Americans Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA) Office of Special Education and Rehabilitative Services (OSERS) National Institute on Disability and Rehabilitation Research (NIDRR) Office of Special Education Programs (OSEP) Rehabilitation Services Administration (RSA) Office of Safe and Drug Free Schools (OSDFS) Office of Innovation and Improvement</p>

DSPCHS Department of Veterans Affairs	The benefits provided include disability compensation, pension, education, home loans, life insurance, vocational rehabilitation, survivors' benefits, medical benefits and burial benefits
DSPCHS Department of National and Homeland Security	The Department of Homeland Security has a vital mission: to secure the nation from the many threats we face. This requires the dedication of more than 230,000 employees in jobs that range from aviation and border security to emergency response, from cybersecurity analyst to chemical facility inspector. Our duties are wide-ranging, but our goal is clear - keeping America safe. Specific focus areas include: Counterterrorism, Border Security, Preparedness/Response/Recovery, Immigration, and Cybersecurity.
DSPCHS Environmental Protection Agency	The U.S. Environmental Protection Agency (EPA or sometimes USEPA) is an agency of the federal government of the United States charged with protecting human health and the environment, by writing and enforcing regulations based on laws passed by Congress. Currently, there are seven priority areas of the EPA: Water, Air, Climate, Wastes and Pollution, Green Living, Human Health, Ecosystems
DSPCHS Office of the United States Trade Representative	<p>American trade policy works toward opening markets throughout the world to create new opportunities and higher living standards for families, farmers, manufacturers, workers, consumers, and businesses. The United States is party to numerous trade agreements with other countries, and is participating in negotiations for new trade agreements with a number of countries and regions of the world.</p> <p>The Office of the U.S. Trade Representative (USTR) is responsible for developing and coordinating U.S. international trade, commodity, and direct investment policy, and overseeing negotiations with other countries. The head of USTR is the U.S. Trade Representative, a Cabinet member who serves as the president's principal trade advisor, negotiator, and spokesperson on trade issues.</p> <p>USTR is part of the Executive Office of the President. Through an interagency structure, USTR coordinates trade policy, resolves disagreements, and frames issues for presidential decision. USTR also serves as vice chairman of the Board of Directors of the Overseas Private Investment Corporation (OPIC), is on the Board of Directors of the Millennium Challenge Corporation, is a non-voting member of the Export-Import Bank Board of Directors, and a member of the National Advisory Council on International Monetary and Financial Policies.</p>
DSPCHS United States Ambassador to the United Nations	The United States Ambassador to the United Nations is the leader of the U.S. delegation to the United Nations. The position is more formally known as the "Permanent Representative of the United States of America to the United Nations
DSPCHS Council of Economic	The Council of Economic Advisers, an agency within the Executive

Advisers	Office of the President, is charged with offering the President objective economic advice on the formulation of both domestic and international economic policy. The Council bases its recommendations and analysis on economic research and empirical evidence, using the best data available to support the President in setting our nation's economic policy.
DSPCHS President's Economic Recovery Advisory Board	<p>The President's Economic Recovery Advisory Board (PERAB) was established by President Obama to ensure the availability of independent, nonpartisan information, analysis, and advice as he formulates and implements his plans for economic recovery and enhancing the strength and competitiveness of the Nation's economy. The members of the PERAB were appointed by the President from among distinguished citizens outside the Government who are qualified on the basis of achievement, experience, and independence. The overall membership of the PERAB reflects a diverse set of perspectives from across the country and various sectors of the economy.</p> <p>The PERAB meets periodically and solicits information and ideas from all sectors to promote the growth of the economy, establish a stable and sound financial and banking system, and create jobs. The PERAB provides analysis and information directly to the President on the design, implementation, and evaluation of policies. With respect to matters deemed appropriate by the President, the PERAB may provide information and recommendations to the National Economic Council or any other agency with responsibilities related to the economy or financial markets.</p>
DSPCHS President's Intelligence Advisory Board	<p>The President's Intelligence Advisory Board (PIAB), with its component Intelligence Oversight Board (IOB), is an independent element within the Executive Office of the President.</p> <p>The President's Intelligence Advisory Board exists exclusively to assist the President by providing the President with an independent source of advice on the effectiveness with which the Intelligence Community is meeting the nation's intelligence needs, and the vigor and insight with which the community plans for the future. The Board has access to all information needed to perform its functions and has direct access to the President.</p> <p>The Intelligence Oversight Board oversees the Intelligence Community's compliance with the Constitution and all applicable laws, Executive Orders, and Presidential Directives. It complements and supplements, rather than duplicates the oversight roles of the Director of National Intelligence, Department and Agency Inspectors General and General Counsels, and the Congressional Oversight Committees.</p> <p>For more than five decades the PIAB has acted as a nonpartisan body,</p>

	offering the President objective, expert advice on the conduct of U.S. intelligence.
DSPCHS White House Council for Community Solutions	There is established the White House Council for Community Solutions (Council) within the Corporation for National and Community Service (CNCS) to support the social innovation and civic participation agenda of the Domestic Policy Council. The Council shall be composed of not more than 30 members from outside the Federal Government appointed by the President. The Chair of the Board of Directors of the CNCS shall also serve on the Council. Appointed members of the Council may include individuals with relevant experience or subject matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, including, among others, State and local governments, institutions of higher education, non profit and philanthropic organizations, community groups, and businesses.
DSPCHS Council of Economic Advisers	<p>The Council of Economic Advisers, is a three member Council, it is an agency within the Executive Office of the President, is charged with offering the President objective economic advice on the formulation of both domestic and international economic policy. The Council bases its recommendations and analysis on economic research and empirical evidence, using the best data available to support the President in setting our nation's economic policy. 1. to assist and advise the President in the preparation of the Economic Report;</p> <p>2. to gather timely and authoritative information concerning economic developments and economic trends, both current and prospective, to analyze and interpret such information in the light of the policy declared in section 2 for the purpose of determining whether such developments and trends are interfering, or are likely to interfere, with the achievement of such policy, and to compile and submit to the President studies relating to such developments and trends;</p> <p>3. to appraise the various programs and activities of the Federal Government in the light of the policy declared in section 2 for the purpose of determining the extent to which such programs and activities are contributing, and the extent to which they are not contributing, to the achievement of such policy, and to make recommendations to the President with respect thereto;</p> <p>4. to develop and recommend to the President national economic policies to foster and promote free competitive enterprise, to avoid economic fluctuations or to diminish the effects thereof, and to maintain employment, production, and purchasing power;</p> <p>5. to make and furnish such studies, reports thereon, and recommendations with respect to matters of Federal economic policy and legislation as the President may request</p>

<p>DSPCHS Council on Environmental Quality</p>	<p>The Council on Environmental Quality (CEQ) coordinates Federal environmental efforts and works closely with agencies and other White House offices in the development of environmental policies and initiatives. CEQ was established within the Executive Office of the President by Congress as part of the National Environmental Policy Act of 1969 (NEPA) and additional responsibilities were provided by the Environmental Quality Improvement Act of 1970. In addition, CEQ oversees Federal agency implementation of the environmental impact assessment process and acts as a referee when agencies disagree over the adequacy of such assessments. Through interagency working groups and coordination with other EOP components, CEQ works to advance the President's agenda. It also balances competing positions, and encourages government-wide coordination, bringing federal agencies, state and local governments, and other stakeholders together on matters relating to the environment, natural resources and energy.</p> <p>In addition, CEQ oversees the Office of the Federal Environmental Executive. The role of the Federal Environmental Executive is to promote sustainable environmental stewardship throughout the Federal government.</p>
<p>DSPCHS National Security Council and Homeland Security Council</p>	<p>The National Security Council (NSC) is the President's principal forum for considering national security and foreign policy matters with his senior national security advisors and cabinet officials. Since its inception under President Truman, the Council's function has been to advise and assist the President on national security and foreign policies. The Council also serves as the President's principal arm for coordinating these policies among various government agencies.</p> <p>The NSC is chaired by the President. Its regular attendees (both statutory and non-statutory) are the Vice President, the Secretary of State, the Secretary of the Treasury, the Secretary of Defense, and the Assistant to the President for National Security Affairs. The Chairman of the Joint Chiefs of Staff is the statutory military advisor to the Council, and the Director of National Intelligence is the intelligence advisor. The Chief of Staff to the President, Counsel to the President, and the Assistant to the President for Economic Policy are invited to attend any NSC meeting. The Attorney General and the Director of the Office of Management and Budget are invited to attend meetings pertaining to their responsibilities. The heads of other executive departments and agencies, as well as other senior officials, are invited to attend meetings of the NSC when appropriate.</p>
<p>DSPCHS Office of Management and Budget</p>	<p>The core mission of OMB is to serve the President of the United States in implementing his vision across the Executive Branch. OMB is the largest component of the Executive Office of the President. It reports directly to the President and helps a wide range of executive departments and agencies across the Federal Government to</p>

	<p>implement the commitments and priorities of the President.</p> <p>As the implementation and enforcement arm of Presidential policy government-wide, OMB carries out its mission through five critical processes that are essential to the President's ability to plan and implement his priorities across the Executive Branch:</p> <p>Budget development and execution, a significant government-wide process managed from the Executive Office of the President and a mechanism by which a President implements decisions, policies, priorities, and actions in all areas (from economic recovery to health care to energy policy to national security);</p> <p>Management — oversight of agency performance, Federal procurement, financial management, and information/IT (including paperwork reduction, privacy, and security);</p> <p>Coordination and review of all significant Federal regulations by executive agencies, to reflect Presidential priorities and to ensure that economic and other impacts are assessed as part of regulatory decision-making, along with review and assessment of information collection requests;</p> <p>Legislative clearance and coordination (review and clearance of all agency communications with Congress, including testimony and draft bills) to ensure consistency of agency legislative views and proposals with Presidential policy; and</p> <p>Executive Orders and Presidential Memoranda to agency heads and officials, the mechanisms by which the President directs specific government-wide actions by Executive Branch officials.</p>
DSPCHS Office of National Drug Control Policy	<p>The White House Office of National Drug Control Policy (ONDCP), a component of the Executive Office of the President, was established by the Anti-Drug Abuse Act of 1988.</p> <p>The principal purpose of ONDCP is to establish policies, priorities, and objectives for the Nation's drug control program. The goals of the program are to reduce illicit drug use, manufacturing, and trafficking, drug-related crime and violence, and drug-related health consequences. To achieve these goals, the Director of ONDCP is charged with producing the National Drug Control Strategy. The Strategy directs the Nation's anti-drug efforts and establishes a program, a budget, and guidelines for cooperation among Federal, State, and local entities.</p> <p>By law, the Director of ONDCP also evaluates, coordinates, and oversees both the international and domestic anti-drug efforts of executive branch agencies and ensures that such efforts sustain and</p>

	<p>complement State and local anti-drug activities. The Director advises the President regarding changes in the organization, management, budgeting, and personnel of Federal Agencies that could affect the Nation's anti-drug efforts; and regarding Federal agency compliance with their obligations under the Strategy.</p>
DSPCHS Office of Science and Technology Policy	<p>Congress established the Office of Science and Technology Policy in 1976 with a broad mandate to advise the President and others within the Executive Office of the President on the effects of science and technology on domestic and international affairs. The 1976 Act also authorizes OSTP to lead interagency efforts to develop and implement sound science and technology policies and budgets, and to work with the private sector, state and local governments, the science and higher education communities, and other nations toward this end.</p> <p>OSTP's Mission The mission of the Office of Science and Technology Policy is threefold; first, to provide the President and his senior staff with accurate, relevant, and timely scientific and technical advice on all matters of consequence; second, to ensure that the policies of the Executive Branch are informed by sound science; and third, to ensure that the scientific and technical work of the Executive Branch is properly coordinated so as to provide the greatest benefit to society.</p> <p>Strategic Goals and Objectives Ensure that Federal investments in science and technology are making the greatest possible contribution to economic prosperity, public health, environmental quality, and national security Energize and nurture the processes by which government programs in science and technology are resourced, evaluated, and coordinated Sustain the core professional and scientific relationships with government officials, academics, and industry representatives that are required to understand the depth and breadth of the Nation's scientific and technical enterprise, evaluate scientific advances, and identify potential policy proposals Generate a core workforce of world-class expertise capable of providing policy-relevant advice, analysis, and judgment for the President and his senior staff regarding the scientific and technical aspects of the major policies, plans, and programs of the Federal government</p>

The DSPCHS United States Government and Capitol Hill Model Simulation (USGCHMS) provides a innovative approach to learning that engages scholars of differing levels of ability, makes inter-connections to real-world problems, and build upon critical thinking skills, and cultivates synthesis, analysis, and problem solving skills. The DSPCHS fosters a college-going culture in all aspects of the educational design and implementation.

Building upon these skills are important milestones as scholars prepare for college. DSPCHS is a college-preparatory focused community school, we will encourage, recruit, and support students in the 11th and 12th grade to participate in the DSPCHS Acceleration Programs.

Dual Enrollment – DSPCHS Matriculation Acceleration Program (DMAP)

Driven to Succeed Public Charter High School (DSPCHS) plans to partner with the District of Columbia Community College and the University of the District of Columbia initially and expand to other area universities over the maturation of the school to offer dual enrollment to scholars in their junior and senior year. Dual enrollment is a high school acceleration program that allows highly motivated scholars the unique opportunity to earn high school and college credits simultaneously. Scholars enrolled in the dual enrollment program will benefit from a rigorous and challenging program that will prepare them for successfully transition to college.

Student Eligibility

- High school junior or senior
- GPA of 2.5 or higher
- Successfully meet district proficiency exams such as the ACT and SAT
- Signed dual enrollment application by student, parent, and high school guidance counselor

Why Dual Enrollment?

- Save time and money by earning high school and college credits concurrently
- Exposed to a rigorous, challenging, and engaging curriculum
- Understand college expectations

Driven to Succeed staff are anticipating that many scholars will enter their high school freshman year function below grade level. As a result, it will take a substantial amount of effort to help scholars reach proficiency at grade level. Therefore, the required GPA for dual enrollment will be a 2.5 instead on the traditional 3.0 scale. Although scholars may earn a 2.5 GPA, scholars must also meet proficiency exams, reflecting that they are prepared for college-level courses.

Eligible scholars will be allowed to complete college-level courses in Mathematics, Science, Social Scholars, and Language. Such courses require the successful completion of Mathematics and Language at the high school freshman and sophomore levels. Therefore, participating scholars must be classified as a junior or senior. Additionally, scholars we anticipate that scholars will have two options: (1) take college courses on a “brick and mortar” college campus (2) take college courses on the campus of Driven to Succeed Public Charter High School.

Driven to Succeed staff, the staff of participating postsecondary institutions, scholars, and parents, will work together to develop a progression plan that will allow scholars the opportunity to maximize dual

enrollment. Although earning college credits is important, ensuring that scholars are making progress toward high school graduation is DSPCHS's primary objective. Therefore, DSPCHS staff will establish an academic early alert system that will monitor the progress of dual enrollment scholars. DSPCHS will work with participating postsecondary institutions to identify scholars who are not being successful and offer interventions to help scholars succeed and/or develop an academic plan to help scholars earn lost credits needed for graduating.

An articulation agreement will be developed between DSPCHS and partnering postsecondary institutions. The articulation agreement will outline the policies and procedures that DSPCHS and partnering institutions must abide by. For example, the articulation agreement will specify the types of course scholars are permitted to take, the minimum high school and college GPA scholars must maintain, the number of semesters scholars are allowed to participate in dual enrollment, and the cost for classes, books and supplies.

Advanced Placement Program - Matriculation Acceleration Program

Driven to Succeed Public Charter High School (DSPCHS) plans to partner with the College Board to offer Advanced Placement (AP) courses to scholars functioning at grade level. Partnering with the College Board will expose scholars to a rigorous curriculum because high school instructors will be required to teach the AP courses using curricular materials provided by the College Board. Similar to dual enrollment, advanced placement is a high school acceleration program that allows scholars to earn college credit while in high school. However, scholars must take and earn a passing score on the AP Exam before college credit will be awarded*.

Student Eligibility

- GPA of 2.0 or higher
- Completion of Algebra I with "C" grade or better
- Signed statement of understanding by student and parent

Why Advanced Placement?

- Save time and money by earning high school and college credits concurrently*
- Exposed to a rigorous, challenging, and engaging curriculum

Eligible scholars will be allowed to complete AP courses in areas of Mathematics, Science, Social Studies, and Language. Unlike dual enrollment scholars, potential AP scholars will be required to have a 2.0 GPA because AP courses are not designed using actual college curricula. Therefore if a student is not successful in the course, the grade will only be recorded on the student's high school transcript, not a college transcript. However, if a student is successful in the course and earns the required score on the end of course AP exam, the class grade will be recorded on the high school transcript and college credit will be awarded on a college transcript. Although AP scholars will be exposed to a rigorous curriculum, they will not be exposed to an actual college curriculum. Therefore a grade will not be recorded on a college transcript.

College Preparation Timeline

Driven to Succeed Public Charter High School will begin the college preparation of scholars in the 9th grade. All administrators, teachers, scholars, staff, and community members will be fully integrated in the college preparation of scholars. The school community will follow the DSPCHS College Preparation timeline to adequately equip scholars with the planning and process stages needed to continue along a positive trajectory of higher education application and subsequent acceptance:

Term	Statesman 9th Grade	Diplomats 10th Grade	Governors 11th Grade	Ambassadors 12th Grade
1st Term	<ul style="list-style-type: none"> – Meet with Scholar Success Advocate (SSA) and review and sign Graduating Success Agreement, which covers graduation requirements* – Meet with SSA to review Graduation Plan (GP) – Review GP with parents and update plan with SSA if needed* – Take PSAT 	<ul style="list-style-type: none"> – Meet with SSA to review Graduation Plan (GP) – Review GP with parents and update plan with SSA if needed* – Take PSAT 	<ul style="list-style-type: none"> – Meet with SSA review Graduation Plan (GP) – Review GP with parents and update plan with SSA if needed* – Meet with SSA to inquire about Dual Enrollment options – Attend College Mania – Obtain fee waivers for ACT/SAT/TOEFL – Sign up for college entrance exams (SAT/ACT) (www.collegeboard.com or www.actscholar.org) – Login to DSCPHS Test Preparation software and practice/study for the PSAT – International scholars must sign up and take TOEFL 	<ul style="list-style-type: none"> – Meet with SSA to review Graduation Plan (GP) – Review GP with parents and update plan with SSA if needed* – Attend Go Higher College Fair* – Attend Funding Your College Education workshop* – Visit www.pin.ed.gov to request a federal financial aid PIN for you and one parent* – Continue to research and apply for scholarships. Obtain scholarship booklet from your SSA – Register for college tours and submit registration confirmation to your SSA* – Obtain fee waivers for ACT/SAT/TOEFL – Sign up to take college entrance exams (SAT/ACT) if needed – Complete/submit three college application packets with one being your “optional” choice – Contact colleges to ensure application packets were received

2nd Term	<ul style="list-style-type: none"> – Attend Scholar Activities meeting and sign up for extracurricular activities 	<ul style="list-style-type: none"> – Research and draft a list of prospective colleges. Keep in mind majors, cost, location, housing, and size when drafting list. – www.collegeboard.com is a comprehensive research site, but do not limit your search to this site 	<ul style="list-style-type: none"> – If you participated Dual Enrollment, request a copy of official college transcript and submit to your AAC – Research potential college majors by visiting www.collegeboard.com and other electronic sources – Attend College Fair Roundtable event* 	<ul style="list-style-type: none"> – Attend Go Higher College Fair* – Complete/submit three additional college application packets with one being your “optional” choice – Contact colleges to ensure application packets were received
3rd Term	<ul style="list-style-type: none"> – Attend College Fair Roundtable event* 	<ul style="list-style-type: none"> – Attend College Fair Roundtable event* 	<ul style="list-style-type: none"> – Request three-five letters of recommendation for college 	<ul style="list-style-type: none"> – Attend Funding Your College Education workshop* – If you have not done so, visit www.pin.ed.gov to request a federal financial aid PIN for you and one parent* – Complete Free Application for Federal Scholar Aid (FAFSA)* – Complete D.C. One Application* – Compare financial aid packages and select college of choice. Keep in mind majors, cost, location, housing, and size when making decision. Inform school of decision.*
4th Term	<ul style="list-style-type: none"> – Draft Letter of Intent (Letter of Intent will be included in college application packet) – Meet with SSA to review/get copies of transcript – Draft resume (resume will be included in college application packet) 	<ul style="list-style-type: none"> – Meet with SSA to review/get copies of transcript – Review and update Letter of Intent – Review and update resume 	<ul style="list-style-type: none"> – Sign up and take SAT/ACT if initial score is in need of increase – Research and apply for three scholarships via www.studentaid.ed.gov – Review and update resume – Get letters of recommendations from teachers – Review and update Letter of Intent – Create calendar of all admission deadlines – Register for college tours and submit registration confirmation to your SSA 	<ul style="list-style-type: none"> – Submit deposit payment if needed to school of choice – Participate in first year orientation – Give thank you cards to those who wrote letters of recommendations on your behalf

***Designates scholar and parent activities**

The Driven to Succeed Public Charter High School (DSPCHS) will prepare young men to excel as high-achieving scholars through a rigorous college-preparatory curriculum focused on core academic areas of reading, writing, mathematics, science, public policy, civility and diplomacy, leadership, environmental stewardship and advocacy. DSPCHS will follow the District of Columbia Learning Standards which set academic goals for each student's performance. Our curriculum will be enhanced with innovation and with current trends in academic preparation to far exceed the goals established in the D.C. standards. Our school will serve all D.C. scholars, with particular focus placed on the recruitment, retention and graduation of scholars east of the Anacostia River in Wards 7 and 8. Our school will be a community school where individuals from across the District can utilize the school building for a variety of enrichment, learning, and community-based programs.

DSPCHS is a school of choice for families and an integral part of the community. Our school will support our scholars and the community it serves. Our classes will utilize "male-friendly" teaching techniques that recognize individual learning styles. "The real objective is to cast a critical eye on how we reach and teach our boys," said Dr. Spence, whose 2008 book, *The Joys of Teaching Boys*, makes the case that boys learn differently from girls and have suffered under a "unisex model for child rearing and teaching."

Males thrive in environments that are hands-on; they thrive in environments in which there is structure, but also where they're empowered to move around the classroom. Under the traditional unisex approach, "When every bone in a male's body is telling him to get up and move around, we are usually telling him to sit down and be quiet." At DSPCHS we use diverse learning methods through lectures, group projects, portfolios, and speeches to keep the school day filled with high energy scholars who are actively engaged.

d. Goals

Driven to Succeed Public Charter High School will develop scholars in areas that will achieve improved outcomes. These areas are clear, measurable, project and performance-based and achievable. The Driven to Succeed Accountability Plan clearly describes the performance indicators, methodology of assessment, and specific ways to attain these goals. The goals are a reflection of our values, goals, and mores and how our school community will be accountable to school administration, instructional staff, parents, students, the community, and D.C. Public Charter School Board. The viability and vitality of the DSPCHS is based on meeting and exceeding the District of Columbia learning standards as a baseline of student success.

Academic Goals

The Driven to Succeed Public Charter High School has nine core areas of academic concentration: reading, language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy, leadership, environmental stewardship, advocacy. Scholars progress on the DC-CAS, DSPCHS leadership frameworks are clear measurable outcomes of student success. Proficiency is measured dually by the DC-CAS ("students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems." Scholars will also be assessed based on their achievement of core areas of the leadership framework (leadership, public policy, civility and diplomacy, environmental

stewardship and advocacy).

Scholars must earn 70% in each course or above for promotion to the next grade level. Each year it is DSPCHS goal for 80% or more scholars to be promoted to the next grade level and a high school graduation rate of 80% or above. Each academic goal is linked directly to the school's mission, and overarching goals.

1. Scholars master content in reading and demonstrate proficiency as readers of the English language.
2. Scholars master content in language arts and demonstrate proficiency as writers of the English language.
3. Scholars master content in mathematical concepts and demonstrate proficiency in the understanding and application of mathematical computation and problem solving.
4. Scholars master content in history and demonstrate proficiency in historical knowledge and its application to current society
5. Scholars demonstrate content mastery and become proficient in scientific knowledge and skills
6. Scholars master content in leadership, civility and diplomacy and integrate the processes of Critical thinking, communication, leadership, and management skills
7. Scholars master content in public policy, advocacy, integrity, and environmental stewardship
8. Fine and Performing Arts Scholars understand and demonstrate knowledge of the creative principles and processes of these content areas.
9. World Languages Scholars will be able to communicate in a language other than English.
10. Scholars will learn appropriate skills for health promotion and disease prevention and treatment to enhance health and wellness. Scholars will also develop decision-making and goal-setting skills to promote a healthy and well-balanced lifestyle.
11. Scholars complete a high quality 11th Grade Thesis Project
12. Scholars will continuously engage themselves in service-learning activities that provide support to their local community, nation, and the world
13. Scholars complete a high quality 12th Grade Culminating Portfolio

Non Academic Goals

Successful schools have high impact faculty, dynamic leadership, strong academic programs, and a school culture that supports each and thrive from high ideals. The non-academic goals of DSPCHS are important to the success of the school.

1. Scholars will demonstrate high levels of attendance Scholars will consistently demonstrate the

DSPCHS Operating Values:

- A rigorous curriculum
- Data-driven instruction
- Intervention and Support
- College, career, and Workforce preparation
- Intensive Focus
- Character Education and Social Justice
- Responsibility

2. Parents/Families actively engage in their child's learning and support the mission of DSPCHS
3. Parents/Families demonstrate high satisfaction with the academic program and the clear and open communication of DSPCHS.
4. The community will demonstrate overall satisfaction with DSPCHS

Organizational Goals

The success of schools is based on a number of important implicit and explicit factors. DSPCHS believes and has created a strong and sound infrastructure and capacity that will render overall school success.

1. DSPCHS staff will encourage the engagement of the larger community by establishing and maintaining partnerships among the federal government, states, and localities to provide comprehensive education services to our scholars, families, and the community
2. DSPCHS demonstrates fiduciary and financial responsibility for public and private funds.
3. DSPCHS's Board of Directors is an active and responsible governing body that ensures the school is financially viable.
4. DSPCHS's Board of Directors ensures that DSPCHS has access to the resources necessary to support the education program.
5. DSPCHS's Board of Directors is an active and responsible governing body that ensures the school is financially viable.
6. DSPCHS's Board of Trustees insures that DSPCHS has access to necessary resources to execute its mission
7. DSPCHS maintains full enrollment and retains scholars at high levels
8. DSPCHS demonstrates effective operating mechanisms to provide open communication between school and home

2. Charter School Curriculum

a. Student Learning Standards

The Driven to Succeed Public Charter High School will prepare young men to excel as high-achieving scholars through a rigorous college-preparatory curriculum focused on core academic areas of language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy,

leadership, environmental stewardship and advocacy. DSPCHS will follow the District of Columbia Public Schools Learning Standards which set academic goals for each student's performance. Our curriculum will be enhanced with innovation and with current trends in academic preparation. Our curriculum will be carefully selected to do the following:

- Support a wide variety of instructional strategies designed to accommodate student learning on all levels
- Meet and/or exceed the desired goals and objectives of the DC Learning Standards
- Produce the desired outcomes specified in the DSPCHS Accountability Plan

DSPCHS believes all scholars will benefit from learning together. Our classes will utilize differentiated teaching and we have found that children with special learning needs (including English Language Learners, students with IEPs, and students entering with level 1 and/or 2 on their previous year's state exams) can function successfully with adaptations in mainstream academic classes. At DSPCHS, Special Education teachers work with other teachers to adapt curriculum, consult on particular student needs, and provide appropriate content materials. Special Education teachers will participate in staff development workshops on teenage learning needs, teaching strategies and effective supports so that the staff can work successfully with all students. We have found this broad based intervention program enables the students to remain as full members of their learning community, avoiding the stigma of "Special Education," and allows recognition and development of these students' particular strengths.

To this end, teachers at DSPCHS will use teaching strategies that are effective for students with special learning needs for all students.³ Their lessons and class format will involve the three learning modalities on a daily basis and professional development will center on full incorporation of differentiated instruction daily. The following is an example of how the science department will modify instruction for all students:

Differentiated Instruction

Lab Reports:	
1. Checklists are used in the procedure for students who have difficulty following steps.	
2. A list of group roles and defining what these roles mean are provided for students who have difficulty participating in group work.	
➤ The roles also allow for student to use their strengths as well as challenging them to try something new.	
3. The vocabulary is scaffolded and visuals are provided.	
➤ ELLs and special education students need to experience new vocabulary words in a safe environment, so synonyms are used as well as definitions.	

³ Rand Education (2010) "What Teacher Characteristics Affect Student Achievement" www.rand.org

4. Lines are always provided for students to write their answers.
5. The font size is consistent throughout the lab and is also at a size that isn't too small for students to read.
6. Data tables are initially labeled to help students organize their observations.
7. Pictures are provided in the procedure for visual learners and for students who have difficulty understanding what they read.
Readings:
1. Graphic organizers are used to help students organize their thoughts and understandings. ➤ Also students that are visual learners find it easier to answer questions using a graphic organizer.
2. The readings are rewritten so students who do not read on grade level can understand better.
3. The vocabulary is scaffolded. ➤ ELLs and special education students need to experience new vocabulary words in a safe environment, so synonyms are used as well as definitions students can understand.
4. Pictures are provided to help visual learners.
5. Some readings are written using characters and plot to increase student interest and more science content can be retained. ➤ Students like reading fiction books because they have characters and a plot. ➤ These readings reinforce the content taught in previous labs.

The DSPCHS will serve all D.C. scholars, with particular focus placed on the recruitment, retention and graduation of scholars east of the Anacostia River in Wards 7 and 8. The DSPCHS will be a community school where individuals from across the District can utilize the school building for a variety of enrichment, learning, and community-based programs. Our scholars will graduate to excel in government, in nonprofit and in the private sectors, creating a generation of high achieving young professionals.

Learning standards are important because they describe what students should know and be able to do at each grade level. In designing the learning standards of the Driven to Succeed School we researched states whose curriculum have continued to receive high acclaim for being robust. These states include Massachusetts, the state of Washington, Indiana, and Missouri. Although, based on the local context and the work of the District in recent years to develop standards that have both depth and breadth. This informed our decision to adopt the District of Columbia Public Schools learning standards. While in concert we embraced the Common Core Standards (CCS) that were created by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) and adopted by the District of Columbia Public Schools on July 22nd, 2010.

