

GILCHRIST ACADEMY PCMS



Growing Exceptional Men

APPLICANT INFORMATION SHEET

Request for Approval

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

Name of Proposed Charter School Gilchrist Academy

Name of Entity Applying for Charter Status Gilchrist Academy

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Name of Person Authorized to Negotiate Dianne G. Brown, Ed.D.

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

Authorized Signature _____

☒ Proposed Start Date 29 August 2012 Proposed Year One Budget \$ 1,736,196

Start Up Information

First-Year Enrollment: From age/grade 11/6th to age/grade 12/6th Number of young men 100

Year Five Enrollment: From age/grade 11/6th to age/grade 14/8th Number of young men 300

Location of school (address or area of city) Wards 7 or 8

Names of Organizations Involved in Planning (if applicable): _____

Name of Educational Service Provider (if applicable): N/A

Type of Application (Check One)

☐ Conversion of an Existing Public School o Conversion of an Existing Private School

☒ New Public Charter School

If conversion, name the school being converted: N/A

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

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.) ☒ Yes ☐ No

Executive Summary

Mission

The **mission** of Gilchrist Academy Public Charter Middle School is to empower urban, male students in grades 6 through 8 to achieve their full intellectual and social potential by providing a demanding, standards- based, and culturally relevant curriculum; sustaining a school culture that supports and promotes each student's trajectory toward academic achievement and character development; and engendering a college- bound perspective in each student.

Education Program Summary

Our mission addresses meeting the educational needs of male students in the District of Columbia. While some modest increases in academic performance in the District's public schools have been evidenced recently, many historical problems continue to persist, including educational disparities associate with family income, gender, and race. The Founders of Gilchrist Academy believe these pernicious disparities will continue to constrain the full human development of the District's youth if they are not addressed systematically. We plan to tackle one segment of these concerns by providing an equitable, standards- based educational program for young men, particularly those residing in Wards 7 and 8, reflective of five key characteristics: (1) focus on achievement in core academic subjects; (2) cultivate young men's character and leadership ability; (3) provide a supportive, orderly learning environment; (4) integrate technologies; and (5) develop strong parental involvement and school community partnerships.

We will frame and support educational and personal experiences that enable our young men to acquire knowledge by *learning how to learn*. We will offer an instructional program focused on the future by teaching young men to do things not simply by rote, but rather with deeper levels of understanding. In effect, we will teach our students how to apply high levels of cognitive knowledge to real-world unpredictable situations. Our academic culture will be characterized by a demanding, relevant curriculum and high performance expectations. The young men will develop academic content knowledge and distinctive interdisciplinary skills in problem solving, critical thinking, communication, and teamwork. During the 6th grade our students will receive extended instruction in literacy and numeracy. In grades 7 and 8, they will focus on the demonstration of content mastery through the integration of skills and concepts as well as the application of thinking skills (synthesis, analysis, and inference) to solve challenging problems.

Our focus is, and will be, on educating young men. We will innovative techniques for tapping into their emerging curiosities about life, their place in the broad context, and their need to affect their immediate environment. We plan to provide methods of instruction that are male compatible, non-threatening, and consistent with some of the learning context in which they live outside of the school setting. This will be achieved through culturally relevant instructional approaches that involve talking to our students about personal values, individual and collective power dynamics, and the perceived alternatives to choosing academic achievement. We are committed to educational practices that promote young men achieving mastery in core subjects, developing personal strategies for a sustained trajectory toward high performing high schools and becoming life-long contributing members of society.

School Culture

The Gilchrist Academy school community will be safe, orderly, supportive, as we focus on academic achievement and on character and leadership development. Student behavior will be governed by a code of conduct that emphasizes self-respect, respect for others, and personal accountability. Our school community culture will be anchored by our five core values: **Responsibility, Accountability, Integrity, Scholarship, and Excellence (RAISE)**. These core values will be built into a comprehensive character development program and reinforced during the daily Advisory period. Lessons will progress from situational ethics to peaceful conflict resolution and an explicit anti-bullying program. The young men will know from their first introduction to Gilchrist Academy that *each* member of the Academy's faculty, support staff, administrators, and Board of Directors believes that they can learn and that we expect them to excel.

Families and Community

We recognize that sustained student achievement depends on a strong school/home partnership. We believe that building pathways for parent involvement will be a key factor in increasing student academic performance. In addition, the Academy will reach out to the broader community by forming strategic partnerships and working relationships with other schools, community-based organizations, universities, and businesses to initiate and maintain the sharing of best practices, comprehensive after-school offerings, and community service opportunities.

Founders

The Founders of Gilchrist Academy, Dianne G. Brown, Ed.D. and Alison Mayas, B.A., are united and passionate about what building this educational option to middle school aged young men and their families. The Founders, Founding Board of Trustees, and the members of the Advisory Board are individuals who represent decades of experience in urban public education, finance, business, government, community service, and/or school law. Their academic experiences reflect pertinent skills in: educational leadership, human resources, curriculum development, instruction, assessment, master scheduling, urban education, educational equity, guidance, counseling, higher education, school discipline, special education, advocacy, bilingual education, and effective schools design and management.

Timeline

Upon approval by the DC Public Charter School Board, Gilchrist Academy Public Charter Middle School will open in school year 2012-2013 with 100 6th grade young men. We will welcome a new 6th grade class in both 2013 and 2014 until the Academy reaches its maximum student population of 300 in 2014.

Gilchrist Academy - Growing Exceptional Men (GEM)

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Letters of Support

Individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply by the material rewards that accompany competent performance, but also by the chance to participate fully in our national life. National Commission on Excellence in Education, 1983

A. EDUCATIONAL PLAN

1. Mission and Purposes of the Proposed Charter School

a. Educational Needs of the Target Population

Gilchrist Academy will serve middle school age young men in grades 6 through 8 who primarily reside in Wards 7 and 8. The Wards' population is predominantly African-American. More than half of the families in these communities are single parent homes, 68 percent of families in Ward 8 have female heads of household, and almost half of the children live in poverty. Historically, statistics have shown that young men living in households at or below the poverty line are at a greater risk of academic failure than their peers who live in households above the poverty line (Neighborhood DC Website, www.neighborhoodinfordc.org). These statistics paint a clear picture of the potential for wide spread academic failure in Wards 7 and 8. Without intervention these young men will well be on their way to continue a life of poverty with limited opportunities for economic self-sufficiency.

According to researchers (Reichert, 2010) boys lag significantly behind girls, comprise most of those in schools' remedial programs, most of those in schools' disciplinary troubles, and are far more likely than girls to be medicated for an array of learning and behavioral disorders. There is also evidence that there is a rising gap in the number of young men and women entering colleges and universities. They also posit that there are cultural consequences of this decline in prospects for men, including diminishing inclination to form stable relationships and marriages, their distinction to vote and take on other civic responsibilities, and their failure to find satisfying work – or any work at all – in a challenged economy. The challenge is for educators to respond to these alarming issues by designing schools that are responsive to this decline in academic achievement in our young men. We believe the young men in our nation's capital deserve a school devoted to responding to their unmet needs.

As a result of our demographic analysis, Gilchrist Academy anticipates serving a predominantly African-American incoming student population in which 75% or more will be below grade level in math, reading, and/or writing, and in which the majority will qualify for free or reduced lunch. We expect 10-13 percent of the student population to be designated as special needs.