The Common Core standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare children for a numerous post-secondary options (vocational, workforce, and college). Our standards will provide the appropriate

benchmarks for all scholars at the Driven to Succeed Public Charter School. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school and be able to succeed in credit-bearing academic college courses and in workforce training programs. The Driven to Succeed Public Charter High School standards are:

- Aligned with college and workforce expectations
- Are clear and understandable
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current rigorous state standards are evidence-based

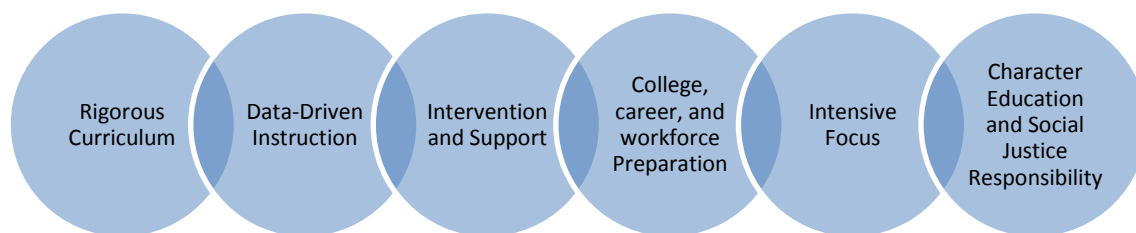
The DSPCHS will use these standards to drive academic results. The DSPCHS has devoted a significant amount of time and analysis to incorporate a unified framework for success. DSPCHS seeks to maintain instructional alignment around a focused rigorous set of standards using the following framework:

- **Content Standards**-Contains a comprehensive description of performance objectives i.e. what students should know and be able to do for every grade and subject.
- **Instructional Methods**-Research-based methods designed to enable students to master the standards whenever possible.
- **Instructional Programs** (and Materials) Specifically

The District of Columbia Public Schools Learning Standards are provided in the Appendix.

To help anchor us in our efforts to prepare young men to excel, as previously mentioned, we have created a set of operational values referred to as the DSPCHS's Pride, the tenets of which include integrity without compromise, teamwork, an earnest desire to give back to the community, open communication, mentorship and perpetual positive thinking. The Academy's Pride will serve as the roadmap for cultivating an organizational culture that motivates and inspires our young scholars to embrace the curriculum required to learn and excel.

Operational Values-The Academy's Pride



b. Resource and Instructional Materials

We anticipate that some students entering the DSPCHS will be functioning below grade-level. Therefore, some middle school resource materials will be purchased and utilized to help build the skills necessary to attain academic proficiency. McGraw-Hill Companies and Glencoe Division, are serving as the primary providers of resources to support the curriculum across the core learning areas of language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy,

leadership, environmental stewardship and advocacy. The resource offering from these publishers will meet the needs of all learners, including ELL, Students with Exceptional Needs, Mainstream and AP. The DCPCHS leadership staff will also be crafting instructional materials and assessments for use by our scholars.

A more comprehensive sampling of potential resource and instructional material descriptions, listed by core learning area, is contained in the Appendix.

c. Methods of Instruction

The DSPCHS will incorporate a wide variety of instructional strategies to support scholars in achieving academic success. Effective instruction is paramount to student's ability to attain knowledge. DSPCHS believes that intellectual ability is not an innate ability, rather it is a function of due diligence on the part of the teacher, the student, and the entire school community. The achievement gap can be closed with researched-based effective models this gap can close one scholar at a time. Our methods of instruction is characterized into two domains: Driven to Succeed Domain I and Driven to Succeed Domain II. Domain I includes the research-based models of instruction and Domain II includes the strategies to drive academic achievement. A detailed listing of these domains is illustrated below:

Driven to Succeed Domain I	
Name of Model	Major steps/phases
Direct Instruction	<p>The DSPCHS teachers will use the Direct Instruction Model whereby instruction is "teacher-centered". The focus of this teaching model is well suited to ensure a logical and linear delivery of goals and objectives of the instructional unit or lesson. The modeling provided by the teacher and the exercises in which students engage will help establish a clear understanding of the outline and "big ideas" of the lesson and facilitate a deeper understanding as the class proceeds through this month's lesson.</p> <ol style="list-style-type: none"> 1. Introduction 2. Presentation 3. Guided practice 4. Independent Practice
Inductive Model	<p>DSPCHS teachers will introduce a concept (Franklin D. Roosevelt's presidency) and present the scholars with a series of examples representing the concept (The Great Depression and The New Deal). During the open-ended phase, as the scholars look at the examples, the teacher will ask them open-ended questions such as: How would you describe The Great Depression? What were the significant events leading up to The New Deal? How did the government initially respond to the Great Depression? Which groups were most impacted by the era? Did the Great Depression have an international affect?</p>

	<p>During the close-ended phase, after the scholars have answered these questions and recorded them in their notebooks or a worksheet, the teacher will ask the scholars to summarize the main characteristics they observed. The teacher will then pinpoint the primary characteristics she/he wishes them to remember and have them record them in their notebook or provide them with a hand-out.</p> <p>During the application phase, the teacher will give the scholars an assignment/activity that requires them to demonstrate what they have learned about the concept. An example could include a worksheet with true and false statements about The Great Depression. Scholars have to choose which statement is true and which statement is false and explain why they choose the answer that they choose.</p> <p>This model is another interactive way for students to learn important characteristics of a new concept. After the lesson, students should be able to distinguish the concept and identify it when they see it. Additional background information for the concept and significance could follow, but this lesson is a good way to introduce a concept so that students will remember it.</p> <ol style="list-style-type: none"> 1. Lesson introduction 2. Open-ended phase 3. Convergent phase 4. Closure 5. Application
Integrative Model	<p>Teachers will provide scholars with a “deep dive” approach to an issue, data, or occurrence. The Integrative Model encourages scholars to not become too focused on the “specific facts, concepts or generalizations themselves” but to “find and understand relationships among them, form explanations for those relationships and consider additional possibilities/hypotheses.” Given the many arguments associated with this topic, an ability to develop broad umbrellas under which to group various items will be of key value.</p> <p>Phase 1: The Open-Ended Phase – 5 minutes begins with scholars describing, comparing and search for patterns in the data</p> <p>Phase 2: The Causal Phase-5 minutes begins with scholars attempting to explain the similarities and differences they identified in Phase 1 and looking for causal relationships by asking questions</p> <p>Phase 3: The Hypothetical Phase – 5 minutes evolves directly from Phase 2 and encourages scholars to suggest relationships which promotes creation of additional schemas.</p>

	<p>Phase 4: Closure and Application – 5 minutes – scholars generalize to form broad relationships which summarizes the content, promotes encoding and helps scholars achieve a sense of equilibrium.</p> <ol style="list-style-type: none"> 1. Lesson Introduction 2. Open-ended phase 3. Causal phase 4. Hypothetical phase 5. Closure & application
Concept Attainment	<p>This model of teaching is useful because it introduces a new concept to the scholars (ex. primary sources, or propaganda) in an interactive way while requiring them to distinguish the important characteristics of the concept. It is also a very student-centered lesson. This method supports learning in four ways:</p> <ul style="list-style-type: none"> • Helps make connections between what students know and what they will be learning • Learn how to examine a concept from a number of perspectives • Learn how to sort out relevant information • Extends their knowledge of a concept by classifying more than one example of that concept • Students go beyond merely associating a key term with a definition • The concept is learned more thoroughly and retention is improved <p>Teacher shows the students a series of examples (representing the concept she/he wishes them to attain) and non-examples (which do not represent the concept). The examples/non-examples are presented in a designated order and the students will know whether they are examples or non-examples as they are presented. After each example/non-example is presented, the teacher will ask the students to hypothesize about the concept. The teacher will record the students ideas on the board and alter them as the students change their understanding, as more examples and non-examples are presented. When all examples/non-examples have been presented, the students will be asked to come up with the concept (if they have not already) and define it once it is known. There are nine steps to the concept attainment model, they include:</p> <ol style="list-style-type: none"> 1. Select and define a concept 2. Select the attributes 3. Develop positive and negative examples 4. Introduce the process to the students 5. Present the examples and list the attributes 6. Develop a concept definition 7. Give additional examples 8. Discuss the process with the class

	<p>9. Evaluate</p> <ol style="list-style-type: none"> 1. Present examples 2. Analyze hypotheses 3. Closure 4. Application
Problem-Based Learning	<p>Problem-based learning is a student-centered instructional strategy. Teachers will use preplanned activities that are focused on a relevant learner problem, and allows for the flexibility of the situation and the learners in the classroom. This course model has its foundation in the theories of humanistic, learner-centered, and problem-centered design approaches. Problem-based learning, an instructional model based on constructivism, is the concept that learners construct their own understanding by relating concrete experience to existing knowledge where processes of collaboration and reflection are involved. The problem must be content relevant and represent a real situation faced by an individual, group, company, or community.</p> <ol style="list-style-type: none"> 1) Engagement. Problem-based learning requires students to self-direct their search for a solution, often by assuming the role of a key actor in the problem situation. 2) Inquiry. Students brainstorm with others and gather information from multiple sources. 3) Solution Building. Students work in teams discussing alternatives and examining possible solutions. 4) Debriefing and Reflection. Students share information, opinions, and idea with others based on what they have learned through the experience. 5) Presentation of Findings. Students write plans, reports, and other forms of work documentation to include in their portfolios (or students present their findings back to the class; or both). <ol style="list-style-type: none"> 1. Present/pose question 2. Make hypothesis 3. Gather data 4. Assess hypothesis 5. Generalize 6. Analysis of inquiry process
Inquiry Model	<p>Teachers will present DSPCHS scholars a puzzling question that will require critical and analytic thinking to answer a puzzling question. Students will be more motivated than if they were simply asked to summarize a situation because they are acting functioning as a detective as they search through their sources and find clues to support or discount their hypothesis. These student-centered activities and provide a rich exploration of the subject matter.</p> <p>Teachers will briefly explain a puzzling situation (ex. "While America was engaged in WWII and fighting the Nazis in Europe , on the U.S. home front Japanese-Americans were being rounded up and forced into internment camps. How could the U.S. be appalled by the Nazis discrimination abroad yet implement discriminatory policies</p>

	<p>for certain segments of it's own population?")</p> <p>The scholars will be asked to hypothesize an explanation for the puzzling situation. Then they will be given a collection of readings or excerpts from various sources to read. The students will be asked to use the information in the sources to confirm or reject their original hypothesis. Students can work in groups, alone or work through the sources as a class. After the hypothesis has been accepted or rejected, based on the information, the students will be asked to modify it.</p>
Cooperative Learning Model	<p>Scholars will be arranged in groups to provide a collegial and supportive learning environment. Teachers will provide the initial guiding tools for scholars to problem-solve and to work collaboratively to arrive at the solution. The following five key areas will be used in the framework to provide seamless learning activities.</p> <ul style="list-style-type: none"> • Organize groups & identify topics • Information gathering • Expert meetings • Team reports • Assessment
Lecture - Discussion Model	<p>Teachers provide an overview of the “big ideas” of the text. Including relevant facts and ideas concerning the content. Teachers use manipulatives, boardwork, and focused group discussions to generate ideas and to check for understanding.</p> <p>Generating Ideas</p> <ul style="list-style-type: none"> • Teacher make notes on the dryboard, transparency, or multi-media tool <ul style="list-style-type: none"> ▪ what are the key ideas ▪ are there any commonalities ▪ what are some inter-related concepts <p>The Analysis Cycle</p> <ul style="list-style-type: none"> ▪ RECORD key student questions/comments on the board ▪ Ensure that scholars are taking notes ▪ Raise critical thinking questions that cause scholars to make interconnections to global course themes <p>Closure</p> <ul style="list-style-type: none"> • Continue to verbal assess scholars • Provide closing analysis of key themes and provide accurate answers to all questions that were raised. <p>Application</p> <ul style="list-style-type: none"> • Scholars generate examples of the concept. Scholars will present examples of what they have learned

	<ul style="list-style-type: none"> Scholars analyze their own thinking (metacognition). Ask questions such as, "Did anyone have to change their thinking?" "What made you change your mind?" "When did you begin to see this attribute?" <ul style="list-style-type: none"> RECORD key student questions/comments on the board Ensure students are also taking notes on their matrix <p><u>Part III REVIEW/CLOSE-OUT</u></p> <ol style="list-style-type: none"> Introduction Presentation Comprehension monitoring Integration Review and closure
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Driven to Succeed Domain II	
Name of Model	Major steps/phases
Inter-Related Faculty Instruction	A unique characteristic of the Academy is its collaborative faculty model in which all faculty members teaching on particular Academy will collectively create lesson plans which will span the entire school day. What scholars work on in math will directly correlate with what they work on in English and in social studies. All lesson planning will be done in units so that they are all inter-related. Explicit professional development around boys' learning styles, team planning and teaching, common lesson planning, and sharing best practices is provided on an ongoing basis to ensure faculty competence at developing student social, emotional, and academic success.
Looping	Research indicates that boys respond well to and need strong relationships with adults. To strengthen relationships between faculty member teams, scholars, and families, all scholars will loop with the same faculty team for their years in the Academy. This model creates a strong learning community in which faculty members know the social, emotional, and academic strengths and weaknesses of their scholars. Looping addresses our boys' need to develop strong, contiguous relationships with their instructional team. This relationship ensures no academic time is wasted by faculty and scholars having to "learn" each other at the beginning of each school year.
Social and Emotional Development	Due to the nature of their low-income status, many of our scholars have been raised in homes where it is necessary for adults to work two or three jobs in order to survive financially. Another factor scholars will bring with them is that of living in a community often filled with violence and drugs. One result of growing up in such an environment is Post Traumatic Stress Disorder, which affects youngsters as well as adults. Many scholars will come to us with social and emotional deficits which will impact not only their behavior but also their academic performance. Therefore, DSPCHS will provide wrap-around services for all scholars who need it. Some of these services will be provided on campus, while others will be contracted out to

	community service agencies. We will also provide life-skills development programs for our scholars and for their family member.
Skill Mastery - Direct Instruction	Taking boys' learning styles into consideration, linked with our goal of ensuring mastery of foundational skills; we will employ direct instruction and memorization strategies for reading and math. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations. To respond to boys' learning needs, the direct instruction method will be adjusted to incorporate the literacy learning strategies identified earlier. As boys mature in the educational program, we will move from a more directed instructional approach to instructional strategies that support inquiry, induction, problem solving, decision making, and discovery. This transition will be gradual, with strategies introduced more frequently as scholars move toward the Scholar Academy where high order and critical thinking skills will be a primary focus.
Differentiated Instruction	<p>With the Differentiated Instruction approach, the teacher will proactively plan varied approaches to what scholars need to learn, how they will learn it and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he can as efficiently as possible. This technique can be utilized across the curriculum.</p> <p>The simplest way to differentiate instruction and teach in mixed-ability classrooms is with a simple method called Layered Curriculum (tm). Developed by Kathie Nunley, a high school teacher in Salt Lake City, the method allows students to learn at their own level, in their own learning style and demands the highest accountability standards.</p> <p>This triangular method simply divides an instructional unit into 3 layers, called C, B and A. The C level consists of a wide variety of assignment choices with teach basic facts, skills, vocabulary and technique. The B level offers an assortment of projects students can complete to demonstrate an application of the knowledge and skills gained in the C level. The A level requires students to critically analyze a current issue in the real world which relates to the unit of study. Students pick and choose their way through the various levels in their pursuit of a C, B or A grade. Accountability is paramount as students are awarded points only for learning not for "doing" assignments. This is accomplished through an oral defense of all C level assignments.</p>
Problem Based Learning	Working cooperatively in groups, scholars will develop their critical and analytical thinking skills to solve real world problems. This technique will engage scholars' curiosity and initiate learning the subject matter. Solutions will be gathered by finding and utilizing appropriate learning resources. Research has shown that learning in the context of the need-to-solve-a-problem causes one to store the acquired knowledge in memory patterns that facilitate later recall for solving problems.
Integrated Multimedia	Teachers and scholars will utilize computers to present text, video, graphics, animation, etc., in an integrated way. All scholars will have exposure to various

	multimedia tools for classroom instruction, academic research and projects. In addition to classroom access, scholars will be able to utilize multimedia tools in various wrap around services programs sponsored by DSPCHS.
Cooperative Learning	<p>With this successful teaching strategy, scholars work in small teams with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Research has shown that cooperative learning techniques:</p> <ul style="list-style-type: none"> • promote student learning and academic achievement • increase student retention • enhance student satisfaction with their learning experience • help students develop skills in oral communication • develop students' social skills • promote student self-esteem
Project Based Learning	The project based learning approach will provide the opportunity for scholars to make decisions within a predetermined framework, as they work through a problem without a problem or challenge without a predetermined solution. Working in a safe classroom environment that supports error and change, scholars will be responsible for assessing and managing the information that they gather. Projects evaluation will take place continuously. A final project will be produced and evaluated for quality.
Critical Note Taking Strategy	The ability to take effective, meaningful notes is a crucial skill. Good notes will help scholars recall facts and ideas that may have been forgotten. The act of writing things down helps many of us to remember them better. Scholars will be encouraged to capture information that is new to them and to make note of things that will help them recall important information.
Self-Regulated Learning	<p>This method requires each scholar to actively give meaning to what they are learning, with focus on creating an environment where scholars feel in control of their learning and the value of intrinsic over extrinsic motivation. By carefully examining the components of self-regulated learning, we can develop more effective strategies for helping students this important skill. When faced with a learning task, self-regulated learners typically do the following:</p> <ul style="list-style-type: none"> • They begin by analyzing the task and interpreting task requirements in terms of their current knowledge and beliefs. • They set task-specific goals, which they use as a basis for selecting, adapting, and possibly inventing strategies that will help them accomplish their objectives. • After implementing strategies, they monitor their progress toward goals, thereby generating internal feedback about the success of their efforts. • They adjust their strategies and efforts based on their perception of

	<p>ongoing progress.</p> <ul style="list-style-type: none"> • They use motivational strategies to keep themselves on task when they become discouraged or encounter difficulties.
Values Clarification	<p>Values guide our decisions as to what is good, true and right. Values clarification is a technique for encouraging scholars to relate their thoughts and their feelings and thus enrich their awareness of their own values. Through specific games and strategies, students clarify their own values (not the values of their communities). The role of the teacher is to engage students in activities that cause them to wrestle with complex issues that impact their lives on a daily basis, such issues as pervasive violence, family, and the whole range of human relationships.</p>
Worksheets	<p>Worksheets will be used to supplement classroom assignments. Scholars will have the opportunity to review what has been taught in class to reinforce learning, particularly in mathematics.</p>
Surveys	<p>Surveys will be used to obtain information on a variety of topics. Scholars will provide information about their learning experiences, as well as other topics as needed. Questions will be non-threatening and administered in such a way that respondents will not be concerned about the consequences of answering a question in a particular manner. Responses will be analyzed, results shared and feedback applied.</p>
Lecture w/Discussion	<p>Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to scholars in a non-threatening manner that maximizes classroom control. The discussion component provides</p>
Expert Panels	<p>The expert panel method is based on the idea of eliciting experts with specialized knowledge to assist scholars as they explore various issues. Panels open up the learning process by providing information and new insight while serving as an ideal forum for in-depth discussions and debate. The panelist will provide the following functions:</p> <ul style="list-style-type: none"> • Gather relevant information and knowledge • Synthesize the information gathered • Stimulate new insights and creative views • Provide a vision of future possibilities • Provide/suggest action items
Teach Backs	<p>Alternating between teacher-directed and learner-directed instruction engages scholars and helps them to personalize instruction. Teach Backs, where students plan and deliver instruction to their peers, can be a very effective way to ensure learning transfer.</p>
Critical Thinking Strategies	<p>To meet future demands, scholars must develop critical thinking skills. Critical thinking is the identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and</p>

	<p>communicate his beliefs clearly. Here are some of the attributes of critical thinking that our scholars will exhibit:</p> <ul style="list-style-type: none"> • Is open-minded and mindful of alternatives • Tries to be well informed • Judges well the credibility of sources • Identifies conclusions, reasons and assumptions • Judges well the quality of an argument • Can well develop and defend a reasonable argument • Asks appropriate clarifying questions • Formulates plausible hypotheses; plans experiments well • Draws conclusions when warranted, but with caution • Integrates all items in this list when deciding what to believe or do • Seeks the truth, clarity about the intended meaning of what is said, written or otherwise communicated • Determine and maintain focus on the conclusion or question
Role Playing	<p>Role playing is an enlightening and interesting way to help students see a problem from another perspective. Role playing allows scholars to take risk-free positions by acting out characters in hypothetical situations. Role play can offer prospective, as it can help scholars understand the range of concerns, values, and positions held by other people.</p>
Debate	<p>Debate competitions will be utilized to provide an additional platform for scholars to utilize their verbal and critical thinks to analyze complex problems and offer solution oriented strategies.</p>

d. Students with Exceptional Needs

It is our goal to ensure that every student receives an equal opportunity to reach success at DSPCHS. In order to accomplish that we know that we will have scholars at multiple levels of abilities and disabilities, and we are prepared to meet each scholar at his own level. Based on overwhelming bodies of research, many African-American males have been misdiagnosed as needing special education services, while others who are in need of the services have never been assessed. Some scholars will come to us with special education paperwork in hand, while others will come to us with a special education label minus the required paperwork. Some scholars who should have been assessed for special education will not have been tested, and some scholars who should never have been tested will have been. Some scholars will be behind their counterparts academically, but not necessarily because of their abilities/disabilities.

One of the main issues surrounding meeting the special education needs of our scholars will be to accurately and expeditiously determine who truly qualifies for services and who does not. Many urban boys are inaccurately labeled/diagnosed as qualified for special education, when in fact their learning problems stem from teachers who do not adequately understand the risk-taking energy and their emotional immaturity and from teachers who are ill-prepared to meet the needs of challenging scholars.

DSPCHS is committed to providing an excellent education to every scholar. Approximately twenty-five

percent of high school scholars in Wards 7 and 8 receive special education services, and an overwhelming percentage of them are minority-low income males. The different maturity process, the need of a kinesthetic environment, and the high energy levels cause males to be pigeon-holed into special education programs. Therefore, DSPCHS will be careful in the selection of males identified for special education services. DSPCHS will provide scholars with disabilities a Least Restrictive Environment (LRE). We will be in full compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Education Act (IDEA), and all other applicable federal and District laws. DSPCHS will function as an independent Local Education Agency (LEA) and will not contract special education services with the District of Columbia Public School. In compliance with DCPCSB, DSPCHS will submit reports outlining the demographics of the special education population, number of scholars served, type of disability, placement methodology, monitoring, and supportive services.

DSPCHS will create Individualized Education Plans (IEPs) to meet the learning differences, the remediation needs, the supportive methods of instruction, and the positive school culture. The certified Special Education Coordinator will insure that DSPCHS is in full compliance with all District and federal laws and policies. The diverse needs of learners and unique learning styles of scholars will be addressed in supportive education services. The primary goal of special education scholars will be to mainstream them as much possible to provide continuity of education in a non-restrictive manner. Pull-out services will support scholars who need additional services in order to meet academic success. Special education teachers will report to the Special Education Coordinator who will be responsible for daily instruction, monitoring, and evaluation.

DSPCHS will provide wrap-around services that are necessary for student success to include counseling, life coaching, physical and occupational therapy, speech and language therapy, and other services to support scholars. These services will be provided by either a certified DSPCHS staff member or a contractor with a record of success in providing such services. Often, charter schools are challenged with securing the funding to meet the diverse needs of special education scholars. DSPCHS recognizes this need and has researched service providers that offer SPED training and services: (1) Student Support Center (2) End to End Solutions for Special Education in DC (3) Special Education Cooperative (4) Occupational Therapy and Special Education Services. These companies provide access to special education service providers, speech and language therapists, life coaches, occupational therapists, counselors, adaptive physical education, and psychological services.

From a scholar's initial enrollment into DSPCHS we will gather all school records pertaining to them. Parents may bring some in with them, but if necessary we'll go to their last school to pick up the records. Once the records have been thoroughly studied by our special education team, a brief report will be written up, which will then be presented at the next Student Success Team (SST) meeting. During the SST meeting, the team will determine whether the records appear to be accurate and complete or whether they seem to be missing components. If it appears that records are missing, a member of our SST will speak with the parents and the losing school again in an attempt to get more information about this scholar's academic history. If, based on standardized test scores, report cards, and teacher comments, we feel a scholar might benefit from a special education assessment we'll use the first few weeks of classes as a guide to help us decide if they should be referred for assessment or not.

In addition to records reviews and parent interviews to identify scholars with special needs, DSPCHS will also provide continued assessments of student progress, which will be done through student report cards and progress notes, teacher's anecdotal reports, and standardized test scores. When it is

determined that a referral for special education assessment is needed the referral paperwork will include the following information:

- 1) Reason for referral along with all data to support it
- 2) Explanation of attempts made to improve the scholar's performance prior to making the referral. Such attempts might include supplementary classroom materials, additional support services, changes in seating, or tutoring. Accompanying this section of the referral will be an evaluation of the effectiveness of all of the attempts made to ameliorate the problem.
- 3) Documentation of contacts made with the parents/guardians, including phone calls, conferences, letters sent home, parent visits to the school, etc.

Once it is determined that a student warrants a special education assessment, they will be referred to the certified special education coordinator on staff at DSPCHS. The Special Education Coordinator, Principal, CAO/CEO, and Director of School Achievement will prepare the necessary paperwork, then they'll schedule a meeting to discuss the options available to the parents around psycho-educational testing to determine the scholar's special education eligibility. If the parents agree to the assessments, they will sign all necessary paperwork. DSPCHS will provide each family with a guide to special education which describes reasons for referrals, pre-referral practices, assessments, Individual Education Plans (IEP), 504's, schools responsibilities, and parents rights and responsibilities. The guide will be written in layman's terms and will be discussed with the parents during the initial meeting. At all additional meetings regarding special education of our scholars, staff will remain vigilant about speaking in terms the family will understand and frequently checking in with them to ensure that they are not feeling overwhelmed nor confused.

Depending on the nature of the assessment, it will either been done on site with DSPCHS staff or it will be referred out to a specialist in the field. When assessments are completed and results are available, another meeting will be convened with the parents to determine eligibility for services. Also present in this meeting will be the assistant principal, school counselor, two teachers, and special education staff.

Implementation

When eligibility is determined, all new paperwork will be signed and DSPCHS staff will again ensure that the parents understand and are comfortable with moving forward. Once the paperwork has been signed, the IEP will be developed by the special education coordinator, reviewed by the assistant principal, introduced to the student's teachers, presented to the scholar and parents, and finally it will be implemented. In addition to the annual IEP evaluation, periodic checks will be made by school administrators to ensure that the IEP is being followed. Each scholar with an IEP will be evaluated annually, and at the end of three years, each scholar with an IEP will undergo a comprehensive assessment.

Scholars with IEP's and 504's will be provided with additional supports when needed. These supports may come from more one-on-one time with teachers, additional tutoring times, daily progress notes, etc.

e. English Language Learners

While we do not anticipate enrolling many scholars for whom English is a second language, we are

prepared to accept those scholars and to provide them with the assistance they need so that they may succeed.

Identification of ELL Learners

The families of all scholars who enroll at DSPCHS will be given a Home Language Questionnaire which will help us determine what the student's first language is and what level of English proficiency they have. If the primary language spoken in the home is other than English, either a member of DSPCHS staff or an appropriate interpreter will conduct an informal interview with the student and the family. Additionally, DSPCHS staff will administer, to the student, the Language Assessment Battery-Revised, the results of which will inform our instructional methods and which will ensure that all scholars, regardless of their native language, are provided with the supports they need in order to achieve.

Structured English Emersion

The DSPCHS will utilize the Structured English Emersion Model designed by the Arizona English Language Learners (ELL) Task Force. The Arizona ELL Task Force was charged with developing and adopting research based models of structured English immersion (SEI) programs to be used in school districts and charter schools in Arizona.

The DSPCHS will utilize the Arizona English Language Learner Assessment tool (AZELLA) or similar tool. The AZELLA is used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. AZELLA results include a composite proficiency level score, which is a composite of all of the subtest scores, and also separate subtest scores, i.e., Listening, Speaking, Reading, and Total Writing (Writing Conventions and Writing combined). The AZELLA also includes an oral language score, which combines listening and speaking subtest scores, and a comprehension score, which combines listening and reading subtest scores. Sub-level scores for grouping purposes are Oral Language, Reading, and Total Writing.

Types of Instructional Program Models proposed by *Robert Linqunti*.

Table IV -Types of Instructional Program Models

INSTRUCTIONAL MODEL	DEFINITIONS AND CHARACTERISTICS	WHEN APPROPRIATE	ELEMENTS OF SUCCESSFUL IMPLEMENTATION
Immersion Education			
ELD (English Language Development)/ ESL (English as a Second Language) Pull-	<ul style="list-style-type: none"> • Goal is fluency in English • Programs targeted to ELLs • Students integrated in mainstream, English-only classroom in other subjects with no special assistance • <u>ESL</u>: Students pulled-out for 	<ul style="list-style-type: none"> • Diverse population of language minority students (many different languages). • Trained ESL resource teacher(s) available • Students have varying 	<ul style="list-style-type: none"> • In content-ESL students grouped around grade levels, not English proficiency • Appropriately trained ESL teachers

Out	<p>instruction aimed at developing English grammar, vocabulary, and communication skills, not academic content</p> <ul style="list-style-type: none"> • <u>Content-ESL</u>: Augmented ESL which includes academic content, vocabulary, and beginning concepts 	levels of English, but usually at beginning-level proficiency	
Structured Immersion	<ul style="list-style-type: none"> • Goal is fluency in English • All students in program are English Language Learners • Content instruction in English with adjustment to proficiency level so subject matter is comprehensible (such as sheltered English instructional methods) • Typically no native language support or development 	<ul style="list-style-type: none"> • Sizable group of ELLs who speak the same language and are in the same grade; or: • Diverse population of language minority students (many different languages) 	<ul style="list-style-type: none"> • Teachers use sheltered instructional techniques to meet needs of ELLs • Teachers have strong receptive skills in students' primary language

INSTRUCTIONAL MODEL	DEFINITIONS AND CHARACTERISTICS	WHEN APPROPRIATE	ELEMENTS OF SUCCESSFUL IMPLEMENTATION
Submersion with Primary Language Support	<ul style="list-style-type: none"> • Goal is fluency in English • Targeted to minority language student within the majority-English language classroom • Uses primary language to support English language content instruction; develops very limited literacy skills in primary language • Bilingual teachers tutor small groups of students by reviewing particular lessons covered in mainstream classes, using students' primary language. 	<ul style="list-style-type: none"> • Few students in each grade level who are English language learners 	<ul style="list-style-type: none"> • Bilingual teachers and/or aides available
Canadian French Immersion	<ul style="list-style-type: none"> • Goal is fluency in French (L2) and English (L1) (bilingualism) • Target population is language-majority students learning minority language (no language-minority peers in class) • Immerses students in second language for first 2 years using sheltered language instruction, then introduces English (L1) • Late immersion model provides intensive instruction in L2 in the fifth, sixth, or seventh grades 	<ul style="list-style-type: none"> • All students native speakers of majority language, which is highly valued inside and outside of school 	<ul style="list-style-type: none"> • Strong family support to learn L2 • Teachers use sheltered instructional strategies to facilitate comprehension in L2
Indigenous Language Immersion (e.g. Navajo)	<ul style="list-style-type: none"> • Goal is bilingualism • Supports endangered minority language (in which students may have weak receptive and 	<ul style="list-style-type: none"> • Students and school identify with cultural and linguistic heritage • Teachers are fluent in both languages 	<ul style="list-style-type: none"> • High quality materials in both languages • Use of sheltered English instruction • Program shaped and

	no productive skills) • Develops academic skills in native language and culture as well as English language and mainstream culture (Bilingual/Bicultural) • In some programs, students come to school knowing some oral native language, others focus on language revitalization	• Community desires and supports immersion program	modeled by native bilingual teachers • Program is socially, linguistically, and cognitively compatible with native culture and community context • Whole school program
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English Language Learners in the Classrooms and in the School

Although the subject matter taught at DSPCHS will not change based on whether or not a student is ELL, methods of instruction and levels of vocabulary used will vary depending on the scholar and his grasp/understanding of English. ELL scholars will be given alternate assignments when appropriate, but they will still be held to the same standard as all of their peers.

Scholars for whom English is a second language will be encouraged to engage in class discussions, and their peers will be encouraged to help them with words and phrases they might not have mastery of. Staff will make it a point to engage ELL scholars in informal conversations, thus giving them more opportunity to practice speaking English. Also, ELL scholars will be strongly encouraged to participate in extra-curricular activities, because sometimes the best learning takes place outside of the classroom.

All staff at DSPCHS will be trained in teaching ELL scholars and sessions in cultural diversity, acceptance, and understanding will be a regular part of our professional development curriculum. In an effort to “Seek the best outcomes” for our ELL students, we will place added focus on the following:

- Emphasis on literacy
- Emphasis on numeracy
- Targeted Professional Development of ELL teachers
- Themed-based curriculum
- Draw on student experiences, culture and languages
- Organize collaborative activities and scaffold instruction to build student academic proficiency

Evaluating the ELL Program

The Student Success Team will set aside time every other week to check in on the progress of ELL

scholars. If they are not performing well or if they aren't showing progress an informal evaluation will be conducted to determine what additional supports are needed for individual scholars. Parents will be given a questionnaire, in their native languages, at the end of every quarter to determine how they assess their student's progress and to ask them for suggestions about improving our services. At the end of each school year a more formal evaluation will occur to determine the effectiveness of our program.

GIFTED AND TALENTED SCHOLARS

Just as we, at DSPCHS, are prepared to provide exciting, enriching, and appropriate instruction to our special needs and our ELL scholars, we are equally prepared to do the same for our gifted and talented scholars. One of the beautiful things about working in a nurturing positive educational environment is watching the scholars discover their own gifts and talents. Whether they come to DSPCHS already knowing their gifts and talents or whether they come feeling that they have none, the staff is prepared to meet them where they are and to propel them forward.

Part of the information gathered at the initial interview will be about each scholar's special talents and/or skills. We will also determine if they have ever participated in a gifted and talented program at another school, and if they did we will ask what the focus of that program was.

In the Classroom/In the Community

Scholars who excel in the core subjects will be given work, in place of regular assignments, that will challenge and push them to their full potential. For instance, a student in English might be given a more advanced book to read and might be expected to write a paper about symbolism in the book, or an advanced math/science student might be given the opportunity to conduct an experiment in place of completing workbook pages, or in social studies the student might be asked to interview people in his neighborhood about the status of their particular ward, and then he would be expected to determine how accurately the people he interviewed assessed the status of the ward.

DSPCHS will be partnering with local colleges, universities, and community agencies to provide advanced opportunities for our scholars. One example of this will be arranging for our seniors to take college classes on a college campus while they are still enrolled in DSPCHS. We will also work with local businesses and community agencies to provide on-the-job opportunities and internships for our more advanced scholars.

DSPCHS Year	Anticipated Special Education Enrollment	Anticipated Special Education Staffing
2012-2013	30	1 FTE SPED Coordinator 1 SPED Teacher
2013-2014	60	1 FTE SPED Coordinator 5 SPED Teacher
2014-2015	90	1 FTE SPED Coordinator 8 SPED Teacher
2015-2016	120	1 FTE SPED Coordinator 11 SPED Teacher

F. Strategies for Providing Intensive Academic Support

The Driven to Succeed Public Charter High School understands that the rates of academic proficiency in SE area high schools are approximately 20% in reading and 10% mathematics. Such daunting statistics suggest that scholars require more intensive services than those scholars who have higher achievement scores. The concerted effort of DSPCHS faculty, staff, and scholars will require an “all hands on deck” approach in which we will work collectively and with each individual learner to achieve measurable outcomes. Statistics show that most scholars in urban schools enter their next successive grade level two or more grades behind. The academic structure for the Statesmen (9th graders) is designed to provide intensive targeted instruction in core academic subjects. Relevant research about how to improve the academic performance of scholars who are functioning behind their current grade level will guide professional development of teachers at every grade level. Teachers will be developed around the competencies of improved academic outcomes for low-functioning scholars. We believe the continuity of continued targeted instruction is important to both create improved academic gains and to sustain those gains year after year.

There are a number of supportive functions that will assist the most challenged scholars. We hold all scholars to the same academic ideals. The intensive academic support methods of DSPCHS include:

Extended school day and year-round calendar year	Independent projects
Targeted math and literacy interventions	Academic competitions
Policy and Civil Society Think Tank: Homework Assistance	Online Self-Directed Learning
Ad Hoc Committee Meeting: Saturday Academy	Tutorials (instructor or volunteer lead)
DSPCHS Special Congressional Session: Summer Academy	Peer-tutoring
Mentorship	Adult Basic Education/General Educational Development instructional modules

3. Student Performance

a. Student Progress and Achievement

The overall progress of scholars, academic and non-academic will be captured and their level of achievement will be measured against the academic and non-academic measurements established in the DSPCHS Mission Accountability Plan.

Academic progress and achievement will be tracked in a variety of ways, including:

1. Interim assessments (Terra Nova reporting tool)
2. Teachers' Anecdotal Data
3. GPA
4. DSPCHS created tests
5. Previous DC-CAS performance (8th grade results)

6. Portfolios
7. Homework
8. Oral defense
9. Writing samples
10. Teacher created academic assessments

The DSPCHS will take a holistic approach to establishing baseline standards of achievement for our scholars. Baseline standards will include:

1. Cumulative GPA
2. Course taken pattern(number of attempts to complete course)
3. Cumulative psycho-social patterns(number of suspensions, absences, tardiness, attendance, referrals)
4. Home Study
5. Summer Institute participation

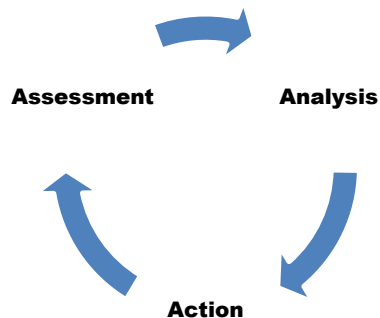
DSPSHS Data Driven Instruction and Assessment Cycle

DSPCHS will implement a cycle of Data Driven Instruction and Assessment to measure national content standard and process skills. The DSPCHS will use TerraNova 3 as its interim assessment tool. TerraNova3 generates norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information. The TerraNova 3 assessments align with the National Assessment of Educational Progress (NAEP) framework. The Communication Arts activities include reading, writing, speaking, listening, and viewing. The Mathematics tasks consist of activities that focus on problem solving, communication, reasoning, also data and information processing.

The initial assessments are also supported by a series of supplemental performance assessment tools that interface with TerraNova 3. The assessment tools will provide detailed information to help teachers understand student level in reading and skill understanding in mathematics. It will also allow teachers to track student performance and the effectiveness of the intervention strategies utilized. To maintain a clear line of sight around student performance and teacher effectiveness⁴, our students will be assessed in the months of September, November, January and March, leading up to the DC-CAS that will be administered in April.

⁴ Haycock, Hanushek. (2010) "An Effective Teacher in Every Classroom" www.EducationNext.org

6 Week Assessment Cycle-High Level View



PHASE ONE: ASSESSMENT

Each student will take the TerraNova 3 interim assessments in reading, language, mathematics, science and social studies.

Student Scantron responses will be processed and a spreadsheet generated for DSPCHS staff analysis of student performance.

PHASE TWO: ANALYSIS

The TerraNova 3 assessment tool will generate two analytical reports the Home Report and the Individual Profile report, one designed for the school/teacher use, and another to distribute to parents. The components of the TerraNova 3 Home Report are as follows:

- An Introductory letter explaining the report in “parent friendly” terms.
- The student’s information-Students name, birth date, teacher, school, and district. Also includes test information: test type, test date and test level.
- National Percentiles-Information intended to compare your child’s performance to the performance of other students in the nation tested by TerraNova3.
- Your child’s National Percentile Results-The results will indicate the child’s National Percentile (NP) in each content area of the exam.
- Key- Highlighting your child’s National Percentile (NP), Median National Percentile (MNP) and Estimated State Proficiency.
- Objective Mastery-Your child’s performance on each objective is shown in terms of TerraNova3
- “Mastery” levels. These results can provide a fuller picture of your child’s areas of strength and need when viewed together with class work and class assessments.
- Your child’s objective results-These results indicate your child’s mastery in each objective.
- Personalized Activities-Activities that reinforce skills and provide extra practice in the two lowest scoring areas will be provided. Combine this information to work with your child’s teacher to improve skills.
- Resources-Resources are provided in every content area for students to continue learning outside of the classroom.

The Individual Profile Report is designed to be used by the teachers, and will produce a comprehensive report called a Data Worksheet, which lists student performance outcomes by subject. The categories are as follows:

SUBJECT	FOCUS AREAS
Reading	Reading Basic Understanding Analyze Text Evaluate and Extend Meaning Reading and Writing Strategies Introduction to Print
Language	Language Sentence Structure Writing Strategies Editing Skills
Mathematics	Mathematics Number and Number Relations Computation and Numerical Estimation Operation Concepts Measurement Geometry and Spatial Sense Data Analysis, Statistics, and Probability Patterns, Functions, Algebra Problem Solving and Reasoning
Science	Science Inquiry Physical Science Life Science Earth and Space Science Science and Technology Personal and Social Perspectives in Science History and Nature of Science
Social Studies	Social Studies Geographic Perspectives Historical and Cultural Perspectives Civics & Government Perspectives Economic Perspectives

Based on the information generated by the TerraNova 3 assessment tool, teachers will conduct initial analysis of student performance data on their own, asking themselves questions like:

- On the whole, how did the class perform?
- How did students perform against the standards?
- Which areas show the greatest opportunity for improvement?
- Which students were successful?
- Which students were not successful?
- Which questions were missed most frequently? Why?
- How did students perform across each content strand in math?

Once the teacher has completed their analysis of each student, they will hold an analysis meeting with the department heads, other teachers and school administrators during which time an achievement action plan will be drafted. The achievement action plan will examine results of the overall group as a whole, drilling down in the following subcategories:

- A) Subject area
- B) Individual performance
- C) Most frequently missed questions

PHASE THREE: ACTION

Teachers will implement the designated action plans for six weeks. The principal will observe their instruction to determine the implementation of the designated action plans.

PHASE FOUR: RETURN TO ASSESSMENT

At the new 6 week mark, the assessment cycle begins anew. The previously described process is repeated. Since Interim Assessments play an important role in uncovering the academic standing of our scholars, we have prepared a more comprehensive, deep-dive view of the implementation process.

Deep Dive-Implementation of Interim Assessments Process	
Action	Major steps/phases
1-Build the culture	Introducing interim assessments to all staff members i.e. Department Heads, teachers and school administrators. Explain the rationale for use, goal of the process to create understanding, staff buy-in and trust. Anchor all six Operating Values.
2-Establish clear learning goals	Provide teachers with clear, standards-aligned, attainable descriptions of what their students need to know and be able to do by the end of the year for all teachers.
3-Create/Acquire good interim assessments	Well before assessment time, provide teachers with high-quality tests that are well-aligned to standards and school-based curriculum materials, and provide opportunities for them to suggest revisions.

4-Scheduling Assessments and Follow-Up	Block out time in the calendar for student testing every 6-9 weeks, immediate teacher scoring and analysis, and immediate team and teacher/principal data meetings (ideally within 2-3 days).
5-Teachers score and analyze data	Teachers will review performance reports to identify students' strong and weak areas, as well as to assist them in forming hypotheses about why students did poorly on some items. (Was content taught? Did a high percentage of students miss this item?
6-Create visual displays	Use spreadsheet, SmartBoards, wall charts, graphs, etc., to create visual data displays that show student progress and problem areas in a vivid format for ease of understanding.
7-Hold data meetings	Conduct data meetings, both team and one-on-one meetings to determine successes and share best practices for improving results in problem areas.
8-Devise a plan of action	Based on input from meeting with all team members involved in this process, teachers will design an action plan designed to improve the overall performance of the class as a whole. Plan will include, re-teaching, small group re-teaching, tutorial and after-school intervention and other strategies deemed appropriate for obtaining desired outcomes
9-Student Follow-Ups	Student success closing performance gaps hinges heavily on the level of teacher follow-up. Focused work with students in classrooms, small groups, tutorials, homework, and parental involvement; reassessments, and other strategies should be combined to assist the students in becoming successful.

10-Principal/Department Head Follow-Up	Monitoring the process through each cycle is essential for success. Principal will visit classrooms and monitor activity and provide rapid feedback in a manner that supports the data-building culture.
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Formative and Summative Assessments

In a balanced assessment system, both summative and formative assessments are used for information gathering. To depend too much on one or the other could result in the reality of student achievement being distorted. The DSPCHS will utilize both in evaluating scholar progress.

Summative Assessment Tools

- The DC Comprehensive Assessment System (DC CAS) will be used for mainstream students.
- The DC Comprehensive Assessment System-Alternative (DC CAS-ALT) will be used for students with severe disabilities.

These tools will provide information on student performance at a given time relative to performance standards content. The DCPS has a wealth of historical data available to assist the DSPCHS in establishing a baseline and comparing student performance year over year.

Coursework will be sequenced in such a manner as to ensure that the students have had the opportunity to master the content that will be covered on the DC-CAS, administered in the month of April. DSPCHS will ensure that scholars take the appropriate sequencing of courses to provide the relevant content knowledge prior to taking the DC-CAS in April of each calendar year.

Formative Assessment Tool

The Terra Nova , Third Edition Multiple Assessments tool will be used as the formative assessment tool for the DSPCH. Terra Nova, Third Edition Multiple Assessments measures important higher-order thinking skills as well as basic and applied skills. These assessments generate norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information. Multiple Assessments supports student achievement at every stage of the instruction/assessment cycle.

b. Gateway Measures

The DSPCHS is committed to providing an environment in which males in grades 9-12 will master the requisite academic skills that lead to graduation from high school and on to successful career paths. To this end, the DSPCHS has established policies and procedures to complete the graduation verification process. Specific baseline measures for each course is found in the Mission Accomplishment Plan. These baseline measures provides information to inform instructional faculty of the scholars strengths and areas of opportunity. Teachers will participate in on-going professional development to utilize assessment information to improve instruction for all learners.⁵

⁵ Ripley (2010) "What Makes A Great Teacher?" *Atlantic Magazine*

Carnegie Units/Coursework

Beginning with the 9th grade coursework and extending through the 12th grade, all scholars are required to successfully complete a total of 24 Carnegie units in core subject areas. Scholars must earn a minimum proficiency score of 70% in each course to successfully pass the course. If a scholar earns less than 70% the course must be repeated.

Assessment Instruments to determine achievement levels

The DSPCHS will utilize a number of assessments with the rationale of providing accurate and relevant information about the understanding of course material and application and the gaps of scholar knowledge in key areas. The assessment instruments will be varied to ensure that teachers and students have multiple ways of assessing student learning which include:

- 1) **Terra Nova 3-** is a standardized achievement exam that is used widely by K-12 schools. The U.S. Department of Education lists the Terra-Nova as an accepted instrument to gauge student learning.
- 2) **District of Columbia Comprehensive Assessment System (DC-CAS)-** achievement exam that assesses the learning of scholars in grade 3-8, and 10
- 3) **District of Columbia Comprehensive Assessment System-ALT (DC-CAS ALT)-** achievement exam that assesses the learning of special needs scholars in grade 3-8, and 10
- 4) **Authentic Teacher created assessments-** teachers will create assessments that assess scholars' understanding of course information and their application of that knowledge.
- 5) **Textbook Assessments-** scholars will be assessed with diagnostics, quizzes, practice and unit exams that textbook publishers provide with their instructional resource.
- 6) **Concept Map Assessments-** scholars will explain concepts and processes and be able to demonstrate these inter-connections. Scholars will be tasked to analyze, synthesize and evaluate ideas and processes.
- 7) **Group Assignments-** teachers will provide scholars a group environment where the differential of scholar skills can converge. This differential will allow scholars' deficits to be improved by other scholars who have strength in that area. The shared knowledge acquisition will enable scholars to increase their overall learning.
- 8) **Constructed -Response Assessments (CRA)-** teachers will provide questions scholars will use written responses, graphic organizers, and diagrams to explain fundamental and comprehensive concepts.
- 9) **Targeted Scholar Assessment (TSA)-** teachers will assess scholar learning in intervals. Scholars will be asked and will write about the following queries: What is the purpose of this

task? What themes, ideas, solutions, or specific points am I solving for? What additional information do I need to gather to arrive at an accurate answer?

Assessment Instruments to determine promotion readiness

DSPCHS will use a number of factors to determine promotion readiness of scholars, at the most basic level a scholar must earn a proficiency level of 70% or above in per academic year. Teachers and staff will be provided professional development on how to analyze the following global factors to determine significant attributes for promotion readiness:

1. Term G.P.A.
2. Terra Nova 3 Scores
3. DC-CAS Scores
4. Attendance Records
5. Behavioral Records
6. Staff Reported Information

Graduation Requirements

DSPCHS requires all scholars to complete at least the minimum requirements for graduation as described in the District of Columbia Municipal Regulations (DCMR), Title V, Chapter 22. The requirements include the successful completion of 24 Carnegie units, 100 hours of service learning, an 11th Grade Thesis, a cumulative G.P.A. of 2.0 or above, and a Culminating 12th Grade Portfolio.

Graduation Process

DSPCHS will provide timelines for to all scholars and staff members about the graduation matriculation process. The specific requirements that will be tracked by Scholar Success Advocates include course sequencing, cumulative G.P.A., 11th Grade Thesis Status, 12th Grade Culminating Portfolio Status, Scholar and Parent Meetings, Graduation Update Memorandums, Graduation Paperwork Submittal Deadlines. The deadlines for the DSPCHS Graduation are found below:

Semester 1/ Term 1 (16 Weeks)

- **September:** All scholars will meet with their Scholar Success Advocate to review their transcript for current matriculation status and any unmet areas for targeted graduation. The Scholar Success Advocate will also answer any unanswered questions the scholar may have. A Memorandum of Understanding (MOU) will be reviewed and discussed with scholar and parent/guardian if available. Signed MOU's are due by the 4 weeks from the first day of school. The signed MOU will be placed in the scholar's official school file.
- **November:** First mid-term grades are due to the school management system

Semester 1/ Term 2 (16 Weeks)

- **January:** Final exam are administered, graded and scores uploaded to the school management system

Semester 2/ Term 3 (16 Weeks)

- **February:** All scholars will be scheduled to meet with their Scholar Success Advocate to review transcript, discuss school trajectory towards graduation completion, and answer and

unanswered questions by the scholar.

- **March:** Each year DSPCHS will review the Global Graduation Report to identify (scholars who are on-time for graduation, early graduation, and delayed graduates). The school leadership team will meet to discuss strategic plans to chart all scholars on a course for graduation, to include by not limited to: course takes, credit retrieval (online coursework, evening or Saturday Academy), wrap around services, intensive tutoring and small-group teaching and learning opportunities.
- **April:** Teachers' Term 3 grades are due to the school management system

Semester 2/ Term 4 (16 Weeks)

- **April:** DSPCHS will meet with each scholar who is delayed graduate and mail an official notification as defined by DCMR, Title V, Chapter 22.
- **April:** Service Learning Hours will be verified for completion (100 hours)
- **May:** Final exams for graduates are administered, graded and scores uploaded to the school management system
- **June:** Graduation processing
 - DSPCHS graduates confirmed to School Principal and CAO/CEO
 - DSPCHS publish Diploma printing and distribution and mailing dates
 - Final GPA and Rank calculations submitted to School Principal and CAO/CEO
 - Top ten and most improved confirmed and plaques ordered
- **June:** Graduation ceremonies
- **June:** Finals for continuing students are administered, graded and scores uploaded to the school management system.

GPA and Ranking

Scholar GPAs and class ranking will be tabulated by office personnel who will work closely with the scholar's high school matriculation requirements. A scholar's GPA will include all courses taken at DSPCHS, if a scholar repeats a course both grades will be averaged into the scholar's cumulative GPA. Scholars whose GPA falls under 2.0 will be referred to the Scholar Success Team for intervention and support.

Such, intervention can include but not limited to: course takes, credit retrieval (online coursework, evening or Saturday Academy), wrap around services, intensive tutoring and small-group teaching and learning opportunities. A Scholar Success Team will complete an Individualized Graduation Success Plan for scholars whose GPA falls under 2.0. Early alerts will be put in place for scholars whose GPA falls below a 2.5 Cumulative GPA. This early alert will inform all staffers that the scholar is in need of additional supports.

Course Requirements

Scholars will take courses that scaffold into comprehensive learning programs. Courses are designed to meet the rigorous college-preparation coursework in the following areas : Language arts, mathematical concepts, scientific inquiry, public policy, civility and diplomacy, leadership, environmental stewardship and advocacy. The chart below describes the 29 credit graduation requirement and ancillary requirements.

<p align="center">The Driven to Succeed Public Charter High School Graduation Requirements (29 credits) Based on a minimum of 24 Carnegie Unit System- DCMR Chapter 22 Revision 2203.2 For Students who started High School in Fall 2007 and beyond</p>	
FINE AND PERFORMING ARTS	
Multidimensional Art, Design, and Studio	0.5
Music Genre	0.5
Leadership, Policy, and Civic Responsibility	
Urban Public Administration & Public Policy	1.0
Contemporary Issues in Economics	1.0
Leadership for the Public Good	1.0
Problem Solving, Conflict Resolution, and Consensus Building	1.0
Decision-Making in the 21 st Century	1.0
Issues in Race and Ethnicity	1.0
Technology, Cyber Security and Networks	1.0
Ethics, Integrity, and Civic Responsibility	1.0
Entrepreneurship and Fortune 500	1.0
English	
English I: Language and Composition	1.0
English II: Literature and Writing	1.0
English III: Argument and Persuasion	1.0
English IV: Senior Seminar in Contemporary Themes	1.0
Health and Wellness	
Physical Education	0.5
Health and Wellness	1.0
Mathematics	
Pre-Algebra or Integrated Mathematics	1.0
Algebra I	1.0
Algebra II	1.0
Geometry I & Trigonometry	1.0
Science	
Biological Science and Lab	1.0
Environmental Science	1.0
Fundamentals of Aerospace	1.0
Human Anatomy & Physiology	1.0
History	
World History I and II	1.0
U.S. History and D.C. History	1.0
The African-American Experience	1.0
U.S. Government and Politics (11 th grade thesis course)	1.0
World Languages	

Spanish I	1.0
Spanish II	1.0
French I	1.0
French II	1.0
German I	1.0
German II	1.0
Global Requirements	
11th Grade Thesis Project	S/P/U
12th Grade Culminating Portfolio/Capstone	S/P/U
100 Hours of Community Service	S/P/U
29 Carnegie Units Total, aggregated based on the above schema	

Scholars that obtain the required proficiency rate of 70% in a course or above will be promoted to the next sequence of courses in that family. The proficiency score and the letter grade that it represents are contained in the table below:

Academic Grading Table

Letter Grade	Percentage	Quality Points	Honors	AP
A	93 to 100	4.0	4.5	5.0
A-	90 to 92	3.7	4.2	4.7
B+	87 to 89	3.3	3.8	4.3
B	83 to 86	3.0	3.5	4.0
B-	80 to 82	2.7	3.2	3.7
C+	79 to 77	2.3	2.8	3.3
C	73 to 76	2.0	2.5	3.0
C-	70 to 72	1.7	2.2	2.7
D+	67 to 69	1.0	1.5	2.0
D	64 to 66	1.0	1.5	
F	63 and below			
W (withdraw)				
L (late entry/audit course)				
S (Satisfactory)				
I (Incomplete) Converts into a F if in 10 days if course requirements are not completed				
P (Partial Pass)				

U (Unsatisfactory)				
<i>DCMR Chapter 22 Revision 2200.7</i>				

Credit Retrieval Process

The DSPCHS will assist students that were unsuccessful in obtaining the minimum proficiency score of 70%. Credit retrieval mechanisms which include Saturday Coursework sessions, Evening Academies, Online coursework opportunities will be utilized to support student success and to help students keep pace with Carnegie Unit requirements.

Certificates

Scholars with an Individual Education Plan (IEP) that state they are on a pathway for a Certificate of Completion will be awarded this credential according to the following instances:

Students whose IEP states that they are on a certificate rather than a diploma pathway may obtain either a Certificate of Attainment or a Certificate of IEP. Certificates of Attainment can only be awarded to Special Education scholars. The school will make all reasonable accommodations to mainstream Special Education students with “moderate” disabilities.

Options

- The Certificate of Completion is granted to scholars who have reached the maximum school age and who have completed all of the requirements of the Individualized Education Plan.
- Scholars, families, special education staff, and DSPCHS administrators will decide which scholars who are eligible for the Certificate of Attainment.

School Management Tools

The DSPCHS will adopt a robust school management system to capture, track and analyze data regarding graduation rates. The DSPCHS has identified several tools that it is considering to manage this critical aspect of student performance: QuickSchools, Ren Webb, PowerSchool, Princople Data Systems, School Pro, School Gen, Education Edge, V-Plan, Grade Link, EDC Technology and Capterra Programs.

c. Leading Indicators

DSPCHS will encourage, support, and engage scholars in a meaningful way to have the motivation and desire to attend school on a consistent and daily basis, The Drive to Succeed Public Charter High School will create a school culture that keeps scholars and their families thoroughly engaged in their educational pursuits. The DSPCHS staff will aggressively monitor scholar attendance and use transparent strategies to ensure that staff, families and scholars are aware of on-going attendance issues. The accountability goal for scholar attendance in during Year One is 80%. The following actions will take place when scholars are absent:

Driven to Succeed Public Charter High School Scholar Early Alert System	
1.	Teachers will report absence(s) to into the school management system, which will send early alerts to administrators, all teachers of the scholar, and the Scholar Success Team.
2.	The Student Support Team will send letters, email, or phone notifications to Parent(s)/Guardian about each occurrence. In the event of excesses absences home visits and/or parent conferences will be scheduled.
3.	Teachers, administrators, and Student Success Team members will conduct “Attendance Check-Ups” when scholars return to identify attendance barriers and brainstorm solutions for removing them.
4.	Teachers will provide “make up” opportunities, allowing students to gather information that they have missed and complete assignments that they missed during their absences.

Retaining Scholars

Scholars that are chronically absent, run the risks of being involuntarily withdrawn from the school. School staff will make a number of a variety of strategies to uncover and eliminate attendance barriers. Some of these strategies to retain scholars include but is not limited to: (1) creating partnerships with families and various community agencies to render the services and/or support mechanisms necessary to assist in scholar retention efforts (2) providing mentors specific to scholars who are having attendance, academic, or behavioral challenges (3) on-going open-house and other activities that regularly engage scholars, families, and the community (3) maintain a high impact, engaging learning environment that create an atmosphere that scholars want to attend school daily. DSPCHS will have a school community that has actively engagement of education professionals in the lives of youth, challenging and supporting school community, and a culture of success

Re-Enrolling Students

DSPCHS will re-enroll each scholar within a 45-day window leading to the first day of school of the Fall Term. Scholars and families will have access to re-enrollment forms year-round. Scholars and families will be encouraged to complete forms early to ensure the ease of Fall registration. DSPCHS will accept transfer students from other public, private or charter schools on a rolling basis. A calendar will be made public of all entry dates of continuing or transfer scholars. Enrollment forms will include:

- (1) Annual Student Enrollment Form
- (2) Home Language Survey
- (3) Release of Student Directory Information
- (4) Media Release Form
- (5) Residency Verification Form
- (6) Family Educational Right and Privacy Act (FERPA) Form

- (7) Family Application for Breakfast, Lunch, and After School Snacks Form
- (8) Dietary Accommodations Form
- (9) Student Health Information Forms

Some of our scholars may experience enrollment interruptions. While the DSPCHS is strongly committed to re-enrolling efforts, such efforts present a unique set of challenges as it relates to graduation. When scholars fall off of track it is critical that they make up course work quickly,. To assist in this effort, the DSPCHS will implement the following strategies:

1. Offer credit recovery options for re-enrolling students.
2. Deploy rapid credit recovery intervention strategies.
3. Provide additional staff support for re-enrollees.
4. Monitor course-credit accrual plans for tailored for each re-enrollee.

Enrollment of Homeless Scholars

DSPCHS will work to fully meet the requirements of The McKinney-Vento Homeless Assistance Act of 2001 which requires all schools to provide homeless children and youth, including unaccompanied youth, a free and appropriate education. DSPCHS identify a youth who does not have a regular, fixed, and adequate residence. The youth may reside in the homes of various family members or acquaintances on a rotating basis, hotel or motel, on the street, a shelter, or living in the streets.