The following Charts 1 and 2 are graphic illustrations of the poor performance of boys on the 20102 DC CAS in middle schools (grades 6-8):

Chart 1: Reading Scores of Identified Middle School Boys

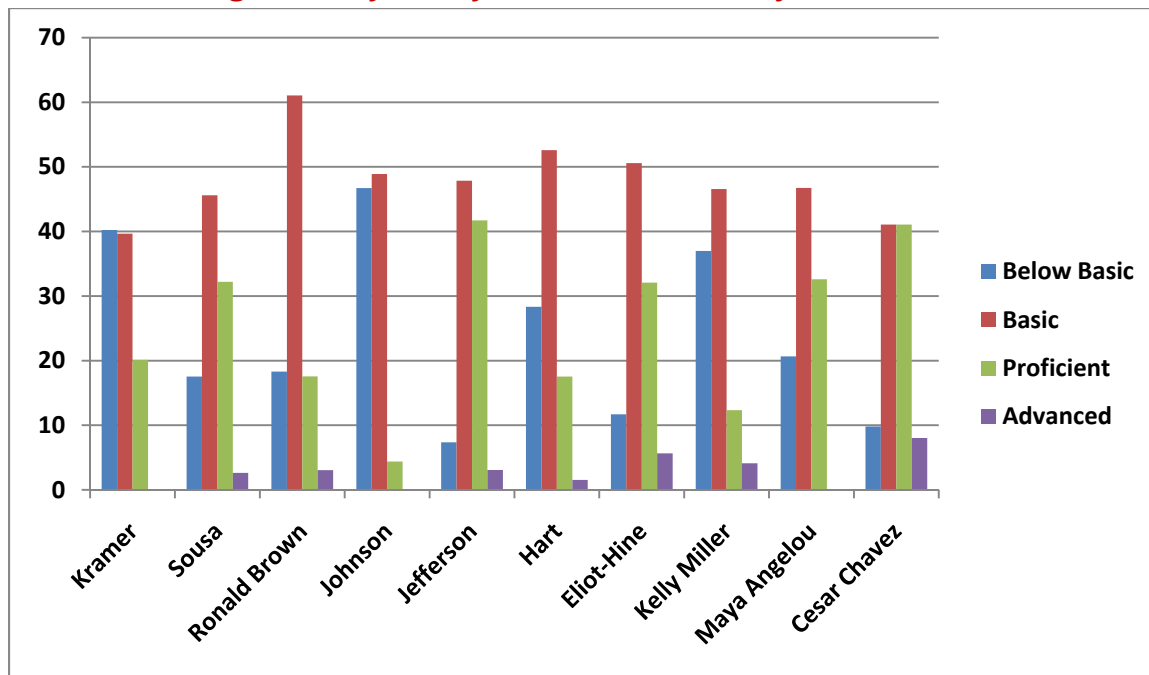
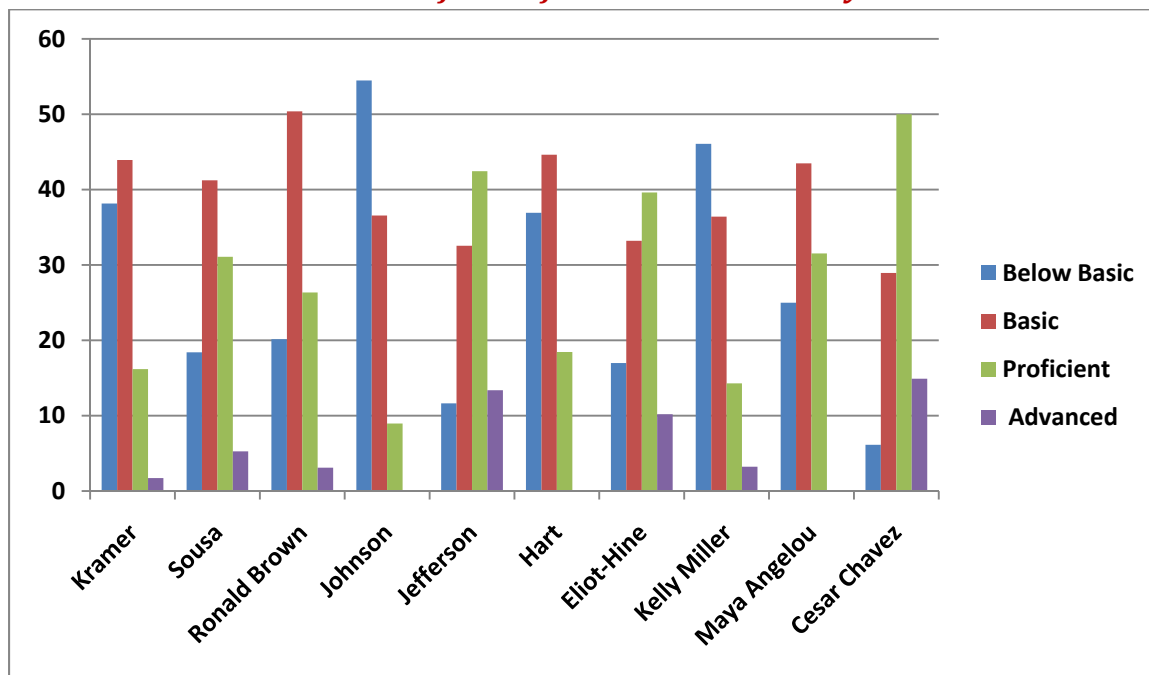


Chart 2: Mathematics Scores of Identified Middle School Boys



Why a middle years single-sex charter school for young men in Washington, D.C.

Many of our young men living in our major urban centers experience firsthand the effects that drug addiction, homelessness, incarceration, and poverty have on communities of color. Without an education that provides them with the tools they need to deconstruct and critically analyze these conditions, they are left to wonder about their self-worth and whether failure is inevitable. Gilchrist Academy intends to create a new paradigm for the young men attending our school by merging what is known about promising practices for educating boys of color with the research on effective schools.

According to Gurian and Stevens (2005), boys on the average, lag behind girls in reading and writing. Their dropout rates are higher, and they are more likely to be suspended or expelled. They also posit that the major sources of boys' underachievement are instructional practices that do not consider (1) biological differences in maturation, (2) boys' preferences for more action-oriented reading materials, (3) boys' learning styles need for real-world applications of academic content, and (4) boys need for of physical activity both inside and outside the classroom. We plan to incorporate instructional strategies that support these learning preferences of our young men.

Throughout the history of public education, there has been an egalitarian viewpoint that all citizens have the opportunity to achieve and climb the educational ladder of success. While the No Child Left Behind Legislation (NCLB) was designed to change the academic landscape in our nation's schools, African American and Hispanic young men continue to lag behind their Caucasian and Asian counterparts, and African American males remain the lowest performing group of young men. According to a 2004 study, *Public Education and Black Male Students: A State Report Card*, by the Schott Foundation for Public Education, there is overwhelming evidence of the immense rate of Black male failure in education and the corresponding issue of high unemployment. The following was also indicated: *By the time black males reach high school, 42 percent of them have failed an entire grade at least once; just 18 percent of black men ages 20-21 are enrolled in college; and only 34 percent of the black students who earn bachelor's degrees are male. Few black males take advanced classes. Instead, they stick to classes that meet basic high school graduation requirements. In addition, Black men have the highest unemployment rates of any ethnic group. One in four experience prison time. Increasingly there is a direct link between crime and lack of education.*

In light of these alarming facts, there is clearly a need for a high performing all male middle school in the District of Columbia if we are to increase the number of academically and socially prepared to enter high performing high schools. Presently, in Washington, DC there are 57 charter schools on 99 campuses serving 27,619 young men (38 % of all public school young men in DC) (Washington Post, January 23, 2010). In the District of Columbia, there are ten schools that serve grades 6-8; of the ten schools, two are public charter schools. However, there is no middle level charter school designed to focus on developing the male student. It is our belief

that a gender specific school would reverse the trend of the disproportionate numbers of minority males who have been labeled slow learners, uneducable, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and/or mentally retarded. These young men traditionally demonstrate poor performance on standardized reading tests and other academic achievement indicators. (Schott)

For a variety of reasons, there is an often overlooked reality that boys learn differently. Traditionally within schools, we have found that it is the interaction of policies, practices, and beliefs that create conditions for poor educational outcomes and problematic social behavior to become normalized. Traditionally, urban males are required to learn in ways that are convenient for the institution and teacher rather than in ways that are natural, and consistent with their identified learning styles. At Gilchrist Academy, we plan to incorporate three major social/emotional strategies that practitioners of single sex schools identified as essential (METRO, 2010):

NEED	MANIFESTATION	STRATEGY
Need to change boys' idea of manhood	Boys are exposed to and modeling negative behaviors of men who look like them every time day, and need to create narratives that counter such images of masculine traits.	The masculine identity the school would like to nurture is one in which boys embrace activities that they may perceive as feminine (e.g., reading, writing getting good grades) and shift their focus away from a masculine identity centered on sexual prowess and toward
Need for an academic identity as part of social identities	Boys are confronted with negative images that are devoid of an academic identity and see an academic identity as an affront to their racial/ethnic identity.	The importance of school is to establish "brotherhood" among r students to instill the resilience needed to develop and sustain their emerging academic identities.
Need for future leaders	The young men are not being primed to lead the next generation in transformational change for their communities, and they need to develop their innate leadership skills.	The schools must provide identity work that begins the long-term process of transforming boys of color into future leaders.

Fergus, and Noguera (2009) report that minority and economically disadvantaged males learn little, create disorder, get suspended, and in many cases, drop out of school. Many do not respect authority, have limited self-discipline, and demonstrate no desire to learn. As a result of these attitudes towards schools and education, many are placed in self-contained Special

Education classes and/or pushed-out of school. While these educational inadequacies continue to plague many male adolescents of Washington, D.C., we are proposing the development of a middle school for young men that provides a demanding and culturally relevant academic program, character development, and a profound understanding that college is both necessary and achievable. It is our belief that utilizing the following research based approaches will address the academic needs of the young men we propose to serve:

Accelerated learning	Rigor and Relevance
Cooperative Learning	Small student to teacher ratios
Curriculum Integration	Standards based classrooms
Culturally Relevant Instruction	Curriculum aligned to the National Common
Differentiated Instruction	Core curriculum standards
Inclusion Models	Technology-based learning and instruction
Reader's and Writer's workshops	

We recognize that a strong academic program is only one aspect of creating a school culture that will promote a love for learning and a commitment to becoming a contributing member of one's community. We understand that teachers must demonstrate an understanding of specific pedagogy for boys that include the following essential features: engage their attention and energy, elicit their responsiveness, and establish a positive relationship between teacher and the young men. In addition, it is our understanding that mentors, extended day activities, and Saturday programs will make a young man's educational experience more meaningful. We also plan to engender the support of parents, family, community stakeholders, and based organizations that recognize that too many of our young men's lives have been shortened and/or stifled by violence, gangs, drugs, and/or incarceration. Therefore, we are committed to the development of a school that creates an atmosphere that promotes pride, self- respect, a quest for achieving and rejects negative peer pressure.

b. Mission

The **mission** of Gilchrist Academy Public Charter Middle School is to empower urban, male students in grades 6 through 8 to achieve their full intellectual and social potential by providing a demanding, standards- based, and culturally relevant curriculum; sustaining a school culture that supports and promotes each student's trajectory toward academic achievement and character development; and engendering a college-bound perspective in each student.

In an equitable society, test scores and graduation rates are not predetermined by incomes, race, or gender. Today's schools mirror the imbalances that exist in our society and are used to reproduce a culture of inequality. If we do not intentionally and meaningfully interrupt these inequitable practices and restructure public education, we will continue to deny a great majority of young men their right to a quality education. (Coalition of Essential Schools, 2005)

Philosophy

Gilchrist Academy's philosophy is to provide a strong school culture that inspires student motivation and thus, fosters academic achievement. Our school culture is based on character development through shared values, beliefs, customs, and rituals. We recognize that these shared beliefs will create the philosophical underpinning for our character and academic standards. Our philosophy is aligned with Wagner (2008) who posits that the strength of character and academic competitiveness will ensure that urban males will ultimately demonstrate the following skills required in the 21st Century:

- critical thinking and problem solving
- agility and adaptability
- initiative and entrepreneurialism
- effective oral and written communication
- technological proficiency
- assessment and analysis information
- inquisitiveness and imagination.

Our young men will have access to the experiences, conditions, and support that they need to grow as learners and be prepared to succeed in competitive high schools and college. In the pursuit of educational equity, it is our expectation that we will raise the achievement of our young men by narrowing the gap between the highest and lowest performers and eliminate racial predictability (Singleton and Linton, 2006). In our effort to eliminate these disparities, our charter school will incorporate practices that are bold, culturally relevant, strategic, and compassionate. These practices are designed to mitigate and challenge the effects of systemic poverty and shed light on the obstacles our young men face. We expect that this middle school educational intervention will contribute to the national efforts towards educational equity and enhance global competitiveness.

We recognize that one of our biggest challenges is to create a culturally relevant school in which our teachers will uplift our young men to become enlightened, free thinkers prepared to become productive citizens. Cultural relevance refers to teaching and learning that take place in a supported, learner-centered context, whereby the strengths young men bring to school are identified, nurtured, and utilized to promote student achievement. This will be achieved by providing our staff with regularly scheduled professional development opportunities that focus on teaching, learning, and diversity issues. The professional development will include sessions that provide teachers with boy specific strategies and to consider the following implications of these transitive factors for the lessons they plan as recommended by Reichert and Hawley (2010):

- What are the benefits of requiring the creation of a tangible product in a class that might otherwise be language or text driven?

- How might repetitive exercises be energized by incorporating those tasks into a competitive game?
- In what way might increased movement be built into the consideration of conceptual classroom business?
- How might engagement be deepened by inviting them out of their passivity into challenges to assume some other identity?
- What are the opportunities to set students to solving problems and conducting research into questions and problems where the challenge is not to discover the answer but to draw conclusions they can about new and unfamiliar data.
- How might classroom engagement be deepened by selecting topics designed to invite each boy to examine essential aspects of his past, his nature, and his character – including the purpose and direction of his life?
- In what ways might students be stimulated to bigger and better thinking by drawing them out of what is familiar and expected in the classroom by the introduction of genuine novelty or surprise?

Through our Cultivating Character program, Gilchrist Academy young men will focus on our core values (**RAISE**): **R**esponsibility, **A**ccountability, **I**ntegrity, **S**cholarship and **E**xcellence.

- **Responsibility:** *fulfilling one's obligations.* This will be emphasized in the school's culture: it will be each young man's responsibility to make sure that assignments are turned in on time, that they consistently behave in ways that reflect the school's values, and learn that they are responsible for their peers.
- **Accountability:** *accepting responsibility for one's commitments.* On a daily basis, young men will be accountable to the teachers and the staff for following the rules and policies of the school. As leaders, the young men will also be accountable to their peers by having the responsibility of modeling proper behavior for other young men.
- **Integrity:** *consistently following and inculcating a set of values.* These values are to be followed at all times - when it is convenient and when it is not. Therefore, as developing citizens and leaders of the world, our young men will be encouraged to always strive to tell the truth, even when it brings about a negative consequence (e.g. homework detention for not completing a homework assignment).
- **Scholarship:** *being an avid and robust learner.* This is exhibited by being able to learn at all times both in and out of school. To model scholarship, the young men will be trained to be attentive in class, and to do their very best on class work and homework assignments. Specific programs will be established to encourage young men to read books and periodicals outside of class.
- **Excellence:** *always producing work of the highest caliber and always performing at the highest levels.* It requires doing their very best at all times whether there is a perceived audience or not. Young men are to strive for excellence in all areas, including presentation of their knowledge. Presentation does count. .

Character Development Program

Our Cultivating Character program will allow young men to learn about our core values and how they apply to themselves, their school, their community, and their world. Our students will be expected to demonstrate what they have learned through class discussions, projects, portfolios, and through their actions in their school and in their community. Even with a strong academic foundation, the ability to succeed in a high school college preparatory program, college, or beyond will require our young men to be resilient. Successful college preparatory programs and post-secondary institutions are designed to maximize and expand young men's intellectual potential. Therefore, even young men with the most solid academic foundation will experience challenges within these programs. For this reason, our school culture will emphasize hard work and the importance of perseverance. This will be emphasized regularly in our school as we work with our young men to master skills in the subjects that are more challenging to them.

We understand that many of our young men will arrive with significant learning gaps in at least one subject. Their mastery of critical benchmarks and content in each subject will require that they work diligently with faculty and staff to fill those gaps with the required knowledge. This will take dedication and consistent effort on the behalf of the young men, staff and parents. Students will experience both the success of their content mastery and the realization of benefits that can result from persevering through challenges. It is our goal that these life lessons learned within the supportive school environment will continue to motivate and inform our young men's efforts long after they have left Gilchrist Academy.