The DSPCHS will provide all of the supports to ensure that homeless youth have their living conditions fully protected from common knowledge of other scholars in the school. Scholars will be provided all of the supports of the school as well as extension services provided by non-profit and community-based agencies. The following rights and assurances are guaranteed by DSPCHS for all homeless youth who are enrolled in DSPCHS:

- Immediate enrollment in DSPCHS
- Confidentiality regarding disclosure of homeless status
- An educational plan that meets the needs, credits, and rigor of the scholar
- Transportation assistance
- A challenging and rigorous curriculum that is equal to the same college-preparation curriculum of all DSPCHS scholars

Parent's Support For Learning

a. Parent Involvement

We believe that when families are involved in their children's education, everyone benefits; the child, the school and the parents. Parents are equal partners in the education process and as such this coalition of trust and support will boost student achievement. The DSPCHS will embark upon an extensive public information campaign to begin and sustain active parental involvement for all aspects of our mission. All marketing materials will include Spanish translations, and should we have families

who speak languages other than English and Spanish, we will ensure that materials are provided for them in their native language.

All communications with parents will exude the confidence, strength, and stability of the school community. This framework will create an environment where parents understand and believe the importance of investing in their child's future. The school will encourage families to be a part of all academic and non-academic experiences at the school. By utilizing the services of the community school model and leveraging parental volunteerism, we will cultivate a climate of parental involvement.

Parent Support Form

When students enroll, parents will be asked to sign a Parent Support form, which details the relationship between the school, the parent and the student. For males who do not have a custodial parent in the home, adequate measures will be taken to provide a supportive framework for his enrollment in lieu of signing the Parent Support form.

Parent Think Tank

DSPCHS will develop a Parent Think Tank (PTT). The PTT will be led by 3 to 5 parent officers. All parents will be able to run for these offices, and all offices will be open to parental vote. The President of the Parent Think Tank and one additional parent will serve on the Board of Trustees and will meet with the leadership team on an on-going basis. The Director of Development and Community Outreach will serve as an intermediary between PTT and the school community.

The Parent Think Tank will be able to assist DSPCHS in a number of important areas, including but not limited to:

- Creating, distributing, and collecting parent satisfaction surveys
- Recruiting and supporting parent volunteers
- Assisting in before and after school caucuses (detention)
- Fundraising efforts
- Mentoring incoming scholars and novice parents (i.e. teenage parents)
- Coordinating parent socials

Parent Partnerships

The DSPCHS will aggressively work to establish and maintain partnerships with our parents. The DSPCHS will use a five-point "parental partnership" that embodies the following principles:

- (1) Parents are welcome to participate in school activities;
- (2) Maintain a climate of mutual respect, integrity, and warmth;
- (3) Maintain open and fluid communication;
- (4) Provide assistance from wrap-around resources to support families;
- (5) Providing clear expectations of parents and the school community.

Parents are welcome to participate in school activities

Parents are equal partners at the DSPCHS and as such will be consulted on an on-going basis about their scholar's strengths and opportunities for growth. We are an equal opportunity school and as such

all parents will be treated with fairness, dignity and pride regardless of socio-economic status, gender, culture, sexual orientation, values, and beliefs. In providing a supportive school culture, parents and DSPCHS staff will agree to not raise voices, to not make personal attacks on character or any other factor, to not be prejudicial, to be fair and just, and to create environments of mutual respect and caring.

Parent Leadership and Training Council – This council will serve to survey parents regarding their needs and desire for training related to increasing their understanding of student academic, social, recreation, emotional and health needs, effectively addressing these needs and advocating for the needs of their son’s and their education in general. Each month, training will be held to address parent needs. These trainings will occur in the school and will provide an opportunity for all concerned stakeholders i.e. parents, teachers, administrators and community members to meet and discuss our mutual concerns and develop strategies for utilizing the training information.

We anticipate that this format will evolve into a “support group” of parents who look forward to working with other parents and school staff as a “community”. Training topics are expected to include:

- a. The Value of Parent Leadership in Education
- b. Understanding school Standards
- c. What is “No Child Left Behind”
- d. Effective Study Habits
- e. The Adolescent Journey – How to Maintain Your Sanity and Hold the Line
- f. Preparing for College – SAT’s, College Applications, College Choice, Financing College

A climate of mutual respect, integrity, and warmth

The DSPCHS will have transparent daily school operations in which parents are welcome in the school to both tour their scholar’s classroom and to meet with teachers and other staff members throughout the school year. Several features of our parental involvement include:

Financial Literacy Night

The Academy continues to focus on literacy and achievement for both the scholar and parent. Parents will be guided through series of financial literacy workshops. This event will provide an opportunity for parents to increase their understanding about the following:

Various types of insurance, selecting an agent, choosing and maintaining a policy <ul style="list-style-type: none"> ▪ Automobile Insurance ▪ Health Insurance ▪ Life Insurance ▪ Homeowner’s/ Renter’s Insurance ▪ Umbrella Insurance 	Managing Personal Finances <ul style="list-style-type: none"> ▪ The importance of financial advisors ▪ Choosing advisors based on favorable characteristics ▪ What to consider when starting a business ▪ Different types of insurance ▪ Selecting an agent and appropriate policies
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	<ul style="list-style-type: none"> ▪ Taming and managing various forms of debt
Tracking Debt-Breaking the Cycle <ul style="list-style-type: none"> ▪ Distinguishing between good and bad debt ▪ Identifying the consequences of a growing debt situation ▪ Recognizing consumer rights and options ▪ Managing debt ▪ Locating assistance when one feels overwhelmed by debt 	Borrowing <ul style="list-style-type: none"> ▪ The variety of lending sources and their functions ▪ The pros and cons of each type of lender ▪ How to improve one's lending options
Smart Credit <ul style="list-style-type: none"> ▪ Choosing credit wisely. ▪ Determining if one is ready for a credit card ▪ Choosing a credit card ▪ Using credit cards wisely ▪ Credit card holders' rights 	Credit 101 <ul style="list-style-type: none"> ▪ The importance of credit histories ▪ The roles of credit reporting agencies ▪ Ordering a credit report ▪ Reading and understanding a credit report ▪ How credit scores are calculated ▪ Improving one's credit score
Saving <ul style="list-style-type: none"> ▪ The power of compounding interest ▪ Boosting one's saving capacity ▪ How to earn interest ▪ Investment basics 	

Parent Teacher Conferences/Report Card Night

Parent Teacher Conferences will be held once per term. The conferences are designed to provide an additional opportunity for parents to receive information about the academic progress of their scholar and to pick up the report card. This will also provide a forum for parents and teachers to provide and receive input around performance concerns.

On occasion, student performance indicators may warrant scheduling of additional parent conferences to address student concerns. It should be noted that parent conferences will be scheduled as often as is necessary to enhance learning outcomes.

Potluck Dinners

Many of our scholars will relate to the large family style potluck dinners. Pot lucks dinners will serve as a excellent opportunity to replicate that large family feel by hosting two dinners per year (one in the fall, and one in the Spring). This event will provide an opportunity for relaxed interaction between parents, faculty and scholars. These dinners will also provide an opportunity for our scholars to showcase some of their accomplishments. Such should result in improved communication between all parties.

Open and fluid communication

Given our enrollment numbers, we will get to know our scholars and their families very well. Consequently, open communication will allow us to build the types of relationships with our scholars and families that makes it possible to address concerns quickly so that we can have successful outcomes. We want to make sure that our families have the information they need to assist their children in being successful at DSPCHS. We will use several different strategies to communicate with our parents:

Home Visits

Prior to the start of school, we will initiate home visits. This will provide an opportunity for parents to ask questions and to allow them access to faculty prior to orientation.

Annual Calendar

This tool will give our parents the schedule of important school events for the year. To maximize parent participation levels, we want to give parents adequate notice to adjust their schedules accordingly.

School Newsletters

Newsletters will be distributed at least 5 times per year. This tool will not only focus on school events, but will also highlight individual scholar's and the school's successes.

Report Cards and Progress Reports

Parents will be kept abreast of student academic progress using these tools. Parents will receive a mid-trimester progress report each quarter and a report card at the end of each quarter.

Calls from Scholar Success Advocates (SSA)

Parents will receive phone calls from advisors on a regular basis. Calls will focus both on the accomplishments and the challenges of every child.

Communication of Annual Yearly Progress (AYP)

As required by NCLB legislation, we will notify parents annually about the school's ability to meet AYP for the prior school year. Parents will receive information on the percentage of scholars that actually tested, as well as the percentage of scholars achieving each level of proficiency (advanced, proficient, basic, below basic) in math and reading. All test results will be categorized into the following subgroups: 1. All Scholars, 2. Major racial and ethnic groups, Scholars with disabilities 4. Limited English proficient (LEP), 5. Economically disadvantaged, 6. Migrant and 7. Gender.

b. Community Participation

The Driven to Succeed Public Charter High School is designed around a community school model where community members are fully-integrated into the school culture of the school. DSPCHS will create partnerships between DSPCHS and organizations that provide community resources, supports, advocacy, and referrals. Our services will follow a comprehensive integrated system in which scholars focus on college-preparation will run in tandem with a focus on overall community health and social services, youth engagement activities, and community development opportunities.

With a laser-like focused effort DSPCHS will be open daily, including evenings and weekends whereby serving as bedrock for stronger and engaged East of the River communities.

The community school model brings a number of collaborative partners together for a concerted effort to dramatically transform the lives of young people, their family, and the surrounding community. Expectations and outcomes of this collaborative community school model have been shown in research to demonstrate significant supports for area communities. Community models impact youth in the following two ways:

- Young adults come to school with the readiness to learn credo, and achieve at high academic outcomes year-over-year.
- Young adults are prepared to be gainful employed, are civic-minded and ready to pursue higher degrees of education.

The DSPCHS Community School Model is designed around five primary tenets of success; they include:

Comprehensiveness: This all inclusive service to parents and children is a shared responsibility. It includes all stake-holders and galvanizes these resources in a manner that supports healthy and productive family units.

Coherence: The model is developed, supported, and evaluated by strategic partners. These partners include the school community, the East of the River Community, and service providers. The lucid and unified approach will enable these wrap-around services to be offered consistently and to be of high caliber.

Commitment: All school partners not only make a commitment to provide services, but also to provide services in a high impact, nurturing and supportive way. Whereby, families and community members feel a sense of solace and the majority of recipients are striving for independence.

Education is Our Priority: Although there are a number of services provided at DSPCHS our first priority is educating young people. The inclusion of high-quality, high impact services will support the learning of young people by removing barriers that have traditionally impacting the learning of low-income youth. The blended service offerings are offered to ensure that the psycho-social needs of scholars are supported fully so that they can achieve in school, and beyond.

Collaboration is Key: DSPCHS understands that we are as strong as our strategic partners who helps us to do the “heavy lifting.” Engaged partnerships are critical to our success and long-term commitments of partners will consistently be our aim.

Specifically, DSPCHS will provide the following extension programmatic opportunities:

- **Adult Education:** Adult Education classes will be offered during and after school to encourage parents of scholars and other adults in the community. While some parents and adults may have some reservations about completing their high school education in their child’s school, we believe it sends a powerful message about the importance of education when students observe adults making a choice to complete their education. A self-paced GED program will be offered and adult students will have an opportunity to study with their adult peers in an encouraging and supportive environment.

DSPCHS will partner with adult education providers to provide three distinct literacy opportunities (1) basic literacy for low-literacy, non-readers, and English-language learners who are East of the River (2) General Educational Development (GED) courses will be provided to support the learning of community members who seek to earn their equivalency diploma (3) The External High School Diploma (EDP) program will be offered for adults who have significant work experience and can complete the comprehensive portfolio system to achieve a standard high school diploma.

Standard instruments to gauge the functioning level and growth of adult learners will be used including the TABE (Tests of Adult Basic Education- Levels E, M, D, and A) and the CASAS (Comprehensive Adult Student Assessment System). Adult education learners will also be assessed using the Official GED Practice Test, BEST Literacy and BEST Plus (Basic English Skills Test) and several other adult education diagnostic and assessment instruments. Traditional texts, multi-media instructional tools, classroom lecture, individual and group work will advance the learning of adult-learners.

- **Workforce and Continuing Education:** occupational certificate programs will be provided on-site for community residents who seek to complete short-term workforce and occupational certificates, professional certification exam preparation, financial literacy and entrepreneurship, workforce and employability skill training, driver education courses, SAT/ACT preparation for area high school students, and life-long learning courses. Students will be offered a preparatory skills packet prior to taking the Accuplacer Assessment and other workforce/occupational assessment instruments (i.e. AccuVision, Work Keys, O*NET Career Exploration Tools, Employability Competency Series (ECS). Students will be assessed based on

competency and performance based instruments and/or based on industry guidelines for the respective profession.

- **Community Building and Community Leadership:** community leaders, advocates, and stakeholders will be recruited to work on committees to solve for problems facing communities East of the River. These stakeholders will be encouraged to write grants, advocate local leaders, and provide resource referrals for community members most in need.
- **Early Childhood Education:** DSPCHS will enter into memorandums of understanding with early childhood education providers to provide on-site early childhood education programming, parenting classes, parent as primary teachers programs, parent and child together time programming, and comprehensive family literacy activities for parents East of the River.
- **Supportive Social Services:** Individuals, families, or parents who identify themselves as in need of assistance or who are identified as needing services will be assisted by the schools Supportive Social Services Programs. DSPCHS believe that we all have periods in our lives when we are dependent, inter-dependent and independent. Primarily, we believe in that by in large we gain greater happiness and create harmony within our community when we are appropriately interdependent. Thus, our staff will seek to provide direct services and supports that are available within the school community network and/or refer students and family members to these supports within the community.

A record of Family Services and Supports will be maintained and updated for accuracy. Staff will observe standard rights of privacy related to mental health and other services provided. Confidential information will only be released with the permission of the parent and student when it is necessary to coordinate services internal to the school and in collaboration with external service providers. Consistent with standard clinical practices, other disclosures will be made when: 1) there is reason to believe the individual is at risk of hurting themselves or others and 2) when a disclosure of child abuse or neglect is made by a scholar or adult.

There will be an aggressive attempt to build partnerships with D.C. government and area providers to provide a wide array of social services onsite, to include but not limited to: Social service workers (specifically those that qualify adults for Food Stamps, Medicaid, Medicare, Women with Infant Children Program (WIC), Social Security, Blue Cross and Blue Shield (HMO) for DC residents, Food, Housing, and Shelter Referral Services), Financial Planners and Credit Repair Specialists, Offender Re-entry Services, Legal Services and referrals to training providers.

- **Health and Mental Health Services:** DSPCHS will provide a comprehensive, developmental program that meets the personal, emotional, social, academic, college and career development needs of each individual scholar. Counselors provide support in a warm, inviting and safe environment where scholars are always welcomed and their concerns and feelings are important and taken seriously. Services will maximize scholars' potential and achievement while fostering the independence and self-expression required for lifelong learning and overall well-being. Personal, college and career counseling provide students with the tools necessary to grow and prepare for life after high school and their roles in the community. Scholars will be assisted in completing college and professional training school applications, scholarships and

coordinating college visits. In addition, scholars who do not plan to attend college/training will be assisted to transition into the world of work.

Therapeutic services will be provided through individual and group context to provide the appropriate support for students. All therapy is designed to remove barriers that impede a scholar's academic success and overall well-being. Services will be provided with the consent of a parent/legal guardian with appropriately trained and licensed staff. To the greatest extent possible therapy will avoid interruption of academic classes, seeking to schedule sessions during lunch, physical education and/or after-school.

- a. **Brief Solution Focused Therapy** - The goal is to assist students or their parents to identify problems that negatively impact student academic success and overall well-being and solutions that will resolve the problem within 4-6 weeks. The family will have the opportunity to meet with a counselor to discuss in confidence problems they are having and receive assistance and follow-up to monitor family progress. Problems that cannot be resolved within the specified period will be referred to services in the community to ensure the most appropriate services are provided.
- b. **Cognitive-Behavioral Therapy (CBT)** – CBT is a form of psychotherapy that emphasizes the important role of thinking in how we feel and what we do. CBT is a compatible therapy to utilize with adolescents who are on a journey of self discovery and can be successfully utilized with high school students.
- **Referrals:** The primary goal of the school is to educate and thus services that are provided directly and available at school are those that have been identified as appropriate and attainable in a school setting. Other services will be offered to families through referrals. Case Managers will conduct family assessments when a problem is identified or requested by the scholar or parent. If the service is not available within the school, staff will provide a written referral, identifying the provider name, address, and telephone number. Staff will follow-up with family members and provider as appropriate to ensure the service has been engaged if this is the families desire.

c. School Organization and Culture

No learning environment is conducive to academic excellence if scholars lack internal discipline, responsibility, and a means of addressing conflict in a positive and respectful manner. Our non-academic standards are designed to develop respectful and courteous human beings. We will therefore create opportunities for our scholars to contribute to the community through various academic and service activities, ensuring our young men develop habits, values, and virtuous character. These standards of personal excellence are supported at DSPCHS through three different vehicles: Our Code of Conduct, an internally created Character Development Curriculum which supports learning the Code of Conduct in practical ways to ensure our scholars distinguish and apply positive habits of conduct, and our Discipline Policy. We believe our nonacademic standards address our responsibility to develop young men who contribute their talents, skills, and energy to their community.

d. Extra-curricular Activities

In the first year, The Driven to Succeed Public Charter High School (DSPCHS) will offer scholars a range of enrichment activities that will complement and augment core curricula with the hopes of expanding offerings as the student body grows. A core mission of DSPCHS is to prepare scholars for their future roles in society not only in standard academic areas, but also in a wider array of experiences that will help them to become well-rounded, involved members of their communities. Extracurricular activities will be offered Monday through Thursday (Note: This schedule does not pertain to athletics, which will have independent schedules). Scholars will select one activity each semester in which they will participate. Participation in activities is contingent on adhering to school standards, including academic, behavioral, and participation in other areas of the school community.

In the first year, Driven to Succeed Public Charter High School will offer scholars a range of enrichment activities that will complement and augment core curricula with the hopes of expanding offerings as the number of scholars increase. Participation in activities is contingent on academic standing, which must be maintained at least a GPA of 2.5, conduct must be positive and demonstrate student ability to represent the school and work with others cooperatively. Some activities will be led by staff and parents, while others will be facilitated by community based partners and subject matter professionals. Scholars' whose GPA is below the standard for participation will be assisted through homework lab and tutoring to facilitate their ability to participate in high appealing extra-curricular activities.

All activities conducted by community partners will be clearly documented in a Memorandum of Agreement with the respective organizations prior to implementation. In addition, all adults interacting directly with scholars on a regularly basis will provide the appropriate police and child protective services clearances to ensure student safety and to provide additional information about the character of adults interacting and influencing scholars.

Community partners will follow school protocol at all time when working with students and will receive written expectations for conduct. Written expectations will include when community partners and parents should seek immediate staff consultation regarding interacting with students.

Study Abroad

Studying abroad can be an invaluable, life changing experience for our scholars. The life lessons gathered by such an opportunity will provide learnings that no classroom setting can provide. Here are a few benefits that await participating scholars:

- “Study abroad will provide an optimal way to learn a language-What better way to learn a language than to be immersed in a culture that speaks the language you are learning.
- Study abroad provides an opportunity to travel. Weekends and academic breaks will provide an opportunity for scholars to explore their surroundings and learn more about the culture.
- Study aboard provides first-hand experience
- Study aboard will provide an opportunities to build global alliances by expanding social network
- Study abroad will expand the world view of participating scholars
- Study abroad enhances academic and employment opportunities

- Study abroad can enhance the values of one's degree
- Study abroad can enhance scholarship opportunities⁶

The U.S. Senate expressed its strong support for studying abroad. A resolution was issued in 2006, designating it as the "Year of Study Abroad". The resolution itself listed the following 10 reasons why broad-based support of study abroad programs is important and necessary on a national level:

1. Ensuring that the citizens of the United States are globally literate is the responsibility of the educational system in the United States.
2. Educating student internationally is an important way to share the values of the United States around the world, to work toward a peaceful global society, and to increase international trade.
3. 79% of the people in the United States agree that students should have a study abroad experience sometime during college, but only 1% students from the United States currently study abroad each year.
4. Study abroad programs help people from the United States be more informed about the world and to develop the cultural awareness necessary to avoid offending individuals from other countries.
5. 87% of students in the United States between the ages of 18 and 24 cannot locate Iraq on a world map, 83% cannot find Afghanistan and 58% cannot find Japan and 11% cannot even find the United States.
6. Studying abroad exposes students from the United States to valuable global knowledge and cultural understanding and forms an integral part of their education.
7. The security, stability, and economic vitality of the United States in an increasingly complex global age depend largely on having a globally competent citizenry and the availability of experts specializing in world regions, foreign language and international affairs.
8. Federal agencies, educational institutions and corporations in the United States are suffering from a shortage of professionals with international knowledge.
9. Study abroad influences subsequent educational experiences, decisions to expand or change academic majors and decisions to attend graduate school.
10. Study abroad programs not only open doors to foreign language learning, but also empowers scholars to better understand themselves and others through a comparison of cultural values and ways of life.

Distance Learning

The DSPCHS will utilize the latest in distance learning to provide information and stimulate learning amongst our scholars. Distance learning will focus on the pedagogy, technology and instructional design systems necessary to deliver against our mission, educational standards and overall program goals.

Planned school activities include:

DSPCHS will develop relationships with a number of out-of-school-time program providers that will oversee and operate enrichment activities. All outside organizations will be thoroughly vetted and

⁶ Vistawide (2011). http://www.vistawide.com/studyabroad/why_study_abroad.htm

individual employees of those organizations working with DSPCHS will be screened prior to operating programs. A sampling of programs includes:

DSPCHS Clubs

The Entertainment Industry: encourages scholars to explore the multi-dimensions of the entertainment industry (i.e. internal politics, finances, image, branding, marketing, literacy, and influential means of galvanizing support.)

The National Honor Society: selection is based on four criteria: service, leadership, scholarship and character. The National Honor Society maintains active community service activities in the community and at school.

The Distributed Education Clubs of America (DECA): to support the development of marketing and management skills in career areas such as hospitality, finance, sales and service, business administration and entrepreneurship. Programs and activities will be tailored to the specific career interest of scholars and will include technical skills, basic scholastic and communication skills, human relations and employability skills, and a strong emphasis on economics and free enterprise.

The Multimedia Club- scholars will use advanced computer programs that can be utilized for creating web pages and a school yearbook. Scholars will learn programs such as Adobe Illustrator and other graphic design programs. In addition, scholars in digital success will have the opportunity to use film making programs. Students are offered an opportunity to expand their interest in photography, especially digital photography, and to work with a variety of digital enhancement software. The club will also offer field studies in different areas of photography, including still life, portraiture, nature, etc. Student will hold a showing of their work in the school gallery, as well as, have their work displayed within the school facility.

The Pantomime Club- scholars will use mime as a theatrical medium or as a performance art, involving miming, or the acting out a story through body motions, without use of speech.

The Science, Technology, Engineering, and Mathematics (S.T.E.M.)

The Great Debaters of D.C. Club: Scholars will explore the formal method of interactive and representational argument. Scholars in this club will also examine the logical consistency, factual accuracy and emotional appeal to audiences as important elements of persuasion. dedicated to introducing students to the general principles in jurisprudence and the American legal system, including constitutional law, criminal law, contracts property, torts and court procedure. Additionally, the law club holds discussions, arguments and debates concerning legal issues, views, relevant documentaries and films, and annually hosts various guest speakers including District attorneys, judges and police officers. In debating, one side often prevails over the other side by presenting a superior "context" and/or framework of the issue, which is more subtle and strategic.

Law and Society: The Law Club is dedicated to introducing scholars to the general principles in jurisprudence and the American legal system, including constitutional law, criminal law, contracts, property, torts and court procedure. Additionally, the law club holds discussions, arguments and debates concerning legal issues, views relevant documentaries and films, and annually hosts various guest speakers, including attorneys in District.

Entrepreneurship, Nonprofit and Small Business Club- Scholars in this club will focus on creating a business plan, marketing efforts, fundraising, board creation, networking and financial management. Guest speakers will enrich student experience and provide opportunities for students to consult on their business plan process/idea's, to visit their place of business and to explore the guest speaker's entrepreneurial journey's. In addition, DSPCHS will host an annual competition to acknowledge the most impressive business plan and provide a \$500 award to the student whose plan is deemed to be ready for implementation or worthy of investment for further development.

Boys 2 Men Tutoring – DSPCHS scholars will serve as tutors to the nearby elementary and middle school students. Students will receive community services hours, as well as, volunteer service hours for participation. DSPCHS scholars will be required to have a grade of “B” or better in language and math in order to serve as tutors and have a signed permission slip from a parent. All interested and eligible 11th and 12th grade students will complete an application; pass the math test and the pre-requisite tutor training. The training will include review of the goals of the tutoring program, appropriate conduct and role modeling when engaging younger students, review of elementary and middle school reading and math skills and techniques for encouraging younger learners.

DSPCHS School-Wide Activities

Homecoming Committee: will include activities for scholars and alumni, such as sports and culture events and a parade through the streets of the city or town.

Pep Rally: these festive events are designed to encourage school spirit. The pep rallies will include high energy performances, band, step team, and other activities. They are often very loud and have a lot of excitement to keep all the scholars excited for the upcoming game and to cheer on the team.

Step Team: Combines an African American dance tradition with elements of hip-hop, jazz and military precision. Members will focus on discipline and working as a cooperative unit. Team members will be trained by members of local HBCU fraternity members, participate in and attend competitions and exhibitions. Student will continue to increase their school pride by appearing at school and community events.

DSPCHS Athletics and Competition

Marching Band/Orchestra – Music is a great outlet for all people, but especially youth. For high school age scholars, connecting to music is a huge part of developing one's own independent personality. Creating music helps youth to develop confidence, a sense of individuality, and – in the band or orchestra – connect with other scholars, other cultures, and become an integral part of a team. The band/orchestra will perform at athletic events and concerts throughout the year.

Swimming- scholars learn the fundamentals of swimming techniques both for enjoyment and for competition.

Chorus- Students will learn the fundamentals of vocal performance, voice, pitch, and sound. In addition, students will have opportunities to perform at various school and community events and to attend various vocal/choral performances through field trips.

Track & Field- Scholars learn the fundamentals of the sport

Football- Scholars learn the fundamentals basics of the sport

Tennis- Scholars learn the fundamental basics of this sport

Basketball- Scholars learn team play and sportsmanship

Golfing- Scholars learn the fundamentals of this sport

Chess- Scholars learn the fundamentals of this sport

Baseball- Scholars learn the fundamentals of this sport

DSPCHS Events

Talent Shows – Students and parents will have an opportunity to share their individual and collaborative talents in the area of music, drama, dance, poetry, writing and art. Students and the community will come together and celebrate their gifts and talents in a fun and supportive environment.

Lock in for a Cause – Students will be encouraged to “lock in for a cause” to discuss and plan a strategy for addressing a cause that they feel passionate about that is affecting youth. The student community will work together to educate the school and immediate community about the cause and organize implementation of the strategy plan. The goal of the “lock in for a cause” is to reinforce with students the power of a collective group, how students can make a contribution at their age and to build the student community around consensus cause. These activities may raise funds for an organization, provide an opportunity for students to educate the larger student body and/or bring greater awareness to issues that affect their communities.

Cultural Awareness – These activities focus on preparing students for the diversity they will encounter within the school and community and the need to develop tolerance and appreciation for the richness that can be experienced in one’s life by developing greater understanding of cultural diversity. These activities will center on: (a) Awareness of one’s own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural awareness results in an ability to understand, communicate with, and effectively interact with people across cultures.

Teambuilding – Students will engage in a number of group team experiences to build camaraderie, pride in their school and academic accomplishments. These activities will take place monthly either as a classroom experience or school-wide events facilitated by professional team builders in collaboration with faculty and student leaders. While these activities are designed to develop a high cohesive school community, DSPCHS also recognizes that student ability to work with others for the common good of the group is an important employment skill that will serve students as they graduate and enter the workforce.

Cultural Awareness- These activities focus on the effective interaction of scholars with people of different cultures. These activities will center on: (a) Awareness of one's own cultural worldview, (b) Attitudes towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural awareness results in an ability to understand, communicate with, and effectively interact with people across cultures

Study Abroad –These experiences will provide educational and cultural travel opportunities to students directly and through partnership with various study abroad programs and scholarship funds that support travel. The school expects that students will broaden their exposure to the world and increase their language development skills, increase their understanding of other cultures, develop a healthy tolerance for others, increase their level of respect for the traditions/experiences/choices of people around the globe, learn more about themselves and come to experience learning as a lifelong opportunity. It is also anticipated that students will deepen their relationship with their peers and teachers with whom they are traveling, while also developing some long lasting relationships with some of the peers they meet during travel.

Students interested in study abroad will prepare by participating in the study abroad club during the school year. The club will meet bi-weekly and will prepare students who may not have traveled or even been on an airplane in their life. Specifically, club will learn about the customs, traditions, cultures, history, geography and political climate of the country they will visit in order to fully experience their stay abroad. In addition, students will practice use of the language spoken in the study abroad country, learn the rate of exchange and how to manage money, as well as, travel within the country. The actual collaborative partnerships are yet to be determined.

Only students who have a GPA of 2.5 and above throughout the year will be invited to travel with the club. In addition, students must have demonstrated throughout the school year an appropriate level of maturity, responsibility, positive attitude, respect for adult authority and genuine interest in language development and cultural exchange will be invited to study abroad. In addition, parents will attend club meetings as necessary ensure all documents, such as passport, visa's and other preparation such as immunizations are being addressed. Parents may also serve as chaperones and thus the expectation for participation in meetings will increase.

Spoken Word- Creative writing and dramatic activities provide scholars with an outlet to express themselves while improving their writing skills and learning invaluable teamwork tools. Through creative writing, drama, and enrichment programs scholars will put on one performance each semester for the school community.

Responsible Fatherhood- The long-term goal of the program is to provide an opportunity for scholars to learn the fundamental tenets of being a supportive, nurturing , and reflective father. This group focuses on the meaningful recognition of the significance, interest, and responsibility of fathers in children's lives. This group focuses on both the father as the primary caregiver and on how to successfully raise boys and girls with fundamental values and beliefs.

Teambuilding- scholars will engage in a number of group team experiences to build camaraderie.

Voter Registration Drive-Scholars will engage in voter registration efforts to further their understanding of the democratic process.

Ropes Course-Teambuilding activity that promotes problem solving, trust collaboration.

HIV/AIDS Awareness-Scholars will learn about the impact of aids in their community and in the world at large. Scholars will have an opportunity to participate in awareness activities.

Feed the Homeless-Scholars will participate in this community activity to gain valuable experiences supporting the homeless population.