As we strive to meet our academic and character standards, Gilchrist Academy will incorporate the common strategies of single-sex schools for boys of color as identified by New York University's Metropolitan Center for Urban Education (2010):

- Social/emotional programming (advisory sessions, community meetings, mentoring)
- Cultural events
- Rites of passage and/or community recognition
- Personalization
- Community Service required for each school year
- High school and college preparation
- Demanding curriculums
- Culturally responsive or relevant instruction
- Student centered instruction (including differentiated instruction for multiple learning styles)
- Professional development on understanding of research on boys' learning and development
- Positive role modeling and/or mentoring programs (e.g., 100 Black Men)

To ensure success for the single-sex population we plan to serve, we researched and identified many of the specific strategies required to improve educational outcomes for urban males. As such, we have included research based methodologies provided by Ivory Tolson (2008), John H. Jackson (2010), the Metropolitan Center for Urban Education (2010), and the Coalition of Schools Educating Boys of Color (COSEBOC). The Gilchrist Academy has incorporated the consideration of factors that follow and our planned strategies for implementing “best practices” as recommended by the above referenced researchers.

Personal and Emotional Factors

- Quality of life, as measured by how happy the young man feels about his life, is one of the strongest emotional predictor of academic success.
- Feeling tired in the morning and feeling lonely significantly impairs academic functioning among black and Hispanic males.
- Black and Hispanic males are more dependent upon emotional well-being than their female counterparts.

In response to these issues, the Gilchrist Academy plans to develop a mentoring program and institute Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) which is a proven strategy to improve academic achievement as well as a means to reduce the sense of isolation experienced by underserved males.

Family Factors

- African Americans are the only ethnic group to report more fatherless homes than fathers in the home.
- Father’s education more than the mother’s has a significant impact on black and Hispanic males.
- Parents who urge their children to do well and maintain high expectations generally have high performing young men.

In response to the family factors, Gilchrist Academy plans to recruit and employ a significant number of positive male role models (i.e., administrators, faculty, staff, volunteers, and mentors) in the school. In addition we plan to listen to parents and develop partnerships with and programs for parents to support *their* efforts to support their children.

Social and Emotional Factors

- African American males are more likely to live in poverty than any other racial group.
- Involvement in the juvenile justice system impairs academic achievement among black and Hispanic males.
- School based programs, especially sports, and time spent using computers have the strongest impact on academic achievement for black and Hispanic males.

In response to the social and emotional issues, Gilchrist Academy plans implement an extended day program that includes physical activities and technology.

School Factors

- Black and Hispanic males perform better in school if they like their school, and they are not bored.
- Teachers who are interested in their young men, treat them fairly, encourage them to express their views and give extra help, achieve the most success with African American and Hispanic males.
- Urban young men want to feel safe.

In response to these school related factors, Gilchrist Academy plans to incorporate project-based learning, inquiry-based science, student- centered learning, inclusive multicultural education, and critical pedagogy. These are educational strategies that are consistent with the practices that help the urban males achieve. In addition, professional development will be provided to teachers to insure that they have the following qualities: (1) ability to make young men feel supported and respected; (2) aptitude for creating forums for young men to express themselves, and (3) ability to critique young men without making them feel bad about themselves.

c. Educational Focus

“We can , whenever we choose, successfully teach all children whose schooling is of interest to us; we already know more than we need to do that; whether or not we do it must finally depend on how we feel about the fact we haven’t so far. ” (Ron Edmonds, 1979)

We recognize that today’s educational system was designed for a previous time in which people had lifetime jobs that required predictable skills performed in a familiar environment. Traditionally, our schools followed an agrarian calendar and were designed for the industrial age. Over the past 40 years, our society and economy have gone through dramatic changes that require workers to possess different sets of skills from those that the educational system provided.

Gilchrist Academy plans to offer an instructional program focused on the future. We intend to teach young men to do things not simply by rote, but rather with deeper levels of understanding. In effect, we will teach young men to apply high levels of cognitive knowledge to real-world unpredictable situations. That means academic rigor applied in open-ended ways that are relevant to the 21st Century. With this in mind, we are guided by the International Center for Leadership in Education’s, Four Roles of Education:

1. Fostering intellectual development
2. Preparing students to be informed, caring, and productive citizens
3. Preparing students for higher education

4. Preparing students men for the world of work

In addition, we plan to incorporate learning criteria to support 21st century learners (Daggett):

- **Foundation Learning** – *achievement in content areas (English, math, science, history, and other subjects)*. This element looks at indicators of the school's academic strengths as measured by national, local, and other assessment results.
- **Stretch Learning** – *rigorous and relevant learning beyond the minimum standards*. This dimension requires young men to attempt demanding coursework and to push themselves to undertake specialized assignments.
- **Learner Engagement** – *motivation to learn, relationships that support learning, and a sense of belonging*. Engagement will allow young men to see the value in learning, to feel safe and cared about, and to be actively and purposefully part of a school community.
- **Personal Skill Development** – *personal, social, service, leadership skills, and positive behaviors/attitudes*. This dimension deals with developing positive character traits, good work habits, and leadership skills that not only enhance learning, but also extend to the world beyond school.

Boys as Learners

As previously indicated, our focus is dedicated to educating young men in a single sex environment. We understand that young men learn differently, and Gilchrist Academy will incorporate effective ways to tap our male student's inherent instinct to want to know and be able to do. We plan to provide methods of instruction that are male brain compatible, natural, and consistent with the learning that takes place out of school. The following elements provide a guide to methodologies for male classroom instruction (Kovalik, 2008):

- There is an **absence of threat** at some level where neither peers nor teacher is present.
- Young men make **content meaningful** by using a variety of tools in a combination of ways to suit their individual needs and interests.
- There are unlimited **choices** in the gathering and presenting of information and learning becomes interactive and multifaceted.
- They **enrich** their skills as they research, develop, evaluate, and present their information.
- Young men engage in **physical movement** especially with new technologies.
- They are provided adequate **time** and will work as long as their curiosity and interest is sustained.
- As they discover information, there is immediate **feedback**, which allows them to expand their thinking.
- They **collaborate/socialize** with individuals with whom they have something in common.

- They will remain with a game or project until they have achieved **mastery**.

Based on the demographics (refer to section I), we expect to serve a majority of African American young men. We recognize that many of them may have experienced educational inequities, cultural alienation, and low resourced schools and classrooms. We plan to use a culturally relevant approach for instruction and develop personal value:

- Young men will experience academic success, develop and maintain cultural competence, and develop a critical consciousness to challenge the *status quo*.
- Teachers will attend to young men's academic needs, not merely make them feel good.
- Young men's culture will be made a vehicle for learning.
- Young men will develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, mores, and institutions that produce and maintain social inequities.

Gilchrist Academy also plans to integrate emerging technologies that provide a wide range of opportunities for the teacher to engage young men to use their acquired talents. With the vast array of available technology, it is possible for every subject to have new and dynamic connections, making learning more meaningful and engaging. These technologies include but are not limited to the following: Study Island, Fast for Words, Achieve 3000, Math First, and ProQuest.

In *Breaking Barriers*, Tolson (2008) indicates that the in-class experience facilitated by the teacher has the most impact on Black and Hispanic Males. His study detailed the importance of incorporating the student development theory in class activities. With this in mind, Gilchrist Academy will require teachers to incorporate issues and topics specific to their students' personal experiences. We recognize that cognitive, affective, and behavioral dimensions facilitated by teachers can enhance Black and Hispanic males functioning and learning (Barker, 1991). Therefore, our teachers will design their instruction based on the following understandings:

- **Cognitive Learning Dimension** – the urban male will perform more competently and will feel better about himself if teacher creates an environment in which a student can interpret the information proffered;
- **Affective Functioning Dimension** - the urban male will more effectively understand and manage his life if the teacher creates an environment in which a student feels more confident about a particular concept or aspect of his life situation; and
- **Behavioral Functioning Dimension** – the urban male can be integrated more easily into the mainstream society if the teacher creates an environment in which the student can acquire effective behavioral patterns.

From a leadership perspective, Gilchrist Academy will incorporate the tenets of effective schools. Therefore, our school will be designed to reflect the following:

- The Academy's **culture** will embrace a belief system that all young men need a demanding and relevant curriculum and that all children will learn.
- **Data** are used to determine curriculum priorities; such that students learn to distinguish between what is essential, nice to know, and unnecessary.
- Real-world **applications** are aligned to the skills and knowledge taught in the academic curriculum.
- **Curriculum frameworks** are organized to drive instruction toward rigor and relevance and lead a continuum of instruction between grades and disciplines.
- The creation of **multiple pathways** to achievement is based upon a student's personal interests, learning style, aptitude, and needs.
- The establishment of **high expectations**, that are monitored, will hold both young men and adults **accountable** for students' **continuous improvement**.
- The sustaining of **professional development** is focused on the improvement of instruction.
- **Parent and community** involvement is successfully obtained and leveraged.
- A **safe and orderly school** environment is established and maintained.
- **Leadership** is continuously developed.

There is a considerable body of research on effective schools for serving the unmet needs of young men. This research reflects that, under the right conditions, all types of students, including males of color, can be successful. The Gilchrist Academy is designed to adopt the strategies that work for young men of color and, we are guided by recommendations provided by COSEBOC. Therefore, we expect our school leaders to incorporate the following in developing the academy:

- Leadership that is conscious of their own cultural heritages, and the ideals and values associated with those heritages
- Leadership that accepts and respects cultural difference
- Leadership that affirms the range of social and cultural identities claimed by faculty, staff, and young men
- Leadership that is aware of potential biases toward other cultures stemming from their own cultural heritages
- Leadership that is comfortable with racial differences that may exist between them and others
- Leadership that understands institutional bias with respect to its treatment of women, people of color, immigrants, and sexual minorities.

In McRel's (2004) meta-analytic study on leadership, three significant findings were uncovered: (1) principal leadership matters; (2) approximately one third of leadership responsibilities and associated practices are correlated with student achievement; and (3) strong leaders do not always have a positive influence on schools or on student achievement. It is McRel's position that leaders must identify and focus on the appropriate classroom practices, help to create the characteristics of a purposeful community, ensure that there is a focus on research-based improvement practices, and clarify the importance of leadership during the change process. With this in mind, our school leaders will reflect the following competencies:

Responsibilities	Practices Associated with Responsibilities
Affirmation	Systematically and fairly recognizes and celebrates accomplishments of teachers and staff Systematically and fairly recognizes and celebrates accomplishments of students Systematically and fairly acknowledges failures and celebrates accomplishments of the school
Change agent	Consciously challenges the status quo Is comfortable leading change initiatives with uncertain outcomes Systematically considers new and better ways of doing things
Communication	Is easily accessible to teachers and staff Develops effective means for teachers and staff to communicate with one another Maintains open effective lines of communication with teachers and staff
Contingent rewards	Recognizes individuals who excel Uses performance vs. seniority as the primary criterion for reward and advancement Uses effort and results as the basis for reward and recognition
Culture	Promotes cooperation and cohesion among teachers and staff Promotes a sense of well-being Develops an understanding of purpose Develops a shared vision of what/how the school can be
Curriculum, Instruction, Assessment	Is involved with teachers in designing curricular activities and addressing instructional issues in their classrooms Is involved with teachers to address assessment issues
Discipline	Protects instructional time from interruption Protects/shelters teachers from distractions
Flexibility	Is comfortable with major changes in how things are done Encourages people to express opinions that may be contrary to those held by individuals in positions of authority Adapts leadership style to needs of specific situations
Focus	Establishes high, concrete goals and expectations that all students will meet Establishes high, concrete goals for all curricula, instruction, and assessment Establishes high, concrete goals for the general functioning of the school Keeps everyone's attention focused on established goals
Ideals/beliefs	Holds strong professional ideas and beliefs about schooling, teaching, and learning Share ideals and beliefs about schooling, teaching, and learning with teachers, staff, and parents Demonstrates behaviors that are consistent with ideals and beliefs
Input	Provides opportunities for input from teachers and staff on all important decisions Provides opportunities for teachers and staff to be involved in policy development

Responsibilities	Practices Associated with Responsibilities
	Involves the school leadership team in decision making
Intellectual stimulation	Stays informed about current research and theory regarding effective schooling Continually exposes teachers and staff to cutting-edge ideas about how to be effective Systematically engages teachers and staff in discussions about current research and theory Continually involves teachers and staff in reading articles and books about effective practices
Knowledge of curriculum, instruction, assessment	Is knowledgeable about the curriculum and instructional practices Is knowledgeable about assessment practices Provides conceptual guidance for teachers regarding effective classroom practice
Monitoring/evaluation	Monitors and evaluates the effectiveness of curriculum Monitors and evaluates the effectiveness of instruction Monitors and evaluates the effectiveness of assessment
Optimizer	Inspires teachers and staff to accomplish things that might seem beyond their grasp Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things Is a driving force behind major initiatives
Order	Provides and enforces clear structures, rules, and procedures for teachers, staff, and students Establishes routines regarding the running of the school that teachers and staff understand and follow
Outreach	Ensures that the school is in compliance with district and state mandates Advocates on behalf of the school in the community Interacts with parents in ways that enhance their support for the school Ensures that the Board of Trustees is aware of the school's accomplishments
Relationships	Remains aware of personal needs of teachers and staff Maintains personal relationships with teachers and staff Is informed about significant personal issues in the lives of teachers and staff Acknowledges significant events in the lives of teachers and staff
Resources	Ensures that teachers and staff have necessary materials and equipment Ensures that teachers have necessary professional development opportunities that directly enhance their teaching
Situational awareness	Is aware of informal groups and relationships among teachers and staff Is aware of issues in the school that have not surfaced but could create discord Can predict what could go wrong from day to day
Visibility	Makes systemic and frequent visits to classrooms Is highly visible around the school Has frequent contact with students

Technology at Gilchrist Academy

To successfully participate in the 21st Century, young men need the ability to communicate effectively beyond their peer groups; analyze complex information from multiple sources; and write or present well-reasoned arguments about issues and develop solutions to interdisciplinary problems that have no one right answer. In this light, technology is a powerful springboard to higher-level learning. At Gilchrist Academy, we plan to incorporate technology

standards that were developed by the Partnership for 21st Century Skills. These standards fall into three broad categories:

- Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts of underlying hardware, software, and connectivity.
- Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.
- Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communications, creativity, and innovation.

With these standards in mind, by the completion of the 8th grade our young men will demonstrate competencies in using tools such as word processing, database, spreadsheet, Web browser, presentation and graphic applications. They will be familiar enough with the purpose and function of these technologies to enable them to select the appropriate tool for a task. They will be able to identify various components of a computer system and explain basic concepts of networking. Our young men will also practice good management skills and operate peripheral equipment independently.

Our young men will also understand the legal, ethical, and safety issues concerning the use of e-mail, the internet, and other online tools. Young men will understand how to protect their personal identification and information on the internet and be knowledgeable about general rules for safe internet usage, including social media and downloads.

By the end of the 8th grade, our young men will have had ample opportunity to become fluent in the use of technology tools for research, problem solving, and communication across all content areas. They will know how to communicate their learning with peers and other audiences through multimedia presentations, desktop-published reports, and other electronic media. They will have learned effective strategies for locating and validating information on the Internet. Moreover, young men will understand why it is important to use multiple Web sites for research, rather than relying on a single source of information.

In summary, as Gilchrist Academy young men transition to the 9th grade, they will be able to use a variety of technologies to learn and enhance their understanding of academic subjects and the world around them. Technology will be incorporated into their everyday learning activities, both inside and outside the classroom.