School Carnival-Scholars will engage in a school carnival to provide an addition opportunity to interface with the community in an atmosphere of fun and partnership.

e. Safety, Order, and Student Discipline

DSPCHS will be a school of high expectations for discipline, order, safety, and infrastructure. We believe and understand the importance of a clear and fair discipline policy to insure that scholars remains focused on receiving a quality education and character development. The personal confidence and social competence we expect to cultivate in scholars is supporting in all areas of school programming. Our school culture is organized around six core principles, known as: **STRONG**

Strength- scholars are expected to come to the learning community with their own strengths, and at DSPCHS we will assist them in sharpening those areas so they will become stronger in coping with challenges and in overcoming adversity both internally and externally.

Tenacity- scholars are expected to have strong resolve to be involved in positive activities and to refuse participation in anything negative.

Rules- scholars are expected to follow the rules at all times to support a safe and conducive learning environment to nurture the high ideals of all learners.

Ongoing reflection- scholars are expected to reflect on their decisions and on the decisions of those around them in order to question appropriateness.

Nurturing a Sense of Responsibility- scholars are expected to believe that they have a keen sense of determining outcomes in most situations, and for those situations that they do not, they are expected to make the best choice possible given the situation.

Guidance- scholars are expected to be leaders in the school, although under the prevue of school leadership and teachers. Scholars are expected to understand that they are to be guided by adults in the building so as to hone their leadership skills.

Discipline Policy

The discipline policy is organized around a set of responses that will occur if scholars do not meet the code of conduct expectations related to student behaviors. Scholars who do not meet these expectations will be referred to the principal's office and can expect one of the following:

- **Delayed Caucus:** before or after school suspension will be received for earning 3 or more demerits and/or behaviors
- **Refocused Internal Mission Caucus (IMC):** in school suspension: will result if the behavior is deemed to hinder the learning of others and is significant to warrant this consequence
- **Refocused External Mission Caucus (REMC):** out of school suspension will result if the behavior is deemed to be severe and to hinder the learning of others.
- **Expulsion:** if the behavior is deemed to be egregious and hinder the learning of others and is significant to warrant this consequence.

DSPCHS will create an environment where scholars meet high academic, personal, and collective goals. As we work on the psycho-social development of boys, we will use effective models to develop our males. Establishing a strong school-wide culture of consistent application and reinforcement of expectations, rules, and consequences is an intentional focus of the school. Our clear and explicit rules will create the structure for a fair, calm, and orderly environment.

ENTRANCE SECURITY:

Upon entrance into the school from the outside, visitors, staff and scholars will be required, upon the direction of contract security guard, to pass through a stationary magnetometer, as well as x-ray package screening. After entering the stationary magnetometer, as security deems appropriate, a full body scan using a hand-held metal detector will be deployed. Contract security will have the authority to ban any item deemed detrimental to the well being of the school. If necessary, the visitor would have to remove the offending item from the facility. Under no circumstances will any illegal drugs, alcohol, weapons, or other offensive and dangerous items be allowed in the school.

The security officer will immediately remove that person from the school and contact law enforcement as deemed appropriate. After passing the physical security check, all visitors will be required to stop at the front desk location, to be screened by front desk personnel as to the nature of their visit, necessary ID will be checked and if cleared to enter the facility, they will be given a temporary identification badge. All visitors will be required to be escorted throughout the facility and be escorted at all times.

No visitor will be allowed to be left alone unless approved by the Principal or Head of School. With respect to regular visitors such as outside vendors, clearance to enter the facility without passing through the regular security screenings will be made by the Principal or Head of School at their discretion. All scholars and staff will be required to wear their school issued identification badges at all times. Disciplinary action will be taken against those staff and scholars who fail to abide by this policy.

PHYSICAL SECURITY

All classrooms and faculty offices will be secured by a key lock mechanism. Faculty offices will have the added protection of dead bolt mechanism locks. For low traffic areas, such as the kitchen, a card-operated (proximity device) or smart card access control device, should provide adequate security. All faculty will be required to lock their classrooms upon leaving for the day. With respect to all technology devices located in the classrooms, secure laptop and desktop locks will be employed to provide protection against theft. Those locks will be used in the faculty offices as well.

Each classroom will contain a panic button, in a location to be determined later, to allow the instructor or a student to summon help as needed in an emergency. The signal from the panic button will go to a central location, either the alarm system company's central monitoring station, and/or the security

officer location. In addition, all faculty offices will have a panic button centrally located. All staff will be advised of its' location and function.

A security alarm system will be used to secure the classrooms, offices, kitchen, hallways, and bathrooms. DSPCHS will employ a certified, security alarm company with a central station monitoring system. All exterior doors and windows will be outfitted with wireless transmitter, when the connection between the transmitter and its sensor is broken, a signal is sent to the central station operator, and a call is made to the appropriate contact person, in this case, the Head of School or Principal.

In addition, each interior door will have a sensor as well. In addition, motion detectors will be set outside of each set of exterior doors. The control unit, which should be located in the faculty office area, will allow for activation of the unit from within the building, as well as remote activation from other locations. Most units will allow a designated person to call in to activate or deactivate the unit. Central station monitoring occurs 24 hours a day, seven days per week. In addition, APPSC will consider the installation of wireless smoke detectors and carbon monoxide detectors, in consultation with local fire officials.

In addition to security alarms, the 3rd floor will also be outfitted with security cameras, located near the faculty areas, the entrance front desk and security areas, with either bullet type or dome type cameras, as well as two dome cameras for each hallway, one at each end. Security cameras will be monitored 24 hours a day, either by our security alarm company personnel or by the use of a digital video recorder (dvr). In addition, if needed, cameras will be located near the stairwells.

PHYSICAL SECURITY—PERIMETER OF BUILDING:

Security cameras will be placed at the front and rear entrances to the building to monitor outside activities. In addition, during school hours, security will be encouraged, if possible, to provide regular security patrols of the parking area and behind the building. These cameras, as with the interior security cameras, will be monitored 24 hours per day. To address the issue of student safety while traveling to and from school, DSPCHS will seek to interface directly with the Metropolitan Police Department, in conjunction with our contract security company, to provide safe passage for our scholars. We will seek the guidance and assistance of MPD to provide security for the perimeter and for the scholars traveling on local city streets to and from local Metrobus stops and rail stations. Scholars will be encouraged to travel in groups to and from the local transportation hubs. No student will be allowed to stay in the facility alone, and faculty will be encouraged to not to stay in the facility without other faculty present. We will also employ Crime Prevention Through Environmental Design (CPTED) techniques to the outside of the building to prevent intrusion into the facility.

EMERGENCY PREPAREDNESS AND CRISIS MANAGEMENT:

DSPCHS will write an Emergency Preparedness and Crisis Management Manual, and all staff and scholars will receive training in its use. DSPCHS will interface closely with D.C. Office of Homeland Security, as well as local law enforcement and D.C. Fire and EMS, to train staff in emergency preparedness and crisis management. Scholars will also be required to attend brief training in the above areas. DSPCHS will train staff, as well as seek the assistance from local mental health professionals, to provide crisis management services to scholars in case of a disaster or crime incident.

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

The Driven to Succeed Public Charter High School has created the Driven to Perform Assessment and Evaluation System (DPAES) to assess the effectiveness of teachers, administrators, and school staff. This system was created to ensure that scholars at DSPCHS have the highest performing staff members engaged and who participate in on-going training, and perform at high levels to support them in achieving high results.

DSPCHS founders believe that there are five primary tenets that guide a robust professional development program. These five tenets include:

- Clarifying and sharing learning objectives and criteria by which scholars will be assessed
- Fostering effective classroom dialogues
- Providing substantive feedback that moves learners along a positive trajectory
- Scholars begin with fully-guided pedagogical frameworks, although through a Gradual-Release of responsibility scholars begin to guide their learning and serve as resources for each other
- Teachers will engage in a robust guided and self-guided professional development programs which expose them to research-based best practices, reflection, modeling, and instructional adaptation⁷

Driven to Perform Assessment and Evaluation System (DPAES) will support and create a culture where

Driven to Succeed Public Charter High School Professional Development Summer Institute I: August 2012				
Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none">▪ DSPCHS Mission & Vision▪ DSPCHS Expectations and School Culture▪ Leadership, Policy, and Civic Responsibility School Model Design	<ul style="list-style-type: none">▪ Male-Centered Teaching and Learning Strategies▪ Assessments▪ Classroom Management Techniques	<ul style="list-style-type: none">▪ DSPCHS Data Driven Instruction▪ Differentiated Instruction Techniques	<ul style="list-style-type: none">▪ Innovative Teaching Models and Strategies I▪ Lesson Design, Implementation and Evaluation I	<ul style="list-style-type: none">▪ Innovative Teaching Models and Strategies II▪ Lesson Design, Implementation and Evaluation II
Summer Institute II: August 2012				
Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none">▪ Family and Social Service Supports	<ul style="list-style-type: none">▪ College-Driven Culture Matriculation	<ul style="list-style-type: none">▪ Policy and advocacy themed	<ul style="list-style-type: none">▪ Policy and advocacy themed	<ul style="list-style-type: none">▪ Special Populations: ELL and SPED

⁷ Darling-Hammond. "Teacher Quality and Student Achievement" *Stanford University*

<ul style="list-style-type: none"> Driven to Perform Assessment and Evaluation System (DPAES) 	Plan <ul style="list-style-type: none"> Intensive Academic Supports and Restorative Teaching Strategies (RTS) 	curriculum I <ul style="list-style-type: none"> Technological Innovations in the Classroom I 	curriculum II <ul style="list-style-type: none"> Technological Innovations in the Classroom II 	<ul style="list-style-type: none"> Critical Advocates
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Year One Professional Development: 2012-2013

WEDNESDAY DSPCHS PROFESSIONAL DEVELOPMENT:

Teachers will have professional development every Wednesday. Scholars will have an early release day every Wednesday. After scholars are released, teachers will take their lunch break and Professional Development will occur in the afternoon.

The Driven to Succeed Public Charter High School will provide teachers with an updated Professional Development calendar each term. The calendar will reflect the needs and requests of professional development opportunities expressed by teachers, administrators, and feedback from scholars, parents, and the community.

Dates	Title of Workshop	Guiding Questions of the PD
Wednesday	Lesson Planning	How can I plan lesson that meet the needs of my scholars?
Wednesday	Classroom Management	How can we build a sense of community, whereby disciplinary infractions are mitigated and a positive learning environment is nurtured?
Wednesday	Classroom Management	What classroom management techniques do I possess in my toolkit and what techniques do I need to improve?
Wednesday	Youth Development	How can I meet and exceed the learning needs of young men, their maturation, and learning styles?
Wednesday	Parent Teacher Conferences	How do I design parent conferences that are fruitful for all participants?
Wednesday	Youth Development	What do I need to know about urban youth development, current trends, and research-based practices?
Wednesday	Student Centered Learning I	How can I deliver instruction that will engage my students in the learning process?

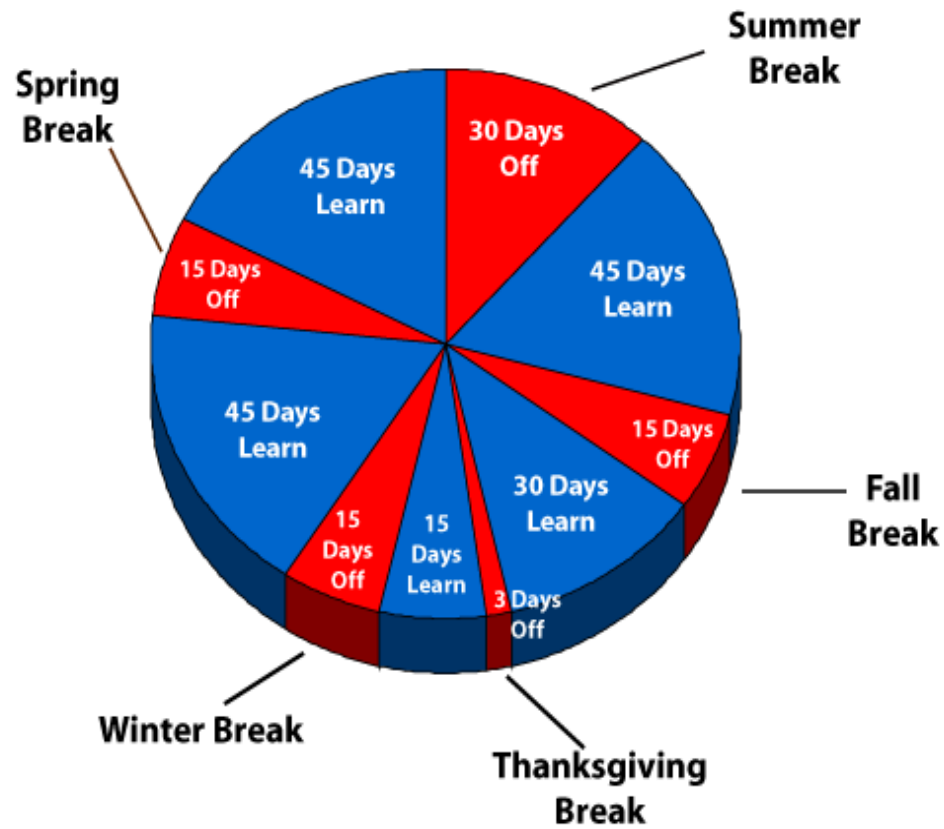
Wednesday	Student Centered Learning II	How can I structure workstations that will engage my students in the learning process?
Wednesday	Inquiry-Based Learning	How can I structure learning that is inquiry based, problem-based, and focuses on analytic and critical thinking?
Wednesday	High Impact Literacy Development	How can I utilize research-based best practices for literacy development of teenagers?

Wednesday	Organizing for Success	How can I balance my administrative and teaching duties?
Wednesday	Technology in the Classroom I	How can I use innovative technology as a teaching tool?
Wednesday	Technology in the Classroom II	How can I use the innovate technology most effectively to teach my class?
Wednesday	Technology in the Classroom	How can computers make my administrative tasks last daunting?
Wednesday	Motivating Students	How can I motivate scholars to succeed?
Wednesday	The Regents and You	How can I develop assignments that reflect the expectations of College Board?
Wednesday	Assessments	How can I design biweekly assessments that will reflect the unit taught?
Wednesday	Data and the Classroom	How can I use grades as data as a reflective process for further instruction?
Wednesday	Project Based Learning	How can I design alternative assessment projects?

Wednesday	Differentiated Instruction	How can I meet the multiple intelligence needs of my students?
Wednesday	The Balancing Act	How can I master the interpersonal and organizational skills that I need to succeed as a teacher?
Wednesday	Start to End Teaching	How can I use every minute of class time so that my students are on task as much as possible?
Wednesday	Mission and Philosophy	How well does my classroom reflect the written mission of our DSPCHS?
Wednesday	The East of the River Community	How can I have a productive relationship with parents and educational partners?
Wednesday	The Good Shepherd and The Good Son	How can I work with advocate counselors so that every one of my students succeeds?
Wednesday	PD is my locus of Control	How can I develop professional goals for the rest of the school year?
Wednesday	PD is my locus of Control	How can I develop a portfolio of strategies that work?
Wednesday	Intervisitations and Classroom Visits	How can I make the most of visiting another teacher's class?

g. Structure of the School Day and Year

The DSPCHS Balanced School Calendar provides a comprehensive model to ensure that students have limited gaps in learning time. The school will operate on 180 calendar days that will reduce long summer breaks where loss of learning often occurs, and the time re-teach is lessened. Scholars who fall behind may be required to attend school between sessions. Reasonable accommodations will be made with teachers and scholars. A snapshot of the proposed calendar is provided below:



Teachers will report daily by 8:30am and classes will begin promptly at 9:00am. The structure of the week is illustrated below:

Driven to Succeed Public Charter High School Sample School Schedule						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00a-9:00a	Delayed Caucus (Before School Detention) Teacher Preparation					Extension Learning Experiences (ELE)
8:30a-9:00a						

9:00a-10:30a	Course 101	Course 101	Course 101	Course 101	Course 101	-Walk for a Cause
10:30a-10:35	Transition Time	Transition Time	Transition Time	Transition Time	Transition Time	-Issue Awareness Events
10:30a-12:05p	Course 102	Course 102	Course 102	Course 102	Course 102	-Peace Rallies
12:05p-12:55p	Lunch	Lunch	Lunch Scholar Dismissal	Lunch	Lunch	- Parent Engagement Activities
12:55-1:00p	Transition Time	Transition Time	Staff Professional Development	Transition Time	Transition Time	- Sporting Events
1:00p-2:30p	Course 103	Course 103	Parent/Teacher Conferences (Designated Date Per Term) Common Team Planning	Course 103	Course 103	- Social Outings
2:30p-4:05p	Course 104	Course 104		Course 104	Course 104	
4:05p-5:05p	Delayed Caucus (After-School Detention)					
4:30p-6:00p	After School Activities and Clubs Sports Tutoring Parent Engagement Activities Community School Social Services					

Scholars will spend 90 minutes in each course, for a total of 450 hours of instruction per week, and 1,800 hours of instruction per month. This design will culminate into 7,200 hours of instruction for a 16 week term. Based on the Carnegie Foundation for the Advancement of Teaching, Carnegie Unit is based on 120 hours of instruction in a topical area. DSPCHS provides three times that amount of instruction in each area of focus. DSPCHS scholars will earn 29 credit hours to earn a standard high school diploma. This expectation exceeds the current District of Columbia Public Schools expectation of 24 academic credits to earn a standard high school diploma. The schedules below provide an illustration of the

course and grade level sequencing of scholars. Each course scaffolds learning on the subsequent courses to follow.

Statesman 9th Grade- First 16 Weeks	
Course Name	Number of Credits
The African-American Experience	1.0
English I: Language and Composition	1.0
Pre-Algebra or Integrated Mathematics	1.0
Environmental Science	1.0

Statesman 9th Grade- Second 16 Weeks	
Course Name	Number of Credits
Music Genre	0.5
Issues in Race and Ethnicity	1.0
Algebra I	1.0
Biological Science and Lab	1.0

Diplomats 10th Grade- First 16 Weeks	
Course Name	Number of Credits
English II: Literature and Writing	1.0

Algebra II	1.0
Physics	1.0
U.S. History	1.0

Diplomats 10th Grade- Second 16 Weeks	
Course Name	Number of Credits
Contemporary Issues in Economics	1.0
Decision-Making in the 21 st Century	1.0
Health and Wellness and Physical Education	1.0 (0.5 each)
World History I and II	1.0

Governors 11th Grade- First 16 Weeks	
Course Name	Number of Credits
Problem-Solving, Conflict Resolution, and Consensus Building	1.0
U.S. History and D.C. History	1.0 (0.5 each)
English III: Argument and Persuasion	1.0
11 th Grade Thesis	N/A
Spanish I or French I or German I	1.0

Governors

11th Grade- Second 16 Weeks	
Course Name	Number of Credits
Technology, Cyber Security and Networks	1.0
Geometry I and Trigonometry	1.0
U.S. Government and Politics	1.0
11 th Grade Thesis	N/A
Spanish II or French II or German II	1.0

Ambassadors	
12th Grade- First 16 Weeks	
Course Name	Number of Credits
Urban Public Administration and Public Policy	1.0
English IV: Senior Seminar in Contemporary Themes	1.0
12 th Grade Culminating Portfolio	N/A
100 Hours of Service Learning	N/A
World History I and II	1.0
Ethics, Integrity, and Civic Responsibility	1.0

Ambassadors	
12th Grade- Second 16 Weeks	
Course Name	Number of Credits
Multidimensional Art, Design, and Studio	0.5

Leadership for the Public Good	1.0
12 th Grade Portfolio	N/A
Entrepreneurship and Fortune 500 Firms	1.0
Human Anatomy and Physiology	1.0

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

a. Profile of Founding Group

Driven to Succeed Public Charter High School is committed to providing quality education for the youth of the District of Columbia. The mission of Driven to Succeed Public Charter High School is to prepare males in grades 9-12 to be leaders of high integrity in high school, in college and in the workforce. Our scholars will graduate to excel in government, non-profit and the private sectors, creating a pipeline of high achieving young professionals. We have a number of guiding principles, that craft our important work. First, we will provide integrity without compromise. It is important that we maintain the highest standards. We would not do anything that is questionable. Second, we will build teams by utilizing each other's ideals and skills. Third, we will give back by collaborating with community groups in the areas in which we live and work. Fourth, we will listen, learn, respond and speak to maintain an open-door policy and open communication. Last, we will mentor others, by encouraging and leading future generations.

DSPCHS is the result of our desire to offer another option for parents and scholars who reside East of the River. We all acknowledge the role that education has played in our lives and the doors that have been opened as a result of the quality of education we received. DSPCHS is a result of like-minded people who believe that nothing is more important than ensuring that All children, regardless of race or socio-economic status, have an equal opportunity to learn and to succeed in this country.

The DSPCHS advisory group began meeting November 12, 2009, and on average, has met at least once per week since that time. Working closely with the Lead Founder, members' contributions include: researching educational methods and practices, meeting with educational and charter school experts, contributing to and vetting all components of the application; accessing outside resources and leveraging personal connections; recruiting other potential board members; holding DSPCHS accountable to its business plan; creating a network of strategic partnerships; cultivating meaningful relationships with organizations and community groups; and reviewing school educational policies.

FOUNDING MEMBERS

Tony D. Johnson, PhDc-as the Lead Founder of DSPCHS and founder of the Institute for Lifelong Learning and Workplace Innovation, he is responsible for overseeing program planning, implementation, budgeting, and collaboration building. He has worked in a wide range of educational leadership positions for over 10 years. He holds dual baccalaureate degrees in Political Science and Criminal Justice, a Master's degree in Public Administration/Public Policy with an emphasis in

Educational Leadership, and he is currently pursuing a doctorate in Educational Policy, Planning, & Analysis at Florida State University.

He has served as a Director of Adult & Community-Based Programs, a Coordinator of Teacher In-Service, an Associate Dean, a Department Chair, an Executive Director for The Literacy Council, a Program and Training Director for the Community Services Agency of the AFL-CIO, District of Columbia High School Principal, Spingarn Senior High School Teacher, Gadsden County Alternative High School, and Leon County Schools Teacher. He had a variety of classroom-based and educational leadership experiences. Additionally, he has taught in the Colleges of Education and School of Arts & Sciences at Florida State University, Florida A&M University, Barry University, George Washington University, Strayer University and Westwood College. He has successfully administered programs in Florida, Maryland, and Washington D.C.'s urban schools and community centers that also serve at-risk, and other marginalized populations.

These experiences include supervision of student populations of 1,500 students per semester and over 400 instructional personnel, including instructors, teachers, volunteers and program coordinators. He also managed annual state contracts and grant budgets of approximately one and a half million dollars.

Rev. Dr. Edwin L. Jones, Sr has a number of years of extensive service to various communities and the faith-based organizations. Currently Dr. Jones serves as the President of Faith Christian University where he provides leadership to tenured faculty and staff and guides the academic rigor and quality of Christian education programs. Dr. Jones has served in diverse leadership roles at the Karma Academy For Boys, Greater Good Samaritan CDC, Fihankra Place, El Shaddai Ministries, Washington, DC, KOBA Associates-Teen Team Program, Washington, DC, Concept 7 Family Services and a number of organizations that serve diverse populations. Dr. Jones earned his bachelor's degree from California State College in San Bernardino, CA, and completed his masters program at Harvest Christian College. Dr. Jones furthered his graduate education by earning a doctorate degree from Andersonville Baptist Seminary in Camilla, GA.

Melvey Brown will serve as the Director of School Achievement and School Accountability. Melvey will oversee operations of our middle management team, programs, and strategic goals. She will be instrumental in the continued success of program outcomes. Prior to joining the Institute, she served as an entrepreneur, an Executive Director of the Missing Children's Project, a Program Manager, a Santa Clara County Juvenile Justice Counselor, Hempstead High School Teacher, The Big Red Schoolhouse, St. Albans Pre-School Teacher, Mini-Land Early Learning Center, Spotsylvania County Parks and Recreation Summer Science Enrichment Program, a Case Manager for the Teen Mother Program at the Salvation Army, a Family and Child Advocate, Juvenile Justice a Compliance Officer and a consultant for a number of organizations. She has over 20 years experience in training and education. Additionally, Melvey has provided a number of seminars and workshops on developing the competencies of early childhood professionals.

Melvey's wide range of experiences and her demonstrated ability to understand nonprofit and education dynamics and to effect constructive change made her the best candidate for this post. She has excelled in all of her previous roles, earning the loyalty and respect of leaders, clients, and scholars alike. In short, Melvey brings the right combination of knowledge, experience and leadership to achieve all of our goals for the future. Melvey has a B.S. in Psychology from San Jose University and a M.S. in Criminal Justice Administration. Her dedication, high skill-set and analytic thinking will guide the DSPCHS into its next phases of development.

Jennifer Doster is currently enrolled in the Educational Leadership Doctoral program at the University of North Florida. Her employment experience in the field of educational administration is vast, and her expertise is in the area of educational human resources. She has provided DSPCHS with perfect guidance in the area of college readiness and providing the foundation for a college-going culture. Jennifer was formerly a math teacher, an Admissions Officer at The University of North Florida and Associate Administrator at Flagler College. Jennifer works extensively with junior and seniors application to college process and first year experience program. Jennifer earned her B.S. degree in Political Science from Florida A&M University, and Master's Education from Florida State University.

Henrietta Davison brings a wealth of experience from the Alternative Education and Special Educational field. Henrietta has been a teacher of basic skills. Henrietta has taught English, Social Studies and Basic Mathematics. She has a master of Public Administration from the University of the District of Columbia and is currently a Professor of General Education and Business Administration at Westwood College. Henrietta has also worked for the D.C. Public School System as a Family Care Coordinator. Her ability to connect with her students is her greatest asset which has provided great insight into the psyche of high school and college scholars.

b. Planning Process

Urban school reform has been a hot button issue since the early 2000's. No other place in America has championed urban school reform like the District of Columbia. A small group of professionals all closely tied to the lead founder constantly engaged in discussions about political, community and advocacy issues in the metropolitan area. The one topic that continued to surface was the education of DC youth. Through numerous conversations, newspaper clippings, You Tube videos, television broadcasts, and newspapers feeds, this group came together and decided that they would embark in chartering a public high school.

From January 2010, until June 2010, the founding group collected data from a number of sources in the community. DSPCHS surveyed urban males East of the River (i.e. at cultural events at the ARC, the Barry Farms Community, churches that serve African-American males East of the River, CSOSA probation officers, S.T.R.I.V.E DC, DC Department of Employment Services Project Empowerment, DC's Children and Family Services Agency (CFSA), Concerned Black Men). We conducted informal interviews with parents, guardians, and high school age young men, and also held two round-table focus groups and discussed the following areas:

- How was your high school experience?
- How would you describe a good high school?
- How engaged were your parents/guardian in your education?
- What makes a good teacher?
- Would you attend an all male high school?

We analyzed the qualitative data and we found a number of salient things:

- Young men felt that the adults in their lives did not support their education
- They felt they had more ineffective than effective teachers
- Schools were filled with chaos, ill-intentions and was not a happy place to be
- Males indicated that a good high school helped them to increase their learning, supported all aspects of their lives and generally cared about the direction that their lives were headed towards

- Males were very concerned about the absence of females in a single-gendered setting, but many commented that they would attend an all male high school if it was fun and helped them to graduate.

As the founding group created a draft of the mission, philosophy and school design, it was vetted through various stakeholders East of the River who are parents, young men who were high school age, teachers, education advocates and community leaders.

c. Corporate Structure and Nonprofit status of the School

Driven to Succeed Public Charter High School is a nonprofit incorporated in the District of Columbia under the laws, policies, guidelines and regulations of the D.C. Department of Consumer and Regulatory Affairs Corporation Division. The Certificate of Incorporation was filed and issued on January 12, 2011 and a copy of the document (Tracking # 8XUK6VEN66) is found in the Appendix. The DSPCHS also applied for an employer identification number with Federal Internal Revenue Service and was issued 27-4509025 on January 11, 2011. We will apply for the 501 (c)(3) tax exempt status from the Internal Revenue Service if we are successful in being granted a charter.

2. GOVERNANCE AND MANAGEMENT

A. BOARD OF TRUSTEES

DSPCHS's Board of Trustees is charged with setting the strategic direction of the school, creating policies and procedures, overseeing charter faithfulness, and evaluating the CAO/CEO. The Board will provide strong governance so that the school leaders can focus on the day-to-day management of the school. The major roles and responsibilities of the Board fall into three categories: oversight, resource development, and publicity and advocacy. Specific responsibilities of the Board include establishing school policy, strategic planning, monitoring the school program, fundraising, and ensuring compliance with all federal, state, and local laws.

The Board will also adopt policies consistent with federal, state, and local laws that aid in the effective and financially responsible operation of the school. DSPCHS will be governed by a dedicated Board of Trustees consisting of 5 to 9 individuals with diverse skills, areas of expertise and experiences essential to the school's proper functioning, organizational viability, and success. While Board membership may occasionally fluctuate, it will maintain a minimum of nine voting members at all times, and an odd number for voting purposes. The membership will always include two positions reserved for parents of scholars currently attending the school. The initial board is comprised of the following individuals.

Rev. Dr. Edwin L. Jones, Sr has a number of years of extensive service to various communities and the faith-based organizations. Currently Dr. Jones serves as the President of Faith Christian University where he provides leadership to tenured faculty and staff and guides the academic rigor and quality of Christian education programs. Dr. Jones has served in diverse leadership roles at the Karma Academy For Boys, Greater Good Samaritan CDC, Fihankra Place, El Shaddai Ministries, Washington, DC, KOB Associates-Teen Team Program, Washington, DC, Concept 7 Family Services and a number of organizations that serve diverse populations. Dr. Jones earned his bachelor's degree from California State College in San Bernardino, CA, and completed his masters program at Harvest Christian College . Dr. Jones furthered his graduate education by earning a doctorate degree from Andersonville Baptist Seminary in Camillia, GA.

Troy D. Lewis is an advocate for first generation college students. Troy Lewis is currently employed with the College of Behavioral and Social Science at the University of Maryland College Park. Professionally, Troy Lewis has expertise in youth development and student achievement. Prior to the University of Maryland, he served as a Post-Secondary Advisor with the KIPP DC: KIPP through College Office, and as a Senior Trainer with The Posse Foundation, a national leadership merit based college access program. As a graduate of The Florida Agricultural & Mechanical University earning a degree in Business Administration, Troy Lewis continues to provide college access and opportunities for youth.