Gilchrist Academy intends to provide a demanding integrated curriculum, foster effective school's leadership methodology, cultivate students' character, apply technologies to the teaching learning process, and prepare our young men to meet the challenges of the 21st century.

d. Goals

Gilchrist Academy has established academic goals, non-academic goals, and organizational goals which are designed to measure the school's success in meeting the needs of the young men. The goals are aligned with the school's mission and philosophy. The academic goals are aimed at establishing and maintaining a school environment that fosters a demanding academic program. The non-academic goals have been developed to ensure that young men develop their character by incorporating our values, rituals and beliefs. The organizational goals have been developed to ensure the fiscal and operational integrity of Gilchrist Academy.

Academic Goals

Gilchrist Academy will rely on the data from standardized assessments to measure student success. The academic performance goals include the following:

- Young men will meet and exceed state requirements for proficiency in literacy (reading and writing) and numeracy by 5 percent.
- Young men will demonstrate proficiency in content mastery with a 90% annual promotion rate.
- Young men will demonstrate proficiency on the DC Benchmark Assessment System (DC BAS) and the DC Comprehensive Assessment System (DC CAS).
- Young men will complete a mandatory senior digital portfolio.
- Young men will demonstrate proficiency and/or content mastery in the use and application of technologies.

Non-Academic Goals

- Young men will develop positive character traits, good work habits, and leadership skills that support the mission of the school and contribute to the development of their community.
- Young men will attend school regularly.
- Teachers will participate in professional learning communities and professional development opportunities to enhance the teaching/learning process.
- Parents and community organizations will support the school and its mission.

Organizational Goals

- The Board of Trustees will ensure that Gilchrist Academy is fiscally viable.
- The Board of Trustees will ensure that Gilchrist Academy has access to appropriate human resources to support the educational program.
- The Board of Trustees will ensure that Gilchrist Academy maintains and enforces its fiscal and organizational policies.
- The Board of Trustees and school administration will exemplify the mission of the schools

2. Charter School Curriculum

In times of drastic change, it is the learners who inherit the future. The learned usually find themselves beautifully equipped to line in a world that no longer exists. (Hoffer, 1972, Reflection on the Human Condition)

a. Student Learning Standards

Gilchrist Academy will provide our young men with an academic foundation that equips them with the skills, knowledge and confidence to communicate with their peers and within institutions of higher learning. To this end, we will adopt the Common Core State Standards (“the Standards”) for English language arts and Literacy in social studies, science, and Technical Subjects. These Standards were recently adopted by the District of Columbia. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.

The Standards set requirements not only for English language arts (ELA), but also for literacy in social studies, science and technical subjects. Just as the students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. Therefore, it is important to note our clear understanding that the Standards are not meant to replace content standards, but rather supplement them. With this in mind, in the development of our curriculum, we will be guided by the national and state standards and indicators.

In an effort to ensure that the Academy’s performance standards are challenging and content-rich, we will assemble a team of experts for each core subject area to provide input into the development of the curriculum during the planning year. This will ensure that Gilchrist Academy’s curriculum is aligned to the expectations of the DC Public Charter School Board and includes the following: essential knowledge and skills are identified; curriculum alignment with state and local standards; and alignment with the academy’s mission, goals, and philosophy. Therefore, our curriculum design will include the following components:

- Objectives that are aligned to standards;
- Pacing guides that provide daily/weekly guidance;
- Lesson plan format that includes instructional strategies;
- Instructional materials;
- Modified instructional strategies; and
- Formative and summative assessments.

Gilchrist Academy's non-academic standards will focus on our Cultivating Character program. Through the program, we will produce young men poised to be citizens of the world and leaders who exhibit the appropriate characteristics. Our Core Values, responsibility, accountability, integrity, scholarship, and excellence (RAISE), will be reinforced throughout every aspect of the school. The program will focus most extensively on training young men in the meaning and implementation of these values. A consultant with specific expertise in the area of character development will develop content and performance standards for this program during the planning year.

While we expect that Gilchrist Academy will have a student body of diverse male learners, we also understand that mastery of content is necessary to produce young men who will be able to perform at the highest levels in school and society. This applies to all young men including young men with limited English proficiency and those with special needs. We are committed to providing all young men with the additional supports that they need in order to successfully master the content in each course. These supports are discussed in greater detail in the application. The full development and implementation of these supports will be informed by English Language Learners and Special Education experts who will also contribute to the development of the learning and performance standards in each subject.

Academic Learning Standards

As we integrate the Standards with our instructional program, we will also integrate the recommendations provided by the Coalition of Essential Schools Common Principles and the Coalition of Schools Educating boys of Color. We plan to integrate research-based approaches across the curriculum to ensure that our young men will succeed in high school, college and the 21st century workplace. The following are samples of how the learning standards will be aligned to the performance standards in English Language Arts, math, and non-academic program areas:

ENGLISH

- Speak and write effectively using proper grammar, mechanics and tone;
- Listen skillfully and identify key information, issues, and concerns;
- Question effectively enabling the discovery of new knowledge and clarification of misunderstood concepts;
- Edit and revise written works moving them through pre-writing, drafting, editing, publication stages;
- Read and interpret great works from an array of cultures, eras, and genres;
- Collect data, facts, and ideas and use this information to construct fact-based theories and draw conclusions;
- Use knowledge generated from oral, written, and electronically produced texts;
- Relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent;

- Present opinions and make judgments on experiences, ideas, and information oral and written form; and
- Use the social communication of others to enrich their understanding of people and their views.

MATH

- Use numbers, ways of representing numbers, relationships among numbers, and number systems;
- Compute fluently and make reasonable estimates;
- Select and apply mathematical symbols, operations, theories, and strategies to solve quantitative problems;
- Gather data, use appropriate statistical methods to analyze it, and draw reasonable inferences;
- Represent and analyze mathematical situations and structures using algebraic symbols;
- Analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- Apply transformations and use symmetry to analyze mathematical situations;
- Use visualization, spatial reasoning, and geometric modeling to solve problems; and
- Understand measurable attributes of objects and the units, systems, and processes of measurement.

NON-ACADEMIC PROGRAMS

Develop awareness, understanding, and appreciation of their own core values and ethics as well as those of others.

- Appreciate and adhere to key universal values including truth, integrity, and respect;
- Identify their own personal systems of values and ethics and discern the root of their beliefs;
- Use practical resolution principles and frameworks to resolve ethical dilemmas; and
- Gain exposure to and develop an understanding of the values and ethics held by their peers, community, and communities around the world.

Develop the interpersonal skills to build and maintain strong relationships within Gilchrist Academy and the broader community

- Work with peer and community groups to achieve a common goal;
- Manage their own affairs and meet personal commitments and obligations;
- Understand and take on an array of perspectives in dealing with issues;
- Negotiate mutually beneficial agreements in personal and third party negotiations; and
- Build consensus, diffuse conflicts, and structure agreements among peers and community members

Catalyze the educational, economic, and political advancement within their communities and the broader nation.

- Develop a deep knowledge of community based organizations and businesses, including their mission and purposes, organizational structure, constituencies, products and services;
- Develop a personal network within the community and knowledge of pathways influencing community and national decision-making; and
- Organize and mobilize peers and community members to take part in a meaningful social cause.

Academic Program

Our academic program is structured to accomplish two goals: (1) student acquisition and mastery of basic literacy, numeracy and writing skills, and (2) student application of basic skills to synthesize, analyze, apply and make inferences about content that is more challenging and complex. Acquisition and mastery of basic skills will serve as the foundation that enables young men to successfully access content in other subject areas, and will allow them to clearly express their ideas to others. The ability of young men to synthesize answers, analyze factors that contributed to a variety of historical events, apply math skills to complex real world problems, or make inferences when reading challenging literary texts, will require that they first gain the skills and relevant content knowledge in the appropriate subjects. Thus attainment of the second goal requires that the first goal is reached.

Implementation of curricula at all grade levels will allow both the first and second goals to be reached. Curricula at each grade level will address both skill acquisition and mastery of subject specific content. Assessments that test for the level of content mastery will be developed by which young men must demonstrate the ability to make inferences, to synthesize, and to analyze information. Additionally, some assessments will test for the level of mastery of skills. The curriculum for 6th grade will be designed to focus more heavily on skill acquisition since we expect a majority of incoming young men to arrive with significant academic gaps in learning. The curriculum for 7th and 8th grades will focus more heavily on mastery of subject specific content as demonstrated through synthesis, analysis and inference. All young men will take courses in four core subjects: math, English Language Arts, history, and science.

Literacy

One of the greatest barriers that hinder young men' academic success, and their success well after they have finished their formal schooling, is literacy. The results of the National Assessment of Educational Progress (NAEP) indicate that nationally only 29 percent of 8th grade public school young men were proficient in reading and math in 2005. There is certainly a correlation between the literacy level of college graduates and the mastery of standards and content related to literacy in earlier grades. In order to fulfill our role in helping to develop literate and independent citizens with the ability to guard their own freedoms, Gilchrist Academy must make literacy for all of our young men a priority.

In 6th grade, the curricular focus will be on young men “learning to read.” English Language Arts (ELA) will be broken into two segments – reading and writing – to allow for intense support in both areas and to provide extended time for ELA instruction. At the beginning of the school year, incoming young men will be assessed to determine gaps in the development of the five core reading skills: decoding, fluency, comprehension, phonemic awareness, and vocabulary. Young men will receive supplemental instruction in these areas to ensure a solid foundation on which content mastery can be built. Young men will utilize both textbooks and literature reflecting a variety of genres to develop strong literacy and apply core academic skills.

In 7th and 8th grades, the curricular focus will be on young men “reading to learn.” As indicated earlier, the curricula in these grades will focus more heavily on content mastery. ELA will no longer be taught as two separate segments but in one course that integrates the content of the two. Young men will continue to study from a variety of literary genres written by a diverse group of authors.

Additionally, there will be a focus on literacy in all subjects for all grades. Research shows that allowing young men to transfer reading skills to other content areas helps them to become more fluid readers and deepens their level of comprehension in general. To ensure the success of this strategy, all teachers will receive professional development throughout the year on implementation of reading strategies within their subject area. Classes in history and science will be able to serve both as an opportunity to develop young men’s core reading skills to a greater degree, as well as to increase their content knowledge in these subjects. Increasing reading fluency across subject areas will allow them to access content in all of their classes to a greater degree. To achieve this end, we plan to hire a literacy specialist to assist our efforts in the teaching and learning process.

Numeracy

The lack of numerical awareness is also hindering young men’s academic success. It is important for young men to develop numeracy skills that are the bedrock on which all future math skill and knowledge is built. It is also important for young men to understand the connection and application of math to other subjects such as science.

We expect that many of our young men will come with significant gaps in the development of math skills. Additionally, researchers have found that once young men master basic skills they can still have challenges applying the skills to word problems. For this reason, our math curriculum will focus on student mastery of numerical operations as well as their application to word problems in 6th grade. In 7th and 8th grades, they will extend the solid development of numerical awareness and mathematical problem solving to concepts that are more abstract in pre-algebra, and Algebra I.

Science classes will provide an additional means for reinforcement of math concepts. At all grade levels, young men will be given assignments that require the direct application of concepts learned in math in science. In math classes, they will also be given math problems based on scientific content. This practice will allow young men to transfer relevant math and science skills more easily and will allow young men to gain additional math practice while accessing scientific content. The Director of Academic Affairs will help facilitate the teaching/learning process.

Writing

As a part of ELA instruction, Gilchrist Academy will provide writing classes for 6th graders as a part of the core curriculum. While literacy and numeracy serve as the greatest barriers preventing young men from accessing content of their courses, writing serves as one of the greatest barriers preventing young men from effectively communicating their ideas to others. The writing curriculum in 6th grade will focus on the development of writing skills and proper use of grammar. The curriculum will also provide opportunities for young men to demonstrate their development through the writing of original student work (including essays and creative writing) and peer editing.

In 7th and 8th grades, writing will not be taught as a separate segment, but will be integrated with reading into the literature course. More emphasis will be placed on the development of young men as writers who are able to articulate thoughts and ideas using multiple styles of writing including journal articles, research papers, technical writing and essays.

In all grades, writing will be emphasized across the curriculum. Teachers will receive professional development throughout the year to help them implement effective practices in writing specific to the content of the courses they teach.

Critical Thinking: Synthesis, Analysis, and Inference

In the same way that young men must acquire basic skills through concrete teaching, they must also be taught the process of applying skills combined with synthesis, analysis, and inference to think critically and solve problems that are more challenging. Academic preparation for college requires more than a mastery of basic skills. Young men must also be able to apply the basic operations to problems that require higher order thinking as demonstrated by the ability to incorporate multiple standards, operations and/or subject specific content to arrive at a solution.

Every subject at every grade level will incorporate critical thinking into the curriculum. To ensure that students have the foundation in skill mastery that is needed, courses in 6th grade will concentrate more heavily on skill acquisition and mastery. However, this focus will shift with each progressive grade eventually allowing young men to spend more time cultivating

critical thinking skills. This also will allow them to foster a process by which they internalize rather than merely memorize information.

Cultivating Character Program

It is not sufficient to create young men who are literate and independent; our students must possess more than academic prowess. They must also be able to make deliberate decisions and take action that will positively impact them, their communities, their nation and the world at large. Therefore, as a part of our role as developers of literate and independent citizens, Gilchrist Academy will offer our Cultivating Character program.

Our character initiative is designed to impress upon our students the importance of appropriate social skills, life skills, good citizenship, and physical fitness. As our students progress to high school, it is important that their education provides instructional opportunities, explicit and implicit that help them develop their beliefs about what is right and good.

As we implement our Cultivating Character curriculum during Advisory, its significance should neither be ignored nor underestimated by any member of the school community. The manner in which the Advisors relate with our students will provide invaluable opportunities for modeling behavior based on values and character we seek to develop in students. This modeling process is intended to permeate the total school climate. We believe that character is demonstrated in the way staff walk, the behaviors staff model, the conduct staff tolerate, the deeds staff encourage, and the expectations staff transmit. For example, classroom management strategies can also encourage the development of such values as courtesy, cooperation, self-control, and dependability.

“When we think about the character we want for our students, we want them to be able to judge what is right, care deeply about what is right, and then do what they believe is right- even in the face of pressure from without and temptation from within.” Dr. Thomas Likona (1991)

Reading across the Curriculum

By utilizing reading across the curriculum, Gilchrist Academy will do two things: (1) provide additional time to develop reading comprehension skills and produce avid readers; and (2) develop readers who are able to easily access content regardless of the subject matter. Strong reading comprehension is crucial to young men’s academic success. Research indicates that reading is a complex skill that generally takes longer to develop than other skills. We will have a limited number of hours during the school day to work on filling the learning gaps that our young men may be experiencing. By emphasizing reading across the curriculum young men will become familiar with a variety of texts (fiction, non-fiction, technical, newspaper, and journal articles) and the way ideas are expressed in different genres. They will develop reading

comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations.

Writing across the Curriculum

For Gilchrist Academy young men to excel in high school, they must be able to write with fluidity. This can only be accomplished by ensuring that they have numerous opportunities to write. The Academy will provide such opportunities by emphasizing writing across the curriculum. The high expectations for writing will be the same whether young men are in English class or science class. Emphasizing writing across the curriculum will give young men the opportunity to become fluid in a variety of writing styles and will help to further develop student vocabulary in all subject areas.

The Explicit Lesson Plan Model

The use of the Explicit Lesson Plan Model in the classroom will facilitate: (1) young men having clear communication about the expected outcomes for learning for each class; and (2) a measurable means of holding teachers accountable for what they teach and how they teach it. It provides a systematic structure for planning and delivering lessons. Teachers will have carefully planned objectives for each class so that consideration is given to how every minute of the class is spent. The “Do Now” is a silent, pen to paper 10 minute activity that focuses students immediately on writing a Constructive Response and allows the teachers to quickly assess student understanding on a specific topic as well as student writing skills. Homework is required in all classes every day, and provides full opportunity for young men to practice and reinforce the skills and content knowledge taught.