Rozanne “Roz” Fuller has extensive experience in the field of education and social services. Previously, Roz has served as a Director of Education, a Director of Housing and Family Services, a Coordinator of School Health and Safety for D.C. Charter Schools, a Director of Student Services and a faculty member at Stratford University in Virginia. Roz was instrumental in establishing a personal/crisis counseling program at Kadena High School on Okinawa, Japan in 1991, and she has established tutoring and mentoring programs in several educational settings. She has vast experience in providing training for community groups and parents, as well as in speaking at conferences on discipline, on boarding school issues, on urban education, and on adolescent growth and development. While working in Japan, Roz was selected to participate in the first ever Air Force-wide Suicide Assessment Task Force which met to determine what the Air Force could do to reduce the number of suicides committed by it's members. She also served on the Family Misconduct Board and on the Deployment Preparedness Committee. Her experiences in working with low-income youth in DC will serve her well at DSPCHS.

Roz has a B.A. in English from Fort Hays University and a M.Ed. in Counseling and Personnel Services from the University of Maryland. Roz will oversee our instructional program practices and student support services. Her wealth of knowledge and expertise will provide a unique skill-set that will support of all our programming in a significant way.

Marcus A. Sandifer's diverse experiences in the business arena include human resource management, public relations, and project management. He has a Master of Science in Management and Human Relations from Troy University. He began his career with PepsiCo, Inc. and rose through the ranks to become Supply Chain Associate Program Director. His management experience has been a great asset to the DSPCHS.

ADVISORY COUNCIL MEMBERS:

Cheryle D. Bryant is a native Washingtonian. She attended Howard University, receiving a B.A. degree in Administration of Justice and Business Administration. She also holds a M.S. degree in Justice, Law and Society from American University. Her career in criminal justice spans the last 25 years, beginning with a stint as a counselor in a methadone clinic and a juvenile counseling center. She later became a parole intern for D.C. Parole, a Case Manager for the Bureau of Rehabilitation, Inc., a Federal Probation Officer for U.S. District Court for the District of Columbia, and a Special Investigator for U.S. Investigation Services, Inc. For the past seven years, she has been the President of Bryant Inquiry Consulting, LLC, specializing in private investigation and legal research. She is currently an Adjunct Professor of Criminal Justice at Westwood College at the Annandale and Arlington Virginia campuses. With respect to philanthropic activities, she served as a board member and as Vice President of the board of directors for Community Family Life Services, from 1993-1999. She has received numerous awards for her work in the field of probation and parole. Her research skills are impeccable, and she will provide the type of knowledge base we need to create and sustain programs that work.

Carlos Cato has brought business management experience to the DSPCHS. He has a Master of Education from Kent State University. He is currently the president the Cato Group, offering policy analysis, marketing, and real estate development for small business and non-profits. He is also has a diverse background in federal government service, serving in managerial roles within the Internal Revenue Service, Environmental Services Agency, the Department of Army, and the U.S. Park Service. His business management and real estate experience has provided the advisory council with impeccable guidance in locating a site for school.

Christopher L. Small is a specialist in educational administration. He has a Master of Public Administration from Florida State University. He is currently an assistant principal at a middle school serving diverse scholars. He also was employed with the Federal Bureau of Prisons as an ESOL instructor. He also has experience as a college instructor. His ability to connect with a diverse population of scholars has been invaluable to DSPCHS and will continue to serve us well into the future.

Dr. La'tara Osborne-Lampkin earned a Doctor of Philosophy from Florida State University in Educational Policy, Planning and Analysis. She also has a Master's in Applied Social Science from Florida A&M University. She has a Bachelor's degree in Criminology from Florida State University. She is currently an Assistant Professor of Education Policy and Leadership at the University of North Florida. Her employment experience includes alternative education, ESOL, educational research, policy analysis, and operations consulting. She has received several awards and honors in the field of education. She also taught educational policy and research methodology on the college level. She has been published in several educational journals on school accountability.

Jonas Singer currently serves as the Deputy Director of the Financial Literacy Foundation. He has a Master's degree from John Hopkins University in Government and a Bachelor of Arts in Philosophy, Psychology and Neuroscience. He has extensive experience in the fields of scientific research. He also currently serves as the Deputy Director of the Batter-Up Foundation, managing mentoring programs through the Major League Baseball Association. His experience as a manager has served us well.

Dr. Victoria-Maria MacDonald, Vice Chairman Currently a Visiting Associate Professor of Education Policy and Leadership at the University of Maryland, College Park, she specializes in research into Latino and African American education in local public schools. She has a Doctorate in Education from Harvard University, as well as Post-Doctoral Fellow experience at the National Academy of Education, Stanford University. Her experience in the field of minority education is vast, as she has authored three books, Latino Education in the United States, A History of Latino Higher Education, and Urban Education in the Changing South. She has authored numerous articles, and garnered several awards.

Christopher Chestnut, Attorney at Law, specializes in educational law. He has a law degree from the University of Florida. He has been a tireless supporter of the following community organizations: Habitat for Humanity, March of Dimes, Big Brothers and Big Sisters, and the Boys and Girls Club. He is a member of the John Marshall Bar Association. His legal guidance has been invaluable to the DSPCHS advisory council.

Howard Moore has served as a volunteer coordinator for Court Supervision and Offender Services Agency, D.C. Youth Rehabilitation Center, and Greater Mt. Calvary Holy Church. He has an Associate's and Bachelor's Degree from National Bible College and has professional counseling certificates from the Catholic Community Services Institute in Washington, D.C. He has facilitated Workshops in Lay Counseling, Anger Management, Ministering to Blended Families and Suicide Prevention. He is also a Certified Addictions Counselor.

Selection of Board Members

The members of DSPCHS Advisory Group comprise the primary group from which the initial "Board of Trustees will be selected. Upon chartering, each Advisory Group member will receive a copy of the Board of Trustees Job Description and will execute the Board of Trustees Performance Expectations. Although the Board of Trustees will delegate management of the school to the CAO/CEO the Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are:

- An unwavering commitment to seeing our scholars superbly prepared for college, and leadership;
- Commitment to improving access to quality education for all children regardless of Race and socio-economic status;
- Understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
- Ability to be a good judge of information regarding the CAO/CEO's educational and fiscal management of the school and a willingness to replace the CAO/CEO if results are less than satisfactory;
- Willingness to focus on the academic achievement of children in the school, and not divert the board's attention to matters that are peripheral to this mission;
- Ability to fairly and accurately assess the needs of the community and to represent the school to the community and others;
- Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience;
- A willingness to accept and support decisions made in accordance with the by-laws;
- An ability and willingness to give time and energy to the school; and
- A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

The Board of Trustees will form a Governance Committee which will recruit and recommend new Board members and further develop the Board of Trustees. As outlined in the by-laws, the duties of the Governance Committee shall be to: (a) study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board; (b) present a slate of nominees for Officers to the Board for election at the annual meeting; (c) recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) provide ongoing orientation to Trustees; (e) oversee a Trustee assessment process to ensure optimum performance; and (f) recommend the appointment of a past Chair to the Board, if necessary, in the interest of continuity.

Selection of Parent Members of Board of Trustees:

The parent representatives who serve on the Board of Trustees will be selected by the DSPCHS Parent Association. The president of the Parent Association will serve as the first representative. The other representative, once selected by the Parent Association, will be reviewed by the Governance Committee of the Board and voted on by the entire Board. These representatives will also serve as liaisons between the Board and the Parent Association, making suggestions which address parent concerns while not compromising the mission and vision of the school. In the event that the Parent Association does not recommend a parent representative, the Board Chair will work with the Director of

Community Outreach to identify potential parent candidates and those names will be shared with the Governance Committee. Parent candidates will participate in the same orientation as all other Trustees.

Roles and Responsibilities of the Board

The initial Trustees shall serve for one year terms. For Trustees elected after the first meeting, terms of office shall be for one year from the date of their appointments, or until their successors are seated. After election, the term of a Trustee may not be reduced, except as specified in the by-laws.

The Board of Trustees will have four officer positions: Chair, Vice-Chair, Secretary, and Treasurer. Each will be nominated by the Governance Committee and must be voted on by the full Board. Once seated, the Chair of the Board will work closely with the Cao/CEO to set meeting agendas and to guide and support the Board. The officers of the Board of Trustees will be evaluated regularly by the Governance Committee of the Board. The complete plan for officer succession is explained in the draft of the proposed by-laws. The Board will include a minimum of four (4) standing committees: Student Achievement/Accountability; Finance; Governance; and Fundraising/Fund Development.

The Board will hold the public charter and will use strategic planning and thoughtful governance and oversight to ensure that the school is held accountable to its mission. The sole responsibility of the Board will be to govern the school by developing and maintaining school policies, hiring and evaluating the CAO/CEO, and maintaining financial oversight and fiduciary responsibility for the school. This will be done in alignment with the mission and vision of the school. The Board will delegate management of the school to the CAO/CEO, who will report directly to the Board. The CAO/CEO will hold a position on the Board that will allow him/her to perform critical advisory services and to provide an effective voice in the school's governance that accurately reflects the ongoing needs of the school. This position is purely advisory in nature and includes no voting privileges.

Board meetings will be held quarterly, or more often if necessary. All Board meetings will be open to the public, and the Board will ensure that sufficient and advance notice of the time, date, and location of meetings is made public.

The Board will develop policies and procedures to enable smooth operation and optimal performance of the school. When the school begins to hire staff and recruit scholars, the Board assumes its oversight role ensuring all adopted policies and procedures are correctly implemented.

Under the supervision of the Board, the CAO/CEO is directly responsible for the operation of the school and all staff hiring decisions. As the only staff member whose compensation and employment terms are set by the Board and who is evaluated annually by the Board, the CAO/CEO is advised by and advises each Trustee, working particularly closely with the Board Chair and Treasurer. It is within this leadership structure that clear lines between governance and management will be drawn, enabling the Board to govern well and the CAO/CEO to manage effectively.

The proposed CAO/CEO, Tony D. Johnson, and the DSPCHS will receive thorough training in the distinctions between governance and management and will be prepared to make decisions that are clearly within their purview as Trustees or staff. The Board will determine the "what" of school operations while the CAO/CEO and his or her staff will determine the "how." Examples of policies the Board will adopt and the staff will implement will include but are not limited to:

- Student Enrollment. The Board sets the cap on how many scholars may be enrolled. The CAO/CEO implements the recruitment process, including information sessions, applications and a lottery.

- **Employment.** The Board adopts a non-discrimination policy. The CAO/CEO advertises and recruits for all staff positions at the school, reviews qualifications of applicants, interviews candidates and selects finalists, constructs salary offers and contracts, and offers employment to the selected applicant.
- **School Schedule and Calendar.** The Board will set as policy the length of the school year (number of days of instruction). The CAO/CEO will determine, for example, whether to close school during inclement weather and how then to ensure that the number of instructional days is adhered to or amended with the authorizer.

Staff and Board Relationships

The Board of Trustees will hire, supervise and work closely with the CAO/CEO to ensure that he/she is executing the mission of the school according to its charter. The Board of Trustees will delegate all managerial and decision-making authority regarding CAO/CEO staff to the CAO/CEO. The Board will meet on a monthly basis to discuss the state of the school and its progress toward the goals set forth in its Accountability Plan. Some of the Board's committees will involve key DSPCHS personnel who will work closely with the Board Treasurer and who will attend Finance Committee meetings.

Board's Relationship to Parents

DSPCHS believes that parental support is an integral part of a student's education and will make every effort to ensure that parental input is considered in the Board's decision-making process. The two parent representative Trustees will serve as the primary voice of parents in addressing the Board. The Board of Trustees will also serve as the final appeal for parents dissatisfied with decisions made by school management.

Board's Relationship to Scholars

The Board of Trustees will be an active and integral part of life at our school. They will be expected to visit and observe classes on a regular basis and will be invited to all special performances and presentations by the student body. The Trustees will not have direct supervision of or prescribed interaction with scholars and will not be expected to field direct questions or complaints from any student or group of scholars. Rather, should a student or group of scholars approach them, Trustees will be instructed to notify the CAO/CEO so that official policy for incorporating input or addressing complaints may be followed. When appropriate, and as they are able, Trustees may be invited to address the student body about their areas of professional expertise or may be asked to welcome scholars at their workplaces for career "shadow days" or similar enrichment activities.

b. Rules and Policies

Clear goals and expectations for the Board are set forth in the policies of the proposed by-laws and will be further detailed in the Board Manual that will be developed during the planning year. The Board Chair will appoint an ad-hoc committee to draft the Board Manual. The draft will be submitted for review to our legal counsel, and will be returned to the committee for revisions. Once final revisions have been made, the committee will present the Board Manual to the full Board for a vote. The Board Manual will include rules and policies concerning: legal documents (e.g., charter, by-laws); strategic plans (e.g., Accountability Plan, Resource Development Plan, Financial Management Plan); membership organization and operation (e.g., job descriptions, performance expectations, committee descriptions, calendar, agendas, minutes, CAO/CEO reports); finance and resource development (e.g., fiscal policies,

budget, budget narratives, audit reports, resource development references, talking points for development purposes); public and community relations (e.g., newspaper and magazine articles about the school, list of community partnerships and contacts); school code of conduct (e.g., discipline policies, Board's appeal hearings processes); and human resources and personnel (e.g., guidelines for hiring and evaluating the CAO/CEO, school staff and organizational chart, personnel and student policies).

c. Administrative Structure

One of the first actions of the Board of Trustees will be to hire the Principal. Tony Johnson is the proposed CAO/CEO for DSPCHS. The CAO/CEO, supervised and supported by the Board of Trustees, will be ultimately responsible for the implementation of the mission of DSPCHS at a demanding, high standard. The CAO/CEO will hire and supervise all other employees of the school. The CAO/CEO will report monthly to the Board of Trustees on the state of the school, on the progress toward successful execution of the mission statement, and on the progress toward each goal in the school's Accountability Plan. The Board of Trustees will evaluate the CAO/CEO annually, will provide detailed and critical feedback regarding his/her performance, and will set his/her compensation.

In its initial year of operation, the leadership of DSPCHS will consist of the CAO/CEO and three senior administrators: Director of Curriculum and Instruction, Dean of Student Culture, and Director of Scholar Success.

The three senior administrators will all report directly to the CAO/CEO and will meet frequently as an administrative team. We do realize the demands of successfully starting a strong organization and school, and we have committed to hiring an initial administrative team to best support a strong effective organization and educational program. The school intends to open with all senior administrative positions filled. Operating as effectively as possible at start-up will best support strong results for scholars and the organizational stability that will lead to execution of the mission. General duties are described below:

- **Chief Academic and Administrative Officer.** Provides overall school leadership, implements the school's mission, reports to the Board of Trustees, hires all staff, fundraises, manages the administrative team, establishes and directs all long-term strategic planning. The CAO/CEO also serves as the school's liaison to the external community and the media.
- **Director of Curriculum and Instruction.** Provides daily leadership of faculty, ensures effective implementation of curriculum, observes classrooms and addresses instructional practices, coordinates professional development, develops and maintains the assessment system. The Director of Curriculum and Instruction also serves as the school's liaison to families regarding scholars' academic performance.
- **Director of Scholar Culture.** Provides day-to-day leadership of scholars, supports development of respectful school culture, maintains frequent contact with parents, oversees disciplinary procedures.

Input into School Decisions

For Families

Two venues will exist for families to provide input or to assist the school leadership in its decision-making process. The first venue is through parent representation on the Board of Trustees. We will also explicitly ensure that the widest family and community input is solicited and considered at specific decision points. We will accomplish this by hosting, with our parent Trustees, either community meetings, dinners, or socials that serve to bring community members together and that will enable us to gather input on specific issues. The second venue is through the Parent Association formed for the specific purpose of ensuring that parents can participate fully in the school.

For Teachers and Staff

Our open door policy for our faculty and staff will allow everyone to provide feedback that can be used to strengthen our school and our programs. Additionally, we will hold faculty meetings and professional development sessions where faculty will be invited to provide input into appropriate decision-making processes of the school. Although it is the primary responsibility of the CAO/CEO of School to make final decisions on behalf of the school, we believe that the input of all professionals on the staff can support the strongest decision-making.

For Scholars

The DSPCHS class president can bring to the CAO/CEO, Principal, and Board of Trustee Chair any ideas or concerns directly related to the effective functioning of the school and the academic achievement of its scholars.

d. School Management Contracts

DSPCHS will not enter into a contract with a school management firm. We believe our recruitment mechanism, fiduciary controls, and leadership expectations posture the school for short and long term success. In the event, modifications in staff, structure, and process need to be reformed to increase productivity, success, and effectiveness those changes will occur and an outside school management service will not be utilized for such a change.

3. Finance

a. Anticipated Sources of Funds

DSPCHS will demonstrate high scholar achievement and academic performance with approximately the same financial resources as traditional District of Columbia public schools. Our budget model and financial plan ensure that our core educational program will be able to operate almost exclusively with public funds. Conservative budgeting will allow us to maintain financial stability in our operating budget using our per-pupil allocation, start-up grants, and federal entitlement grants. This conservative budget model assumes student attrition, conservative revenues, and zero to low need for fundraising, yet allows us to balance our budget and focus resources in the classroom.

There are a variety of challenges that can affect a first year start-up charter school. One challenge that can affect the school is that funding or entitlements may be delayed or arrive with lower amounts than anticipated. The second challenge may include a lower enrollment than what was projected.

If the early enrollment period shows that the school may face under-enrollment then we would hire less staff for year one with the expectation to drive enrollment year-round for year two efforts. Another strategy we would consider is to increase class sizes from 18 scholars to 21 scholars which will save instructional costs. The role and responsibilities of key leadership posts can be consolidated into few leadership positions.

As a safeguard for delayed funds we will secure lines of credit from local credit unions and banks. We will survey the charter community for suggested lenders who have worked with the charter school community to extend lines of credit (i.e. Bank of America, City First, D.C. Government Federal Credit Union, PNC Bank, Treasury Department Federal Credit Union).

Another contingency we included in our budget forecast. We budgeted conservative federal entitlements and accounted for a balanced staffing design that is not “top heavy.” The DSPCHS will raise the contingency fund level through active grant-writing, community partnerships, space rentals, and diverse fundraising activities.

The goal of our budgeting schemata is to capitalize on our D.C. and federal funding streams. These funds will cover new hires, staff development activities, basic school operations, and general education expenses. Our budget forecast goals include the following:

- Expanding academic programs that add to the “richness” of college-readiness opportunities, expanded AP course offerings, and expanded course offerings
- To create Open Computer Labs/Cyber Cafes throughout the school
- To renovate, purchase, or construct a new facility
- To compensate administration, faculty and staff through merit-based pay incentives

b. Planned Fundraising Efforts

As a public charter school, public funds will serve as DSPCHS’s primary source of revenue to cover core operational expenses and recurring facilities expenses. It is anticipated that DSPCHS will be entitled to the per pupil allocations reflected in our budget projections. The budget is drafted as an extension of the first year financial plan projected over a period of five years.

We are encouraged by the support of so many organizations and individuals that have provided input into the school design, shared the needs of the community and committed to supporting DSPCHS and the work we are proposing to do in Wards 7 and 8. DSPCHS plans to implement a comprehensive fundraising plan, including applying for government grants, foundation funds, and donations from private sector entities, as well as grass roots fundraising by scholars, faculty and parents.

East of the Anacostia River, in Washington, DC’s Wards 7 and 8, live many of our city’s citizens who are most affected by public policy but who effect public policy the least. Cultivating the public policy efforts in our scholars is advantageous to potential donors because it presents two opportunities: 1) Engaging future leaders and 2) Engaging future supporters. Engaging individuals from adverse and diverse backgrounds presents many organizations with inroads into new areas of support from their funders. Our fundraising plan engages political parties (Democratic, Republican, Green, Tea, etc), local government, companies, foundations, associations, and individuals. We have begun the process of identifying sponsors if we are successful in being granted a charter. If we are chartered we will raise funds through two mechanisms; 1) Development Office 2) 501 (c)(3) foundation.

Taking into account that the school will need to generate funds beyond the per-pupil allotment from DC in order for us to grow and to fulfill our core mission, we will hire full-time staff dedicated to the planning, development, and deployment of fundraising tools, including planned giving, charitable events, annual solicitations and grants. All of the usual foundations and endowments who support education will be accessed, but we will also remain cognizant and pursue uncommon sources of funding and in-kind services. The Director of Development will be responsible for cultivating and maintaining the relationships necessary to generate sustainable funding for programs, operations, and facilities lease.

The 501 (c)(3) designation of DSPCHS will operate dualistically to focus education and raising money to purchase and create permanent facilities, advanced technology in the classrooms, and any future educational community ventures. The fundraising efforts of DSPCHS will focus on fundraising efforts and will be particularly effective because it will have one primary focus--to raise funds, and will provide a vehicle to involve the community in each step of the process. Also, in the course of daily work of educating scholars, DSPCHS fundraising efforts will raise awareness of the school's mission and objectives and will market our efforts to a larger pool of donors.

Cultivating interest, volunteerism, and support from the surrounding community is a key component of our fundraising plan. We will engage parents, scholars and the community as partners in our fundraising efforts through innovative service learning opportunities. With the support of the local residential community and through such mechanisms as a "Community Service Bank," we will turn community service hours into dollars and in-kind services. We will develop methodologies for our local businesses to participate through programs such as the Scrip Program, a national fundraising program that partners with retail establishments to sell gift cards to parents. We will also work with local restaurants and entertainment establishments to hold "family nights," in which the school receives a predetermined percent of proceeds.

Washington, DC is the public policy capitol of our country. Many corporations, special interest groups, and public interests are represented here by associations, public relations firms, and public figures. We will take advantage of the opportunities that the DC public policy hub presents by engaging its representatives in our fundraising efforts and in the programs we offer to our scholars. By networking with these various organizations, we will tap in to their various pools of donors and funded initiatives. We will engage all parties in sponsoring public speaking and debate teams, extracurricular clubs, and special events, character building initiatives, and the like.

The fundraising picture in Washington, DC looks promising. Our process of engagement will strike home with many individuals who live and work in the city, as well as to those outside the city who are concerned about the challenges facing our Nation's Capitol. The success of inner city male youth must be seen as an integral part of creating a pipeline for the next generation of successful professionals.

c. Financial Management and Accounting

The Driven to Succeed Public Charter High Schools will create and maintain a strong financial system and records management protocols. Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. In the planning phase we will create and adopt internal controls and safeguards that will provide accurate, timely, and relevant financial reports, following Generally Accepted Accounting Practices (GAAP), fully comply with all D.C. Charter School Board, OSSE, and other grant makers financial policies and regulations.

The function of the Business Manager is to maintain cash-handling, accounting, and other fiduciary responsibilities. The Chief Academic and Executive Officer will monitor cash-flow reports, monitor revenue and expenditures, and maintain fiscal controls. The Board of Trustees will provide active oversight of the budget, Trustees will undergo fiscal training and the expertise and knowledge of financial management will be embodied in one or more board members. The CAO/CEO, Business Manager, and Board of Trustee chair will monitor, evaluate, offer recommendations and solutions for budgetary adherence, fiscal health, and a continued process of accurate GAAP procedures.

DSPCHS fiscal year will begin on July 1st and end with June 30th. This fiscal calendar is aligned with our major D.C. and federal entitlement dollars and is acceptable for many organizations. We will have available a monthly and yearly detailed budget report that can be submitted on demand. The Board Chair will review the budget with the CAO/CEO prior to submittal to the full board. The full Board will review and approve the budget no later than one month prior to the next reoccurring fiscal year.

A seamless system of internal checks and balances will insure that we have fully executed on our fiduciary responsibilities and financial stewardship role for public and private funding streams, these safeguards include:

- Monthly financial reports will be submitted to the Board chair monthly for review, at a minimum of one week prior to the next Board meeting date
- All checks will require double signature by the CAO/CEO and the Business Manager
- All school-related expenditures that are paid via the DSPCHS checks, credit card, and purchase orders require CAO/CEO and Business Manager signatures
- The CAO/CEO will review reconciled accounts weekly
- A contingency fund will be created and maintained of 4% of the total budget
- A petty cash fund will be created and maintained for the CAO/CEO or Principal of no more than \$300.00. Receipts must be submitted within one week of use of cash directly to the Business Manager.
- As required by the DCPCSB, each year the school will operate on a balanced budget and will maintain a stable cash flow.

d. Civil Liability and Insurance

Based on our insurance quotes, total yearly insurance premiums will run from about \$12,000 to \$60,000 per year. The insurance premium will include Business/General Liability/Educator's Liability/Property and Leasing/Boiler and Machinery/Auto Insurance/Director's Insurance. Auto coverage included would be non-owned and hired auto coverage. For buses, there would be \$1000 a year more per vehicle.

Coverage	Limits	Annual Premium Indication
Property (owned or leased contents only)	(Full 100% replacement, no co-insurance) Boiler if owned building	\$ 1,000.00
General Liability includes: - Sexual Abuse - Employee Benefit Liability	\$1,000,000 / \$2,000,000 agg	\$ 2,500.00
Auto Liability (non-owned / hired)	\$1,000,000	\$ 250.00
Crime	300,000	\$ 250.00
Excess/Umbrella Liability	\$10 million (follows over GL, Abuse, Board E&O, EPLI)	\$ 1,000.00
School Board E&O	\$1,000,000	
Educators Legal Liability/	\$1,000,000	
Employment Practices Legal Liability	\$1,000,000	\$ 1,500.00
Workers Compensation	Statutory Coverage	\$ 3,500.00
Student Accident	\$25,000	\$ 800.00
Total		\$ 10,800.00

e. Provisions for Audit

On an annual basis, a full audit of DSPCHS finances will be undertaken by an external CPA to audit the schools financial records in accordance with Generally Accepted Accounting Principles (GAAP). The audit will be performed by a firm from the DC Public Charter School Board's approved list. DSPCHS will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a copy will be submitted to the D.C. Public Charter School Board in accordance with published deadlines and the DSPCHS Board of Directors. The audit expenses set forth in the budget are based on actual expenses incurred by other D.C. Charter Schools.

4. FACILITIES

a. Identification of a Site

We have not yet identified a permanent site for DSPCHS. DSPCHS will be located in either Ward 7 or 8, serving teenagers and families East of the River. We realize that it is particularly difficult to find a building in these Wards with the communities being so densely populated with residential housing and the amount of committed commercial renovation taking place; however, we are still focusing our efforts on finding a facility East of the River. Our primary goal is to apply for a vacated DCPS school that have been closed in recent years.

b. Site Renovation

We have not identified a site. Upon identification, we will be prepared to provide a site renovation plan. This plan will include consultation with design-build contractors, Building HOPE organization, Friends of Choice in Urban Schools, Charter School Development Corporation, and others. It is our goal to provide a school building that fosters high quality educational programs for our scholars, families, and the community.

c. Financing Plans for Facilities

We expect to lease our facility initially, although our ultimate goal is to own our facility upon full enrollment. Using the facilities non-residential allotment for SY12-13 and multiplying it by a 3% inflator for SY13-14 and SY14-15, we anticipate a funding level of \$3,000 per student for non-residential facilities allotment during operation year one. Our budget projection for the first year of operation includes the costs associated with leasing a facility with twice the space needed to accommodate the school's growth during the following year, and renovation costs (above regular maintenance costs incurred throughout the year) on the public dollar alone. However, we acknowledge that the school will not receive its first facilities payment before July 2011. We anticipate having to perform building renovations and will need to secure all applicable permits. We anticipate including the cost of the renovation of hard fixtures (such as lighting and HVAC) into the lease.

d. Building Maintenance

If DSPCHS is a tenant in a building, building maintenance will be clarified in the lease arrangement. If DSPCHS owns its own building, the CAO/CEO or his/her designee, will be charged with overseeing building maintenance and code compliance. If necessary, the school will either hire a full time maintenance person or contract out for maintenance services.

5. Recruiting and Marketing

a. Outreach to the Community

DSPCHS is committed to honoring its promise of a high quality high school for the scholars and families of D.C., particularly those scholars residing East of the River. We believe that the community must be engaged in partnership with the school in order for the school to truly fulfill its mission and be a success at serving its scholars. As a result, DSPCHS has already begun to engage the community in informing the development of the school. The Community Outreach Group has met with multiple community organizations and leaders serving families and children located in Wards 7 and 8, and we are honored by their pledges of support for the school.

While current commitments do not allow all community leaders to serve on the Board, DSPCHS has invited these individuals and organizations to serve as community advisors keeping the school leaders and the governing Board of Trustees abreast of the community needs and happenings. These individuals and organizations have committed to advocacy for the school, assistance in recruiting scholars, and attendance at two annual meetings to give feedback to the school from the community.

The Community Outreach Group will serve as a liaison between the school and the local community and will be responsible for ensuring that the school remains accountable to the community and does not leave residents with another unfulfilled promise of community improvement. We have formed relationships with many of the organizations and community leaders serving families located in Wards 7 and 8. We have created a bi-weekly e-mail newsletter that we send and will continue to send to our community partner organizations and leaders keeping them abreast of the process of founding DSPCHS.

b. Recruitment of Students

The founders of DSPCHS recognize the need for high quality high schools East of the River. However, the founders also recognize and understand the challenges of recruiting potential families and scholars to a new school, particularly in D.C. where there is an intense focus on education reform and where charter schools are under close scrutiny and great debate. The founders of DSPCHS recognize the challenges surrounding student recruitment in general, and have thoughtfully planned concerted and strategic efforts to reach all vital stakeholders and address as many concerns as possible in a thorough, honest and transparent manner.

c. Future Expansion and Improvements

We recognize the unique challenge DSPCHS faces in deciding to open its enrollment to 9th graders, an unnatural break in D.C. Public School system and most charter schools. As a result, we will have to be even more strategic and focused in our recruitment efforts. We will continue to vigorously recruit scholars by advertising, accepting referrals, and word of mouth.

Future Expansion and Improvements

	2012-2013	2013-2014	2014-2015	2015-2016
9th	300	300	300	300
10th	-	300	300	300
11th	-	-	300	300
12th	-	-	-	300
Total	300	600	900	1,200

The Driven to Succeed Public Charter High School will utilize a multi-tiered marketing plan that will target organizations that serve teenage males. The specific marketing schemata is found below:

Strategies for reaching the D.C. community	Specific Targets/Resources
Place Ads in Local News Papers	East of the River, Washington Informer, The Express, The Examiner, Afro-American, Hill Rag, Parent Watch and the City Paper.
Disseminate press releases to local papers, radio and television stations announcing the opening of the school.	Plan to contact all of the following media outlets. ABC, CBS, NBC, FOX 5, CW, WB, PBS, TV1, BET, WHUR, WKYS, MAJIC 102.3, WPGC, Heaven 1580
Information/Brochure/Flier drop offs and postings throughout D.C.	At locations potential scholars and parents frequent in each ward: daycare centers, community recreation centers, barber and beauty shops, Laundromats, carry-outs restaurants, check cashing stores, libraries, stores

	and other local businesses.
Have presence at local fairs and festivals	Cultural festivals, neighborhood block parties and community fairs
Strategies for reaching targeted communities East of the River	Specific Target/Resources
Provide direct contact to families in our community and within our geographical service area.	<p>Social workers, preachers, local businesses, youth organizations, daycares, after school programs, local libraries.</p> <p>Around the school neighborhood and in public places: Metros (Minnesota Deanwood, Benning Road; Congress heights and Anacostia); police stations (6th and 7th district).</p>
Conduct door-to-door recruitment.	Within the geographical area of the proposed school location.
Hold Information sessions and leave information at local recreation centers, middle schools and programs.	Benning Stoddard, Fort Davis, Kelly Miller, Hillcrest, Kenilworth-Parkside, Barry Farm, Congress heights, Fort Stanton, Southeast Tennis and Learning Center, Ridge Recreation center. Area middle schools
Petition local places of worship to address congregation (announcements, set-up tables, leave information).	Allen Chapel AME Church, Union Temple, Spirit of Faith, Anacostia Baptist Church, First Baptist Church of Deanwood, Holy Christian Missionary Baptist Church for all People, Tabernacle Baptist Church, Temple of Praise, Emmanuel Baptist Church, Standard of Living Ministries
Petition local libraries for forums for community outreach (announcements, set-up tables, leave information).	Deanwood, Francis Gregory, Capitol View, Washington Highlands, Parklands-Turner.
Solicit members to serve on the Community Advisory group	We will contact each local Advisory Neighborhood Commissioner (ANCs) and invite them to serve as a Community Advisor, and/or to recommend one community resident to serve as a Community Advisor.
Contact real estate agents	Contact local agents who work in the area and share information about the school.
Conduct periodic mass mailings	Hire a mailing service to target grade-appropriate scholars living in our geographic service area

3. PLAN OF OPERATION

1. STUDENT POLICIES AND PROCEDURES

a. Timetable for Registering and Enrolling

The Director of Development and Community Outreach is responsible for student recruiting and enrollment for the Fall 2011 and each school year thereafter. DSPCHS believes in a fair, equitable, and impartial recruitment system. The Director of Development and Community Outreach will guide the entire enrollment process and will report directly to the CAO/CEO and Principal on enrollment projects, issues, and outreach efforts.

Leading to the first year of operation DSPCHS will release its student application during January 2012 and will keep the open enrollment window open until all scholars have been successfully enrolled for Fall 2012. The application will have wide viability; it will be found on the school's website, at the school, at the school's initial operating office, at local social service facilities, at youth recruitment events, and at presentations to D.C. middle schools. The application will ask a number of questions to gather as much information as possible about each learner. This information will both inform the leadership team and the teachers on the best learning modalities and past experiences that that have sculpted this learner to be who he is as of today.

Questions will be written clearly to insure that applicant understands the questions, their intention, and the spirit in which the questions are asked. These questions will include, but will not be limited to biographical information, contact information, gender, past school experiences, family history, and preferred learning methods. As with all public charter schools, parents and guardians will be clearly notified in all printed, posted, or other forms of communication that DSPCHS is a free public charter school. The application will be available in both English and Spanish and will be translated into any other languages spoken by potential families. To assist in the completion of the application, school staff and volunteers will make themselves available for parents or guardians who require or request assistance.

The table below indicates the intended timeline for registering and admitting scholars for the first year of operation.

January 9, 2012	DSPCHS Application Released
Monday, May 7, 2012	Deadline for school to receive student application.
Monday May 14, 2012	Lottery held to determine admission; Wait list established for scholars
April 10 & 11, 2012	Notification of families via phone and U.S. Mail letter (Intent to Enroll
May 1, 2012	Intent to enroll deadline. Families who do not return their Intent to
	Enroll forms by this date will forfeit their child. Registration

	materials including full student application and health forms are due.
May 2, 2012	If applicable, Wait list activated and scholars notified of admission listed on the wait list
May 2012-June 2012	Review school program and expectations
Monday, July 9, 2012	All student registration materials required, including proof of D.C. residency forms
August 6, 2012- August 17, 2012	Teacher Summer Academy
August 20-August 24	Scholar Summer Academy
Monday, August 29, 2012	School year begins

It is important to have a seamless process in place in the recruitment of scholars to the DSPCHS, as equally important it is to have a process of preparation in place. The DSPCHS founding team has created an Opening Day Checklist to be completed as a leadership team. This list details each of the academic, operational and human capital elements that are critical to opening day success. We believe that through a concerted effort, high ideals, a sound plan, and execution DSPCHS will open its doors year one and year over year prepared and ready to begin an exciting and robust school year. The Opening Day checklist is included below:

<p style="text-align: center;">Driven to Succeed Preparation Plan for</p> <p style="text-align: center;">Opening Day</p> <p style="text-align: center;">Checklist</p>	
Staffing	<ul style="list-style-type: none"> • All vacancies are filled. • Work with DSPCHS Administrative Team to check certification status of teachers, report changes. • Ensure newly hired staff complete requirements for DSPCHS (induction steps such as fingerprinting, completing application packages, contacting payroll, etc) • Assurance that teachers are teaching in their license area.

School Culture	<ul style="list-style-type: none"> • Distribute School Climate Survey and deadline for completion and submission to the Front Office • Review and become familiar with the policy and procedures related to scholar conduct or discipline • Plan a “Get to Know the School Team” for the community • Review Policy on Dress and Grooming • Request that teachers and administrators take a tour of the neighborhoods that serve DSPCHS and get to know the members of the neighborhood associations. • Leave fliers in the community introducing DSPCHS and some highlights concerning the school • Arrange to have conferences with the staff prior to the opening of the school -teachers, custodial staff, nutrition staff, teacher assistants, and PTO officers (1-on-1)
School Organization	<ul style="list-style-type: none"> • Complete master schedule and distribute to staff and students. • Make sure all teachers know their team assignments. • Make sure that all staff are familiar with the following items: • Tentative organization sheets with names of all teachers and assignments • Individual responsibilities are clearly articulated • School and system expectations, rules, codes, policies • Daily routines for receiving, dismissing and ordering flow of students during the day. • Emergency and security procedures • Expectations and procedures for interactions with parents • Expectations and procedures for interactions with visitors • Expectation and procedures for interacting with press • Prepare information packets for scholars and parents. • Prepare school time schedule for distribution to staff, custodian and parents • Prepare to collect emergency/contact information from all scholars and staff
Physical Environment and Security	<ul style="list-style-type: none"> • Walk through the building and note areas that need repair • Contact CAO/CEO and Principal about areas that need repair • Meet with custodial staff and discuss expectations • Ensure every classroom is suitable for instructional use <ul style="list-style-type: none"> • There is appropriate space • There is appropriate furniture • Technology is set up and working • Notify appropriate CAO/CEO and Principal of security needs • Discuss with staff appropriate physical environment for building • Assign responsibility for creating appropriate welcoming environment (signs, bulletin boards, reception).

	<ul style="list-style-type: none"> • Plan use of physical space for breakfast, lunch, and dismissal for inclement weather. • Discuss and school visitation procedures • Discuss and school pass procedures
Registration	<ul style="list-style-type: none"> • Plan for orderly registration • Identifying reception and line-up procedures for parents • Identifying appropriate waiting areas for parents • Hiring staff for early registration • Notifying appropriate liaison of staff shortages for early registration. • ELL parents and students • Special needs students and parents • Monitoring prompt entering of information in student information system • Verify that parents receive accurate and complete information. • Inform staff of structures for getting information. • Discuss with staff communication plan for parents who don't speak English.
Instructional Program	<ul style="list-style-type: none"> • Provide teachers with appropriate materials. • Check on the status of textbook/instructional supply orders to make sure that all orders arrive by the beginning of the school year and are placed in classrooms. • Ensure that core curriculum materials and classroom libraries are in the right classrooms • Establish and implement procedures for distributing textbooks and keeping accurate receipts. • Meet with staff to discuss instructional expectations about lesson planning, instruction and classroom management. • Distribute schedules that allow for common planning periods. • Meet with coaches and discuss school based PD. • Implement school based PD for the days teachers come back prior to students. • Begin planning PD calendar for year. • Meeting with CAO/CEO, Principal, Vice-Principals, Scholar Success Advocates, Dean of School Culture, Director of school Achievement, and department chairs to plan initial work. • Ensure that the school has adequately planned for returning and arriving ELL and special needs students. • Meet with Parent Coordinator and discuss shared expectations and responsibilities.
Before Students arrive	<ul style="list-style-type: none"> • Plan an orientation program for new students. • Make sure all students have an accurate schedule on the

	<p>first day of school.</p> <ul style="list-style-type: none"> • Prepare a packet for students and families with information about the opening of school, including a welcome letter from CAO/CEO and Principal. Include forms to be returned to school. • Arrange for translation of information for non-English speaking parents. • Assign scholar lockers. • Make sure school building is welcoming and graffiti free • There are signs that designate a registration, information and waiting area for parents. • Registration areas are adequately prepared and staffed. • Bathrooms are clean and available • Cafeteria and cafeteria staff are prepared for breakfast • Assign cafeteria seating and make tent cards to identify seating arrangements • Adequate staff are assigned and plans made for bus arrival. • Prepare the welcoming announcement for the first day of school. • Staff is deployed and available to help staff and visitors • Security personnel is deployed and visible. • Emergency fire exit cards are evident in classrooms. • There is appropriate space for registration. • There are sufficient forms for registration. • The hallways and classrooms are clean, decorated and welcoming • Classrooms are organized for effort. • Bulletin boards are prepared. • There is appropriate and sufficient furniture. • Classroom libraries are set up. • Materials for core curriculum are in every appropriate room. • Post schedules, bus routes, and other essential information in highly visible places. • Post greeting on message board in front of school. • Test the bell system and prepare the bell schedule for the upcoming year.
The School Day Begins	<ul style="list-style-type: none"> • Computers are set up and working. • There are teachers in every class and position. • New teachers have mentors • Teachers are assigned to appropriate classrooms and/ or space. • There are provisions in place for distributing packets and materials to parents and students. <p>Examples of material to be distributed:</p> <ul style="list-style-type: none"> • HLS Home Language Survey • Codes of conduct Yearly schedules

	<ul style="list-style-type: none"> • Metro cards • Lunch application forms • Home contact cards/blue emergency cards • Bus information • Student programs • Attendance policies • School directory • School handbook and or /rules • Organization sheet, etc • There is a plan for students registered and not yet assigned to class. • There are provisions for students arriving late.
Before students arrive	<ul style="list-style-type: none"> • There is a communication plan for parents who do not speak English. • There are provisions for reviewing foreign transcripts. • Daily schedules are distributed to staff, students, and parents. • There are processes in DSPCHS for addressing holes in students' programs or to provide program changes. • Decisions about placement are based on reviewing all relevant school records and information. • Students are engaged in learning activities from the start.
As the school day comes to an end	<ul style="list-style-type: none"> • Instructions for the second day of school are given to the students. • Parents waiting for registration are given instruction for the second day of school. • Scholar departure points are clearly marked and adequately staffed • Supervisors, aides and security personnel are deployed outside for dismissal of all students. • There is a plan for identifying and acting on no-shows.
Focus on teaching staff	<ul style="list-style-type: none"> • Produce teacher handbook • Review teacher handbook for change/revisions • Plan a new teacher orientation. • Ensure that copies of standards of learning, curriculum guides and other teacher resource materials are ready for distribution to all new teachers. • Assemble packets for the opening faculty meeting review/prepare a "Procedures for The First Day of School" handout to review at opening faculty conference. • Determine school committees and develop a procedure for teacher assignment to school committees. • Determine extra duty assignments for staff. • Arrange for distribution of keys to teachers. • Have copiers serviced so they are ready for use. • Carefully plan the focus, outcomes, and organization of the opening faculty meeting.

	<ul style="list-style-type: none"> • Plan a presentation on the teacher supervision and evaluation process • Prepare folders for teachers to use when they have a substitute teacher. • Create a crisis plan to deal with any emergencies that might occur during the year. • Make sure all communication devices (PA, walkie talkies etc) are ready for use. • Make arrangements for an opening day breakfast and or lunch for the first day • Hold a thank you luncheon for custodians when summer cleaning has been completed.
Calendar	<ul style="list-style-type: none"> • Schedule administrative staff classroom walk-throughs for the first quarter. • Complete a calendar of school events. • Determine meeting dates for teachers for the school year • Faculty conference • Grade conferences • Professional learning communities • Scholar Success Team meetings • School Events

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

Driven to Succeed Public Charter High School believes in high ideals for scholars. The onboarding process of scholars will be transparent and non-arduous. It is our belief that scholars will and parents will arrive with great enthusiasm after meeting our team of dedicated professionals who are committed to the success of every scholar.

SELECTION, ADMISSIONS, AND ENROLLMENT

The Driven to Succeed Public Charter High School is will follow full compliance of the DC School Reform Act (§ 38-1802.06 (b)). DSPCHS will not discriminate against any scholar for any reason. In specific as outlined by statute we will not discriminate based on race, color, religion, national origin, language spoken, intellectual ability, athleticism, measure of achievement, or measure of aptitude. DSPCHS will be open to all scholars who are bonafide D.C. residents.

Scholars will submit an Application for Membership, a sample of this application is found in the Appendix. Scholars who complete the application and comply with the D.C. residency requirement will receive admission. Scholars who apply that exceed the enrollment cap will be placed on the Waitlist for the next available enrollment date. DSPCHS will maintain a rolling admission, we will admit scholars each term.

In accordance with § 38-1802.06(b) and § 38-1802.06(e), if seats remain available after all DC residents have received seats, a non-resident may be offered admission to Driven to Succeed Public Charter High School. Although, non-DC residents must pay tuition that is equal to the per-pupil funding allocation formula for the year of entry. DCPCHS requires that tuition is paid in full or in monthly installments. The entire balance is due no later than December 1st.

REGISTRATION REQUIREMENT

Only a parent or court-appointed guardian will be permitted to register a scholar in the Driven to Succeed Public Charter High School (DSPCHS). If a scholar is residing with anyone else, they must complete the Non-Custodial Parent Forms and Apply for a DSPCHS Kinship Care Arrangement. Scholars whose parent(s) or court-appointed guardian(s) is/are not bona fide residents of the District of Columbia, but the scholar resides with D.C. resident guardian will be able to apply for admission

PROOF OF RESIDENCE

Proof of residence is a prerequisite of admission to DSPCHS. Such proof must have the name and address of the person registering the scholar listed. Proof must also be provided to school personnel with any change in residence. The person who is registering the scholar in DSPCHS for the first time must complete an Affidavit of Disclosure verifying their legal residence.

Proof of residence may be established by any of the following documents: settlement papers, lease agreement, rental receipt, deed of property, or a tax assessment bill. We will require that documents presented be original forms.

Note: If there is a question regarding the validity of one of the proofs, the DSPCHS personnel may require additional information, such as a recent utility bill or employment verification.

SHARED HOUSING DISCLOSURE

If a parent/court-appointed guardian does not have a lease or deed, and one is living with a friend or relative, a notarized Shared Housing Disclosure Form, signed by both parties detailing the living arrangement will be required.

The following conditions must also be met: 1) All parties must sign the notarized Shared Housing Disclosure; 2) The relative or friend, with whom the parents reside, must show their proof of residence; and 3) The parent registering the scholar must present official mail to the school within 30 days of enrollment. Parents may submit documents such as a statement from an employer showing the new address, bank statements, car registration, car insurance policy, government or official correspondence, etc. The parent should be advised that the school system reserves the right to monitor this type of proof periodically or as needed.

Note: a notarized Shared Housing Disclosure should only be used when the parent/guardian and the scholar are living with relatives or friends.

INTERNATIONAL SCHOLARS

If the primary language is other than English or the scholar was born outside the U.S., or has studied in a foreign school system the Main Office will provide further guidance on the International Scholar Enrollment procedures and assistance in completing registration forms. Scholars may not be accepted into a school until an interview has occurred.

TRANSFER SCHOLARS

Withdrawal forms from the previous school the scholar attended should accompany a scholar transferring to a new school. However, a scholar will not be prohibited from registering if they have not been properly withdrawn from their previous school. The previous school should be notified that the scholar is now enrolled in another school. Grade placement will be verified by the previous school.

PROOF OF AGE

Proof of age is required for all scholars who intend to register for enrollment at DSPCHS. Sources for birth verification include: birth certificate, hospital certificate, physician's certificate, and birth registration. The scholar's name, scholar's birthdate and parent who is registering must be listed on the proof of birth.

CHANGE OF ADDRESS

If a scholar changes residence, please notify the school of the current address. Each time a scholar moves from one address to another, a Scholar Registration Form, is completed. An Affidavit of Disclosure may also be required along with the Scholar Registration Form.

HEALTH RELATED DOCUMENTS REQUIRED FOR REGISTRATION

Parents are required to submit proof of immunizations before a scholar can be admitted. Proof of the following must be submitted: diphtheria, tetanus, polio, rubeola (measles), rubella (3-day measles), mumps, varicella (chicken pox), and hepatitis B vaccines.

Immunization Regulations are as follows:

- 1) Require two doses of rubeola (measles) vaccine for kindergarten - twelfth grade scholars, with both doses given on or after the first birthday and separated by at least 30 days.
- 2) Require one dose of mumps, rubella, and varicella vaccines given on or after the first birthday. Physician documented history of chicken pox disease is acceptable in lieu of vaccination (must include month and year)
- 3) Hepatitis B vaccination, in a series of three doses, is also required.

Physical examination - A physical examination is recommended for each scholar entering the DSPCHS for the first time. The examination must be performed within the period of nine months before school entry to six months after entry.

Driven to Succeed Public Charter High School has several forms to obtain information and to provide compliance to statutes, rules and policies, the enrollment process will include the completion of:

- The DSPCHS Application for Membership
- Welcome Letter from CAO/CEO and Principal
- DSPCHS Enrollment Checklist
- Home Language Survey
- Release of Student Directory Information 2012-2013
- FERPA Rights
- Residency Verification Form

- Health and Wellness Forms
- Free and Reduced Meals Application
- Afterschool Program Forms
- Media Release Form

Voluntary Withdrawal Policy

A parent may voluntarily withdraw a scholar DSPCHS. Parents or caregivers will be scheduled with an retention interview prior to the completion of the withdrawal. If after the completion of the retention interview a parent or caregiver would like to continue the withdrawal process, forms will be provided, and the appropriate withdrawal codes will be recorded in the student management system. If a scholar returns to the school, all relevant paperwork and data will be collected and the scholar file will be reactivated if the school has not reached its enrollment ceiling.

If a non-resident scholar withdraws prior to October 1, 80% of the tuition paid will be returned. If the scholar is withdrawn after October 1st the parent forfeits his or her refund.

Voluntary Withdrawal Caused by an Impending Disciplinary Action Policy

If a scholar is withdrawn because of a scheduled disciplinary process or hearing, the scholar will not be readmitted until the outcome of the disciplinary hearing warrants such a response. Upon a scholars re-enrollment if permitted the scholar must return to begin the disciplinary sanction.

Involuntary Withdrawal Policy

If a scholar is absent for 7 consecutive days with a verifiable rationale from parents or the caregiver the child may be involuntarily withdrawn pending the collective decision from the CAO/CEO, Principal, school leadership team, scholar's teachers, and the scholar's Success Advocate.

Suspension

CAO/CEO and Principal are the only authorizers of out-of-school suspensions. Vice-Principals and other staffers will be able to make a recommendation for suspension on the School Intervention Form. Although the ultimate decision for Out-of-School Suspensions begins with the Principal and it certified or denied by the CAO/CEO.

There are two suspension options for scholars whose behaviors warrant such a disciplinary response.

In-School Suspension

In-school suspensions occur when a serious offense has occurred that has disrupted the education environment. An in-school suspension can occur from one to five days. Behaviors that can constitute an in-school suspension include vulgar language, "skipping" class, or academic dishonesty.

Out-of School Suspension

Out-of-school suspensions occur when the behavior has threatened, cause grave disruption in the learning environment, or other such non-compliant act. The specific guidelines for scholar behavior and

the sanctions for scholars who do not adhere to these behaviors will be articulated in the Scholar Handbook.

Expulsion

Expulsion will occur when the scholar's act is egregious. Such behavior could include bringing a weapon to school, a physical altercation resorting to severe bodily harm, endangerment of fellow scholars, violence against staff or other such act that will be described in the Scholar Handbook.

The CAO/CEO will preside over the Expulsion Hearing where all relevant facts will be presented. The Expulsion Hearing will include the scholar, parent of the scholar, school leadership team, Scholar Success Advocate, and teachers of the scholar. The final Expulsion decision will be determined by the CAO/CEO.

2. Human Resource Information

Driven to Succeed Public Charter High School will be a strong academic institution with high caliber adults leading the education and development of males East of the Anacostia River. The leadership team is selected based on the diverse knowledge, skills, and abilities. The repertoire of skills lends itself nicely to creating a group of dedicated professionals charged with improving the academic outcomes of teenage males in Ward 7 and 8.

If successfully granted a charter the leadership team will recruit from a number of venues to select highly competent individuals from the K-12 arena, nonprofit, business, and public sectors. This methodology by no means indicates a level of instability rather a dedication to the selection of individuals who have extensive years and academic training in working with our targeted population. Inasmuch, Tony D. Johnson, Melvey Brown, Jennifer Doster, Henrietta Davidson, and Roz Fuller will remain consistently throughout the planning and when the DSPCHS opens its doors.

a. Key Leadership Roles

Tony D. Johnson, PhD-(Key responsibility during planning period: **Chief Academic and Executive Director-100%**) As the founder and CEO of the Institute for Lifelong Learning and Workplace Innovation, he is responsible for overseeing program planning, implementation, budgeting, and collaboration building. He has worked in a wide range of educational leadership positions for over 10 years. He holds dual baccalaureate degrees in Political Science and Criminal Justice, a Master's degree in Public Administration/Public Policy with an emphasis in Educational Leadership, and he is currently pursuing a doctorate in Educational Policy, Planning, & Analysis at Florida State University.

He has served as a Director of Adult & Community-Based Programs, a Coordinator of Teacher In-Service, an Associate Dean, a Department Chair, an Executive Director, a Program and Training Director, and an instructor. He had a variety of classroom-based and educational leadership experiences. Additionally, he has taught in the Colleges of Education and School of Arts & Sciences at Florida State University, Florida A&M University, Barry University, George Washington University, Strayer University and Westwood College. He has successfully administered programs in Florida, Maryland, and Washington D.C.'s urban schools and community centers that also serve at-risk and other marginalized populations.

These experiences include supervision of student populations of 1,500 scholars per semester and over 400 instructional personnel, including adjunct instructors, teachers, volunteers and program coordinators. He also managed annual state contracts and grant budgets of approximately one and a half million dollars.

Rev. Dr. Edwin L. Jones, Sr (Key responsibility during planning period: **Board President and Board Development-50%**) has a number of years of extensive service to various communities and the faith-based organizations. Currently Dr. Jones serves as the President of Faith Christian University where he provides leadership to tenured faculty and staff and guides the academic rigor and quality of Christian education programs. Dr. Jones has served in diverse leadership roles at the Karma Academy For Boys, Greater Good Samaritan CDC, Fihankra Place, El Shaddai Ministries, Washington, DC, KOBA Associates-Teen Team Program, Washington, DC, Concept 7 Family Services and a number of organizations that serve diverse populations. Dr. Jones earned his bachelor's degree from California State College in San Bernardino, CA, and completed his masters program at Harvest Christian College. Dr. Jones furthered his graduate education by earning a doctorate degree from Andersonville Baptist Seminary in Camillia, GA.

Melvey Brown (Key responsibility during planning period: **Curriculum Leader-100%**) will serve as the Director of School Achievement and School Accountability. Melvey will oversee operations of our middle management team, programs, and strategic goals. She will be instrumental in the continued success of program outcomes. Prior to joining the Institute, she served as an entrepreneur, an Executive Director, a Program Manager, a Counselor, a Case Manager, a Family and Child advocate, a Compliance Officer and a consultant for a number of organizations. She has over 20 years experience in training and education. Additionally, Melvey has provided a number of seminars and workshops on developing the competencies of early childhood professionals.

Melvey's wide range of experiences and her demonstrated ability to understand nonprofit dynamics and to effect constructive change made her the best candidate for this post. She has excelled in all of her previous roles, earning the loyalty and respect of leaders, clients, and scholars alike. In short, Melvey brings the right combination of knowledge, experience and leadership to achieve all of our goals for the future. Melvey has a B.S. in Psychology from San Jose University and a M.S. in Criminal Justice Administration. Her dedication, high skill-set and analytic thinking will guide the Institute into its next phases of development.

Jennifer Doster (Key responsibility during planning period: **College Preparation and College-Going Culture Curriculum and Trainings -40%**) is currently enrolled in the Educational Leadership Doctoral program at the University of North Florida. Her employment experience in the field of educational administration is vast, and her expertise is in the area of educational human resources. She has provided DSPCHS with perfect guidance in the area of human resources and teacher development.

Henrietta Davison (Key responsibility during planning period: **Scholar Recruitment-100%**) brings a wealth of experience from the GED and Special Educational field. She has a master of Public Administration from the University of the District of Columbia and is currently an Adjunct Professor of Business Administration at Westwood College. Her ability to connect with her scholars is her greatest asset which has provided great insight into the psyche of high school and college scholars.

Troy D. Lewis (Key responsibility during planning period: **Business Officer-30%**) is an advocate for first generation college students. Troy Lewis is currently employed with the College of Behavioral and Social Science at the University of Maryland College Park. Professionally, Troy Lewis has expertise in

youth development and student achievement. Prior to the University of Maryland, he served as a Post-Secondary Advisor with the KIPP DC: KIPP through College Office, and as a Senior Trainer with The Posse Foundation, a national leadership merit based college access program. As a graduate of The Florida Agricultural & Mechanical University earning a degree in Business Administration, Troy Lewis continues to provide college access and opportunities for youth.

Rozanne “Roz” Fuller (Key responsibility during planning period: **School Culture-50%**) has extensive experience in the field of education and social services. Previously, Roz has served as a Director of Education, a Director of Housing and Family Services, a Coordinator of School Health and Safety for D.C. Charter Schools, a Director of Student Services and a faculty member at Stratford University in Virginia. Roz was instrumental in establishing a personal/crisis counseling program at Kadena High School on Okinawa, Japan in 1991, and she has established tutoring and mentoring programs in several educational settings. She has vast experience in providing training for community groups and parents, as well as in speaking at conferences on discipline, on boarding school issues, on urban education, and on adolescent growth and development. While working in Japan, Roz was selected to participate in the first ever Air Force-wide Suicide Assessment Task Force which met to determine what the Air Force could do to reduce the number of suicides committed by it’s members. She also served on the Family Misconduct Board and on the Deployment Preparedness Committee. Her experiences in working with low-income youth in DC will serve her well at DSPCHS.

Roz has a B.A. in English from Fort Hays University and a M.Ed. in Counseling and Personnel Services from the University of Maryland. Roz will oversee our instructional program practices and student support services. Her wealth of knowledge and expertise will provide a unique skill-set that will support of all our programming in a significant way.

Marcus A. Sandifer’s (Key responsibility during planning period: **Human Resources-50%**) diverse experiences in the business arena include human resource management, public relations, and project management. He has a Master of Science in Management and Human Relations from Troy University. He began his career with Gatorade/PepsiCo, Inc. and he continued his human resources experience with Cox News Enterprises/The Atlanta Journal-Constitution rose to through the ranks. His management experience has been a great asset to the DSPCHS.

Christopher Chestnut, Esq. (Key responsibility during planning period: **Legal Counsel-30%**). Attorney at Law, is one of the most accomplished young attorneys in the country, Chestnut founded Chestnut Law Firm, LLC, based in Gainesville, FL with the motto “Pursuing Justice...Because You Deserve It.” Under his leadership, the full service nationwide firm has participated in multi-million dollar civil trials, some alongside his mentor, famed civil litigator Willie Gary; the firm has won millions of dollars in settlements for their clients; and successfully argued an \$800 million dollar class action settlement against Big Tobacco. The Chestnut firm became one of the fastest law firms to exceed 1.5 million in annual revenue. Chestnut was acknowledged by President Barack Obama as a National Emerging Leader, and he is widely considered one of America’s next great voices for legal justice. He is regularly featured as a legal expert for AOL Black Voices and the choice of many on whom to call when a major case has arisen. He serves as the counsel for the Florida Morticians Association and serves on the board of directors for the Florida Justice Association.

Chestnut, a Florida native and graduate of Florida State and University of Florida’s Levine School of Law, served on the Florida finance team for then presidential candidate Obama, which helped lead to a convincing victory in the battleground state. More than an attorney, Chestnut is a proven leader, having served as the National Chairman for the National Black Law Students Association while in school, and

being actively involved in philanthropy work. The Chestnut firm has supported Pop Warner Youth Football, several high schools, and host an annual Thanksgiving event to provide food for families in need.

As a speaker, Chestnut educates hundreds of individuals and professional organizations on the ever-changing legal climate and inspires the nation's young people the importance of social responsibility and following their dreams. Chestnut's future plans include expanding the firm's legal presence in the southeastern region of the country, while building a national reputation for giving a voice to those perceived to be silenced. Chestnut has embarked upon a journey to bring a higher standard to the legal profession; focusing on professional, ethical, and successful representation.

Howard Moore (Key responsibility during planning period: **Family Outreach-50%**) has served as a volunteer coordinator for Court Supervision and Offender Services Agency, D.C. Youth Rehabilitation Center, and Greater Mt. Calvary Holy Church. He has an Associate's and Bachelor's Degree from National Bible College and has professional counseling certificates from the Catholic Community Services Institute in Washington, D.C. He has facilitated Workshops in Lay Counseling, Anger Management, Ministering to Blended Families and Suicide Prevention. He is also a Certified Addictions Counselor.

b. Qualifications of School Staff

Compliance with NCLB

Regarding the hiring of teachers, the DSPCHS will comply with mandates established by NCLB. All teachers will meet or exceed the threshold to be classified as "highly qualified" at time of hire. In addition, DSPCHS will require all teachers to meet the following standards:

- Possess a bachelor's degree with a major in the subject area or closely related subject area to be taught; or a bachelor's degree with a minimum of 33 semester hours of instruction in the subject area to be taught or a closely related subject area.
- Prior experience teaching an urban youth population or working with an urban youth targeted program.
- Demonstrate content knowledge, via sample lesson plans and classroom facilitation.

The DSPCHS will also evaluate teacher candidates using the following set of criteria:

- Commitment to fulfilling the mission of DSPCHS
- Commitment to attaining academic excellence for our scholars
- Adherence to accountability measures that track and measure academic outcomes
- Integrity and professionalism
- Strong interpersonal skills, ability to work collaboratively
- Advanced degrees and teacher certifications
- Classroom management experience, via practical experience or coursework

DSPCHS 's Hiring Process

The senior leadership team of the DSPCHS i.e. the CAO/CEO, Principal, Director of Curriculum and Instruction and the Director of School Achievement and Accountability will share responsibility for reviewing applications, conducting interviews and designing offers to potential teacher candidates. The process for screening, ranking and hiring candidates will be as follows:

Step One. Candidate submits the following for review: an application, resume, and cover letter

Step Two. Each candidate is rated by the senior leadership team, those ranked highest will move on to the interview stage.

Step Three. After completing interview, those candidates that rank highest will be invited to facilitate/performance a sample lesson plan. If the candidate demonstrates potential but is not a viable hire at the time, their information will be stored for one year, for potential future consideration.

Step Four. Candidates that produce high quality lesson plans, classroom demonstrations and supplemental materials, the next step is to request the following: references, transcripts, writing samples and other key documents.

Step Five. Candidates that successfully navigate through the hiring process may receive an offer of employment, pending the outcome of background, drug and health checks.

Standards for Administration and Support Staff

Administrative and support staff candidates will undergo a hiring process similar to that of our teachers. Candidates will be given a series of case scenarios relevant to the position for which they are applying.

General standards for all administration and support staff have been included below.

- Bachelor's degree (advanced degree preferred)
- Teaching experience or experience with a non-profit organization with an education focus
- Ability to manage multiple tasks as demonstrated through scenarios given at interview
- Ability work with diverse populations including internal staff, students, parents and the community at large
- Experience working senior leaders (administrators only)

In addition to the required standards, DSPCHS will also assess administrator and support staff candidates using the following standards:

- Commitment to fulfilling the mission of DSPCHS
- Commitment to attaining academic excellence for our scholars

- Adherence to accountability measures that track and measure academic outcomes
- Integrity and professionalism
- Strong interpersonal skills, ability to work collaboratively
- Advanced degrees and teacher certifications

Recruitment

We believe our greatest asset in attracting great candidates is the fact that we are gender specific high school, serving black males. Many high potential, driven people want to be part of something from the ground up where they believe they can impact immediate change. We anticipate that educators will want to be involved in this important endeavor, and will seize the opportunity. We will capitalize on our ability to galvanize educators around our mission to prepare young men to be productive, healthy, and happy contributing citizens to the nation and the world.

The DSPCHS will cast a broad net to attract applicants. We will hire a faculty that mirrors the ethnicity of the student body. DSPCHS will use the following sources to help locate great talent.

- **Nemnet.** National Employment Minority Network (Nemnet). DSPCHS will obtain membership. After becoming a member, DSPCHS leaders will attend Career events, such as job fairs, and actively search their resume books and website to locate potential candidates.
- **NABE. National Association of Black Educators.** DSPCHS obtain membership and work with the NABE to recruit top black educators. www.nabse.org
- **Carney Sandoe.** DSPCHS will seek membership with Carney Sandoe & Associates, an organization that primarily serves as a vehicle for placing teachers and administrators in independent schools. DSPCHS leaders will attend career events, such as job fairs, and actively search their resume books and website to locate potential candidates.
- **Notices to colleges and universities.** DSPCHS will reach out the career service offices at various colleges and use a national career service database to announce employment opportunities at DSPCHS.
- **New Leaders for New Schools**
- **Teach for America, The New Teacher Project, Call Me Mister Program Peace Corps, and Summer Bridge Alumni.** DSPCHS will actively use the recruiting tools of these organizations to find top candidates.
- **Social Networks and Word of mouth.** This is perhaps our best source. Leverage our vast contacts to promote employment opportunities.
- **Advertising in local and community newspapers.** DSPCHS will place classified ads in *The Washington Post*, *The Washington Times* as well as other local and community newspapers.
- **Web site advertisements.** DSPCHS will advertise openings on many web sites, including, but not limited to DCPSCB, FOCUS, Idealist.Org, Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education America, Craigslist.
- **Upon charter approval, our web site.** DSPCHS will post job openings

Background Checks

National criminal background check, covering the last 7 years, will be performed on all school personnel, including volunteers. Background checks will be performed prior to hire of any employee and prior to the start of service for any volunteer. We require each hired staff member to provide three references, two business and one personal. Each will be contacted prior to hire.

c. Staffing Plan

The DSPCHS staffing plan is as follows:

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
18:1	18:1	18:1	18:1	18:1

The intent of the DSPCHS is to grow to full grade capacity, within four years of operation. Staff will be adjusted to meet current needs as they expand. The leadership team will include eleven staff members. The leadership team is comprised of the Chief Academic & Executive Officer, Principal, Director of School Achievement & Accountability, Director of Development, Director of Community Outreach, and Director of Scholar Success. Each of these team members are tasked with providing comprehensive scholar support, guidance, and leadership.

The CAO/CEO will report directly to the Board of Trustee President. The Principal, Director of Development and Director of Scholar Achievement and School Success will report directly to the CAO/CEO. The Director of Community Outreach and Scholar Success will report directly to the Principal.

The Director of School Achievement and Accountability will report to the CEO/CAO, and the Registrar, Business Manager and contractual staff will report to the Director of School Achievement and Accountability. The Vice-Principals, Director of Community Outreach, Dean of School Culture, Director of Scholar Success will report directly to the Principal. Department Heads will report directly to the Vice-Principal that has oversight over their particular department area. Each academic department will be headed by a Department Head. The role of the Department Head is to provide guidance and leadership to teachers in his or her department.

d. Employment Policies

The Driven to Succeed Public Charter High School will take pride in recruiting, attracting, and hiring highly competent administrators, faculty and staff that will drive results and provide success for all learners. DSPCHS will develop comprehensive employment policies that will address human resource needs, processes, Driven to Perform Assessment and Evaluation System (DPAES), employee benefits and pay for performance incentives. The creation of human resource policies and procedures will begin to be developed in August 2011, and will be complete by November 2011 to keep pace with our initial hiring window beginning January 2012. Once policies and procedures are created, Driven to Succeed Employee Handbook, they will be clearly outlined and provided to new hires during the on boarding phase of employment and reiterated in the Summer Institute.

Compensation and Employment

To attract and maintain highly effective teachers we will pay competitive salaries. Our year round model has 180 calendar days that is comparable to a “traditional school calendar.” Although our

expectations of teachers are more expansive than may be found in some schools. All DSPCHS employees will be at-will employees and each employee will be provided an Employment Letter each year. The letter will clearly articulate their position title, salary, and benefits. Letters will be renewed annually based on acceptable Evaluation scores. All DSPCHS will receive an evaluation twice per year. One evaluation will occur in January and the second evaluation in May. Employees who receive less than adequate score will be placed on a Driven for Success Plan. This plan is designed to improve the repertoire of skills and to develop areas of opportunity.

Benefits

DSPCHS will provide a group health care plan, vision, dental, short-term and long term disability insurance, and a retirement plan. The CAO/CEO and Business Manager will accept bids from a wide variety of providers to ensure that employees are provided with the best possible coverage at the most fair costs.

Non-Discrimination

Driven to Succeed Public Charter High School will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, sexual preference or disability in the recruitment, selection, training, utilization, or termination of employees or any other employment-related activities

Drug free Workplace and Assault

Driven to Succeed Public Charter High School will maintain a safe and drug free work environment. Distribution of illegal drugs on school grounds, or arrest for drug use or distribution by staff will be cause for immediate dismissal. Assault or attempted assault of any staff, students, parents, or volunteers will also count as immediate grounds for dismissal. These and all other guidelines pertaining to termination of employment will be outlined in the DSPCHS Staff Handbook.

e. Volunteers

Volunteers make up an important part of our school community. We will bring in volunteers who can add valuable life experiences to our curriculum and to our school life. They bring talent, experience and knowledge, and they will enrich our learning environment. Each volunteer will be screened carefully for criminal histories and other background investigation issues. They will be trained, given a handbook, and will be asked to sign a waiver absolving DSPCHS of any liability in case of an accident. Volunteers will be tasked to help read to scholars, to help with tutoring, to lead school activities, to chaperone field trips, and to coordinate school sponsored events like book fairs.

3. Arrangements for Meeting District and Federal Requirements

The DSPCHS will meet all District of Columbia and Federal Requirements mandated under the public charter.

a. Health and Safety

The staff of the DSPCHS will ensure that all students entering our school will meet the immunization requirements as specified by the District of Columbia. Currently the, students must produce evidence of immunization against the following: Measles, rubella, poliomyelitis, tetanus, diphtheria and mumps. Those students who are unable to provide the necessary documentation will be referred to their primary physician or to the public health department. At this juncture, the DSPCHS will not have medical staff available.

b. Safety and Fire Code

The DSPCHS will comply with all fire and safety codes as specified by the District of Columbia Fire Prevention Code. The DSPCHS will participate in all required inspections of the DC Fire Department and will adhere to the reporting procedures required by the DC Public Charter School Board. Scholars will participate in at least two unannounced fire drills to measure the timeliness of scholars and staff exiting the building and to assure policy and safety procedural adherence.

c. Transportation

The DSPCHS will make every effort to provide Metrobus and/or Metrorail student passes for our scholars. The action of the DSPCHS in this area is contingent of securing funding/budgetary conditions. We believe that removing the barrier of access to transportation to attend school will drive our average daily attendance and decrease the number of scholars who are tardy. Scholars are most successful when they maximize the entire time for instruction-arriving daily and on time. Therefore, DSPCHS will make every effort to provide transportation to scholars, based on year over year funds will guide our ability to provide transportation bus tokens or student metro passes. Special transportation arrangements will be made for external field experiences and extracurricular activities. We will maintain adequate insurance i.e. accident liability and injury insurance coverage. Transportation will be arranged through certified and properly insured, reliable companies. To assist parents of students with disabilities, the DSPCHS will make arrangements with a third party.

d. Enrollment Data

The DSPCHS will maintain accurate daily records to track attendance for all registered scholars throughout the school year. Accurate reports on attendance will be compiled and submitted to the DC Public Charter School Board or other government authorizes of the District of Columbia, as specified. There are a number of software providers who offer robust student management software packages that adequately track daily attendance. It is mandatory that teachers provide current and accurate attendance records to the DSPCHS main office daily. Early alert systems will be put in place to make calls to parents, text message and call scholars, and alert teachers and Scholar Success Advocates of the tardy and/or absence.

e. Maintenance and Dissemination of Students Records

The DSPCHS will capture scholar records data in an electronic database that is regularly backed-up to a secondary file server. In accordance with the DC School Reform Act, the records will include basic scholar information. All original copies of registration documents will be stored in locked file drawers and remain on campus. Scholar records can only be released with appropriate consent from parent or legal guardian.

f. Compulsory Attendance Laws

The DSPCHS will comply with the compulsory laws of the District of Columbia. The DSPCH will maintain accurate attendance data to insure the integrity of the reporting. Student attendance will be tracked daily. Each scholar will be issued a student identification card with a magnetic strip. Scholars will swipe cards daily upon entering the building. Software will track the time of each scholar arrival. Scholars who have not arrived to school by one hour after the first bell will trigger the DSPCHS Early Alert System. This system will alert the school leadership team, the parent, the scholar, and the Scholar's Success Advocate of the scholars absence. The Scholar Advocate will make a call, send an email, and text from the Early Alert Software system to discover what issue or rationale is attributing to the lateness. The DSPCHS will create a process after the alert system has begun on how to handle each scholars rationale for being tardy or late. It is our goal that all school age students attend school in compliance with Compulsory Attendance Laws.

g. Subchapter B of IDEA and Section 504 of Rehabilitation Act

The DSPCHS will comply with subchapter B of IDEA and Section 504 of the Rehabilitation Act. The DSPCHS will guarantee that all scholars who are identified as special education receive special education related services. A multi-disciplinary team of in DSPCHS will use FAFE, to ensure a free and appropriate education. Special education scholars will have an Individualized Educational Plan (IEP) designed to meet their unique needs. Special Education Success Teams will meet to assess scholars accomplishment of tasks, chart next steps in the plan, and reflect on milestones of the learner.

Procedural Safeguards: Scholars who are identified as potentially in need of special education services will be scheduled for an evaluation. Parents will receive three letters throughout the process. First, a letter will be written to parents informing them of their child's identification of potentially in need of special education services. Second, a letter will be written informing the parent of the scheduled date and material covered on the assessment. Third, a letter will be mailed to parents describing the outcome of the assessment.

Evaluation/Placement Procedures: A multidisciplinary at DSPCHS will evaluate the scholar. This team is comprised of an administrator, the Special Education Coordinator, two of the scholars teachers, a member of the Scholar Success Team, a mental health practitioner, and a social worker. Reevaluations will occur once per year for all special education scholars. To every extent possible the least restrictive environment will selected for special education scholars. The determining factors

for special education placement include insight from the multi-disciplinary team, knowledge of the scholar's mental health, past academic performance, school-related and any family issues that may impact the scholar, and education experiences.

Due Process: Under the IDEA provisions the DSPCHS will provide impartial hearings for parents or caregivers who refute the identification, evaluation or placement of the scholar. Specifically Section 504 of the Rehabilitation Act of 1973 prohibits the discrimination on the basis of disability programs.

h. Title I

The DCPCHS will Title I legislation and develop support strategies for students as well as providing professional development for teachers. We will adhere to all regulatory guidelines to ensure sound fiscal management of these funds.

i. Compliance with Civil Rights Statutes and Regulations

The DSPCH will comply with all federal and local legislation that govern educational services for our students including, but not limited to:

- 1964 Title VI of the Civil Rights Act
- 1964 Title VII of the Civil Rights Act
- 1968 Bilingual Education Act
- 1974 Lau v. Nichols U.S. Supreme Court Decision
- 1974 Equal Opportunity Act
- 1985 Office of Civil Rights (OCR): Title VI Language Minority Compliance
- 1991 OCR Policy Update
- The DC School Reform Act

j. Any Other Requirements

With assistance of a legal team, the DCPCHS will diligently seek to adhere to legal requirements set forth in the First Amendment. It has been well established by court rulings that public schools cannot be governed by a church and the church will have no decision-making or programmatic authority over the DSPCHS.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

The Director of Community Outreach for the DSPCHS will drive the enrollment initiative for Fall 2012. The Director of Community Outreach will report directly to the Chief Academic and Executive Officer and Principal on all enrollment projections, proposed outreach efforts, and issues. DSPCHS believes in a fair, equitable, and recruitment system and will establish standard operating mechanisms that will search through conventional and non-conventional methods to recruit scholars East of the River for our charter school and to meet enrollment projection numbers. The DSPCHS will also form partnerships with organizations and keep an open door and equitable policy for enrollment for scholars who are homeless. The DSPCHS will fully comply with the McKinney-Vento Homeless Assistance Act of 1987.

DSPCHS will release its Scholar Membership Application in January 2012 and will maintain the open enrollment window open until all scholars have been successfully enrolled for Fall 2012. The application will have wide availability. It will be available on the DSPCHS's website, area agencies that serve high school aged males, agencies that serve out of school males, DSPCHS administrative office, youth recruitment activities, and at presentations to D.C. middle schools. The Student Membership application will query scholars to learn about the scholar to inform teaching strategies and past experiences of each scholar. A detailed description of the Timetable is found in the Appendix.

Questions will be written clearly to insure that applicant understands the questions, their intention, and the spirit in which the questions are asked. These questions will include, but will not be limited to biographical information, contact information, gender, past school experiences, family history, and preferred learning methods. As with all public charter schools, parents and guardians will be clearly notified in all printed, posted, or other forms of communication that DSA is a free public charter school. The application will be available in both English and Spanish and will be translated into any other languages spoken by potential families. To assist in the completion of the application, school staff and volunteers will make themselves available for parents or guardians who require or request assistance.

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

The Driven to Succeed Public Charter High School will purchase a software package that uses cloud computing to maintain scholar performance, scholar attendance, infrastructural data, financials, and other data points that are relevant to reporting to PCSB. These data elements will be accessible to teachers and administrators. Targeted performance, attendance, and behavioral data will be accessible to parents and scholars via a secure log-in. We will utilize one to two systems that track the several elements above and sends early alerts to the scholar's Success Team. The Scholar's Success Team includes the administrators, scholar's teachers, Scholar Support Advocate, and Dean of Scholar Culture.

In selecting technology software that will enable the DSPCHS to:

- Collect, manage and analyze,
- Secure access over the world wide web
- Technical support
- Gradebook
- E-portfolio and E-mail integration
- Backup Systems Offsite
- Extraction of Data to Excel
- Secure administrator, teacher, scholar, and parent log in
- Ability to generate comprehensive, reliable, thorough, and accurate reporting
- Scholar Schedule Creator
- Track each of DSPCHS academic and non-academic performance data

The Chief Academic & Executive Officer and the Director of School Achievement and School Accountability are responsible for generating reports and submitting reports to the PCSB

c. Major Contracts Planned

The Driven to Succeed Public Charter High School has not entered into any major contracts. Major contracts are considered those that carry a dollar amount of \$25,000 or above. DSPCHS anticipates major contracts in areas that will require funding exceeding \$25,000 to include but not limited to: facility rehabilitation, technology in the classroom, facility lease agreements, food services, professional development services.

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

The Institute for Success

Each parent, teacher, and community stakeholder group or individual who express interest will be solicited to attend a school orientation session. The success of every scholar is dependent on the school and family support systems. The purpose of the Parent Institute is to message the mission of DSPCHS, our rituals and beliefs, Student and family expectations, Scholar Handbook Policies, and our readiness to learn credo.

Faculty and Staff Orientation

Faculty and staff orientation will begin three week before the first day of school. Faculty and staff members will participate in two of staff development, and the week before school starts will be family and scholar orientation. The staff development will focus on several critical areas: Teaching and Learning, Rituals, Beliefs and Expectations, Rules, Policies, and Procedures, Male-Centered Pedagogy, Classroom Management Techniques, Innovative Teaching Strategies, Data-Driven Instruction, Differentiated Instruction, and Special Populations.

Teachers will be paired up into Critical Friend Groups and Quality Circles so that they work on improving their craft while supporting the learning of their colleagues. Teachers will use reflective inquiry and honest dialogue to engage and push each other to maximize their optimum level of engagement of their respective teaching area and best practices in the classroom.

e. Services Sought from the District of Columbia Schools

The Driven to Succeed Public Charter High School is created as and will follow the functions of its own Local Education Agency (LEA). The DSPCHS will is likely to not seek any services from the District of Columbia Schools. It is our belief that as an LEA will have the capacity and bandwidth to deliver high caliber results for adults and young adults that we serve with the resources available to charter schools.

D. Public Charter School Mission Accomplishment Plan

The Driven to Succeed Academy will meet its core mission and address the needs of teenage males in the following areas:

1. A single-gendered all-male educational environment provides instruction aligned with the learning needs of males. These instructional methods enable the pedagogical cycle to be relevant to the knowledge acquisition of males. Academic success is measured by course to course matriculation culminating in graduation from high school.
2. We have adopted a tri-angulated curriculum that incorporates first the District of Columbia Standards, that are, secondly, enhanced with the State of Massachusetts curricular standards. Third, our student curriculum is augmented with the Jobs for the Future curriculum whose goal is education for economic opportunity. These three standards have been recognized as the most comprehensive in the nation, for preparing scholars for diverse fields and a wide range of post-secondary options.

3. Foundational skills building throughout the high school experience will scaffold learning to build core knowledge concepts while building on new concepts. These foundational skills include reading, mathematics (addition, subtraction, multiplication, division), and writing and grammar. Ensuring a solid foundation of basic skills in the later grades, scholars will master skills in literary analysis, composition, algebra and geometry, science, public policy, civility, history, and a foreign language.
4. A robust curriculum will enable student to learn the content of their grade level, and to prepare for real world problems to become analytical, strategic, and critical thinkers
5. On-going assessment involves the continuous testing of scholars to determine what areas of knowledge have been acquired and where knowledge gaps exist. The assessment will include a diagnostic tool that is administered at the beginning of each course. Each term, school wide assessments will be administered formally to determine where scholars are functioning as a class, as a grade, and as individuals. This student data will be reviewed by the leadership team and by each department committee. The data-driven instructional method will provide insight into knowledge deficiencies and learning gains.
6. Civility and diplomacy will guide our Standards of Conduct for our scholars. Scholars will be confident, courteous, diplomatic in their navigating conflict, and self-reflective.
7. We will provide team-based professional planning and support to all faculty, and we will develop strong family-student-faculty relationships. Focusing on the boys of Wards 7 & 8, we will commit all of our resources to ensure, that we reverse the academic achievement gap most Ward 7 & 8 boys experience.

The DSPCHS will monitor its progress and successful implementation of the mission through its ability to meet not only the academic, but also the organizational and non-academic goals listed in the DSPCHS Mission Accountability Plan. Our goals are clearly defined and each goal is measurable and includes specific targets, performance indicators (including baseline performance measurements), and assessment tools against which each performance goal will be measured. The details of this plan are found in the Mission Accomplishment Plan that is found in the Appendix.

			Driven to Succeed Public Charter High School	5-Year Budget Forecast		
			Planning	Operating	Operating	
			Year	Year 1	Year 2	
			SY 11-12	SY 12-13	SY 13-14	
REVENUE						
	4010. Per Pupil Charter Payments			3,611,196	7,222,392	
	4011. Per Pupil Facilities Allowance	-		900,000	1,800,000	
	4020. Federal Entitlements	-				
	4021. Title I, Part A: Improving Basic Programs			180,000	360,000	
	4022. Title I Part C: Carl Perkins-Career and Tech Edu			83,000	166,000	
	4023. Title II Part A: Improving Teacher Quality			40,000	80,000	
	4024. Title III: Language Instruction for LEP			0	0	
	4025. Title IV: Safe and Drug Free Schools			5,000	10,000	
	4026. Virtual Enterprise-CBCG			170,000	340,000	
	4027. Vocational and Adult Education			40,000	80,000	
	Total 4020 Federal Grants			5,029,196	10,058,392	
	4030. Private Grants and Donations	200,000		250,000	250,000	
	TOTAL REVENUES	200,000		5,029,196	10,308,392	
ORDINARY EXPENSE						
	5110. Principal/Executive Salary					
	CAO/CEO	100,000		120,000	120,000	
	Principal			100,000	100,000	
	Vice-Principal				80,000	
	5111. Teachers Salaries			1,045,000	2,035,000	
	Year 1: 17 General Education Teachers/2 SpEd			2,145,000	2,145,000	
	Year 2: 33 General Education Teachers/6 SpEd			1,950,000	1,950,000	
	Year 3: 50 General Education Teachers/9 SpEd			2,950,000	2,950,000	
	Year 4: 67 General Education Teachers/12 SpEd			3,950,000	3,950,000	
	Dean of School Culture			50,000	53,000	
	Director of Scholar Success			80,000	83,000	
	Associate Director of Scholar Success			60,000	60,000	
	Scholar Success Advocates			45,000	48,000	
	5114. Business/Operations Salaries					
	Director of School Achievement & School Accoutability			90,000	93,000	
	Director of Development			80,000	83,000	
	Director of Community Outreach			70,000	70,000	
	Associate Director of Community Outreach			60,000	60,000	
	Business Manager			55,000	58,000	
	5115. Clerical Salaries					
	Registrar			55,000	57,000	
	Executive Assistant			35,000	37,000	
	Office Manager			45,000	47,000	
	Administrative II			35,000	37,000	
	5116. Employee Benefits			416,652	833,304	
	5117. Contracted Staff	60,000		60,000	60,000	
	College Access and Success Staff	30,000		30,000	30,000	
	Custodial	15,000		15,000	15,000	
	Security	15,000		15,000	15,000	
	5118. Staff Development Expense			15,500	31,000	
	Subtotal: Human Capital Expense	220,000		13,572,152	15,100,304	

			Driven to Succeed Public Charter High School	5-Year Budget Forecast		
				Planning	Operating	Operating
				Year	Year 1	Year 2
				SY 11-12	SY 12-13	SY 13-14
			Direct Student Expense			
			6100.Textbooks		133,400	266,800
			6110.Student Supplies and Materials		64,300	128,600
			6120.Library and Media Center Materials		6,271.37	6,271.37
			6130.Student Assessment Materials (@ \$75 per scholar)		22,500	13,442
			6140.Contractd Student Services		43,000	64,300
			6150. Student Expense (DC Metro Smart Pass)		9,000	18,000
			Subtotal: Direct Student Expense		278,471	497,413
			Occupancy Expenses			
			6155.Rent	-	285,500	299,775
			6160.Building Maintenance and Repairs	-	7,214	7,575
			6165.Utilities	-	23,257	41,568
			6170.Janitorial Supplies	-	7,362	8,422
			6175.Contractd Building Services	-	27,532	39,442
			Subtotal: Occupancy Expenses		350,865	396,782
			Office Expenses			
			6200.Office Supplies and Materials	2,700	28,752	38,419
			6210.Office Equipment Rental and Maintenance	-	14,280	18,977
			6211.Telephone/Telecommunications	4,052	7,265	9,490
			6212.Legal,Accounting and Payroll Services	12,200	84,320	165,200
			6213.Printing and Copying	10,200	14,200	31,500
			6214.Postage and Shipping	4,000	7,800	14,500
			Subtotal: Office Expenses	33,152	156,617	278,086
			General Expenses			
			6310.Insurance	1,800	36,000	72,000
			6311.Transportation		34,200	54,500
			6312.Food Service (@ \$80 per scholar per month)		279,000	558,000
			6313.AdministrationFee (to PCBS)@ \$67 per scholar		20,100	40,200
			6314.Management Fee			
			6315.Other General Expenses			
			6316.Unforseen Expenses	1,150	23,444	34,999
			Subtotal: General Expenses	2,950	392,744	759,699
			TOTAL ORDINARY EXPENSES	256,102	3,755,849	6,190,284
			(Incr)/Decr in Computers and Materials	4,200	39,000	40,950
			(incr)/Decr in Classroom Furnishings and Supplies		52,700	55,335
			(Incr)/Decr In Office Furnisings and Equipment		5,300	5,565
			(Incr)/Decr in Renovations/Leasehold Improvement		36,000	36,000
			Subtotal: Additional Cash Flow Adjustments		133,000	137,850
			Assumptions			
			Student Enrollment		300	600
			Facility Size (square footage)		110,000	110,000
			Average teacher Salary		60,000	60,000
			Number of Teachers		19	38
			General		17	34
			Special Education		2	4
			Student /Teacher Ratio	n/a	18 to 1	18 to 1

[illegible]

			Planning	Operating	Operating		
			Year	Year 1	Year 2		
			SY 11-12	SY 12-13	SY 13-14		
Variables							
	Foundation level per pupil		12,037.32	12,398.44	12,770.39	103.00%	
	Non-Residential Facilities		3,000.00	3,090.00	3,182.70	0.97%	
LINE 01: Per Pupil Charter Payments							
Per-Pupil							
Grades 9-12						1x	
	Students		-	300	600	Foundation Level	
	Income/Student		-	3,719,532	7,662,234		
Special Education Funding							
Level 1/						1.03 inflator	
	Students			20	40		
	Income/Student			4,894	5,040		
	Base Student Allocation			12,037	12,398		
	Level 1 SPED Total			338,620	697,520		
Level 2						1.03 inflator	
	Students		-	10	20		
	Income/Student		-	7,029	7,240		
	Base Student Allocation			12,037	12,398		
	Level 2 SPED Total			190,660	392,760		
TOTAL: Special Ed			-	529,280	1,090,280		
English as a Second Language							
LEP/NEP/						0.4x	
	Students		-	-	-		
	Income/Student		-	-	-		
Per pupil LEP/NEI							
LINE 02: Per Facilities Allowance							
Facilities Allowance							
	Students		-	300	600		
	Income /Student			3,000.00	3,090.00		
Per-Pupil Facility				900,000	1,854,000		
Total DC Charter Revenue			-	5,487,432	11,304,034		

				Planning	Operating	Operating
				Year	Year 1	Year 2
				SY 11-12	SY 12-13	SY 13-14
LINE 03: Federal Entitlements						
No Child Left Behind (NCLB)						
	Students					
	#Students			-	300	600
	#Title 1 Students			-	240	480
	#NEP/LEP Students			-	-	-
Per Pupil (Figures are an approximation based on recent actuals)						
	Title 1			2649.72	2729.22	2811.09
	Title II, Part A			450	463.5	477.42
	Title II, Part D			64.71	66.66	68.64
	Title III			242.4	249.66	257.16
	Title IV			48.09	49.56	51.06
	Title V, Part A (Title I <=69.86%			48	49.44	50.91
	Title V, Part A (Title I >=69.86%			72.21	74.37	76.22
	IDEA				412.5	424.89
	Grants:					
	5000 NCLB grants				243,993	361,956
	5000 NCLB grants				55,620	83,067
	5000 NCLB grants				7,998	11,946
	5000 NCLB grants					
	5000 NCLB grants				5,949	8,883
	5000 NCLB grants				8,925	13,329
	5000 NCLB grants				49,500	73,929
	TOTAL NCLB				371,985	553,110
	Title Vb- Public Charter School Startup Grant					
	Maximum Title Vb funding			330,000	660,000	660,000
	Title Vb Percentage			100%	100%	100%
	5010 Title Vb grants			330,000	660,000	660,000
	5010 Title Vb grants			30,000		
	Total:			360,000	660,000	660,000

				Planning	Operating	Operating
				Year	Year 1	Year 2
				SY 11-12	SY 12-13	SY 13-14
Other Government Funding/Grants						
Competitive Federal Grants						
	Competitive Public Grants					
	TOTAL: Competitive federal Grants					
National School Lunch Program						
Rates (Based on actual NSLP figures)						
Lunch, Rates						
	Paid			0.23	0.24	0.24
	Reduced			1.81	1.86	1.92
	Free			2.21	2.28	2.34
Breakfast, Rates						
	Paid			0.22	0.23	0.23
	Reduced			0.9	0.93	0.95
	Free			1.2	1.24	1.27
STUDENTS						
Daily Lunches						
	Total Lunches				300	600
	Paid				15	30
	Reduced				45	90
	Free				240	480
Daily Breakfast						
	Total Breakfasts				300	600
	Paid				15	30
	Reduced				45	90
	Free				240	480
*Based on 80% likely for free, 15% reduced, 5% pay in full						
DAILY						
NSLP Income-Lunch					1473.45	2946.9
NSLP Income Breakfast					1473.45	2946.9
NSLP Income- Lunch and Breakfast						
ANNUAL MEALS						
Annual -Lunch					265,221	530,442
Annual-Breakfast					265,221	530,442
5100 National food program						