To assist teachers in using the Explicit Lesson Plan Model, each teacher will be required to complete the lesson plan template (Appendix A) for each day at least a week in advance, to be reviewed by the Director of Academic Affairs as needed throughout the year. At the end of the school year, lesson plans will be archived by the Director of Academic Affairs to serve as a resource to current and future teachers.

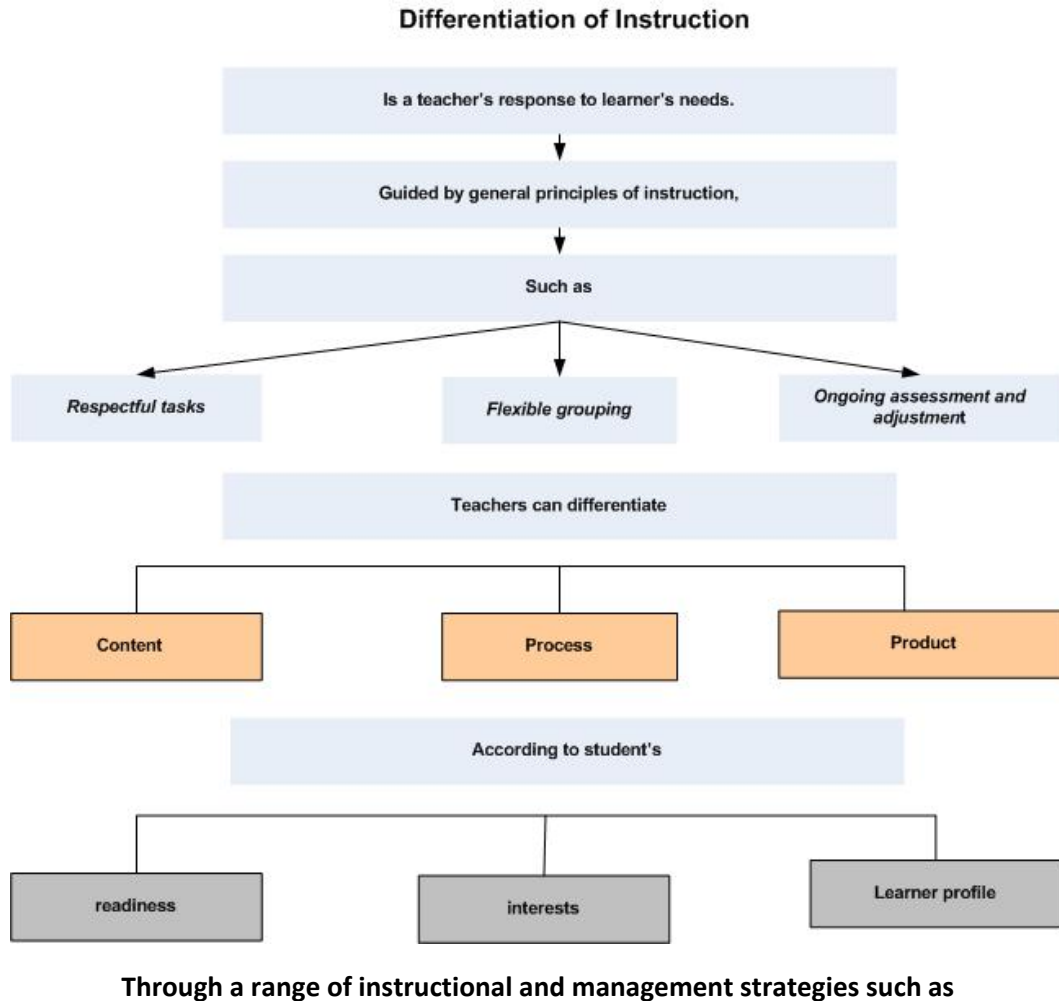
Differentiated Instruction through Flexible Homogeneous Learning Groups

Young men will be placed into flexible ability groups to facilitate increased development and mastery of skills. We believe that this will provide a most effective means for implementing differentiated instruction for our students. Flexible ability groupings will provide a homogeneous environment for young men to maximize their learning and minimize disruptions.

All young men in the same course will be responsible for mastery of the same concepts and will have the same internal and external/district-wide assessments regardless of their grouping. Classes will provide the same content, but in varying degrees of depth. Because the groupings

will be flexible, young men will be able to transfer to another level at various points throughout the year. This process allows for young men who are gifted in math or reading, but who initially test at low levels, to transfer to the sections that will best maximize their academic growth once they have acquired the basic skills. This strategy will help ensure that young men do not become bored and distracted during class because the work is not challenging. Because internal assessments will be frequent and carefully monitored both by teachers and the Principal, young men who need to be transferred to another grouping will be identified quickly.

Chart 3:



Multiple intelligences Jigsaw Taped material Anchor activities Varying organizers Varied texts Varied supplementary materials Literature circles	Tiered lessons Tiered centers Tiered products Learning contracts Small group instruction Group investigation Independent study	Varied questioning strategies Interest centers Interest groups Varied homework Varied journal prompts Complex instruction
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Curriculum

There are two essential components of any student's academic success: (1) the acquisition and mastery of basic skills such as mathematical operations and reading comprehension; and (2) content mastery, as indicated by the integration of multiple skills and knowledge. Our curriculum will address both components.

The core subjects for all grades will be math, English Language Arts (ELA), science, and history. Young men will take each subject daily. Courses for 6th grade will focus more intently on the development of basic skills in math reading, writing, and science. Courses for 7th and 8th grades will focus more intently on the demonstration of content mastery through the integration of skills and concepts as well as the application of critical thinking skills (synthesis, analysis, and inference) to solve challenging problems. Courses at all grade levels will include components of skill acquisition and development, content mastery, and critical thinking to varying degrees.

The assessment tools for all subjects will include a series of tests, quizzes, homework, class work, portfolios, and projects/labs. Young men's ability to master the material for the course overall will be assessed through the comprehensive exams given at the end of the each quarter and at the end of the year.

All curriculum development at Gilchrist Academy will be informed by the Common Core State Standards, Maryland's Department of Education Voluntary Curriculum, and DC Public Schools.

Math Instruction

The objectives of our math program are to: (1) develop young men with sufficient mathematical ability and knowledge to apply concepts both in the classroom and in everyday life; and (2) provide young men with the math foundation necessary to excel in challenging math courses at the high school level. Young men in the 6th grade will take two (2) math classes 5 days a week. One class will focus on numerical and core operational fluency, while the other class will focus on application of basic operations in the context of solving math problems. Young men in the 6th grade will continue to build upon skills acquired in the 5th grade, adding to their mathematical repertoires the ability to calculate using percentages, graph data, graph on two-dimensional coordinate plane, calculate involving integers, and express word problems using algebraic expressions.

In alignment with our goal to implement a challenging curriculum, young men who are identified as sufficiently prepared will be given the opportunity to take Pre-Algebra in the 7th grade. At the end of 6th grade, students will be assessed to determine their Pre-Algebra readiness. Young men who demonstrate proficiency in all 6th grade math concepts will have the opportunity to take Pre-Algebra as 7th graders. All other 7th grade young men will take 7th grade math. Both courses will be equally challenging and rich in content. Young men who take Pre-

Algebra in the 7th grade will have the opportunity to take Algebra 1 in the 8th grade, while those young men who take 7th grade math in the 7th grade will take Pre-Algebra in the 8th grade. We expect that a relatively small percentage of young men (not more than 25%) will demonstrate adequate readiness to take Pre-Algebra I in 7th grade. Also the decision to offer Pre-Algebra to select 7th grade young men will depend solely upon results of the Pre-Algebra readiness assessment. Should fewer than 15 young men demonstrate academic readiness; the course will not be offered until 8th grade.

In alignment with our goal to meet the individual academic needs of our young men, we will also offer a Supplemental Core Instruction course. We anticipate there may be a percentage of young men who continue to require the additional supports provided to them through double periods of math instruction. These young men will be identified through longitudinal assessment data (both internal and external) and teacher anecdotal data. As a part of their schedule, these young men will take the supplemental math course in addition to their regular math course. Young men who take the supplemental math course in 7th grade will be re-evaluated at the end of the year to determine if they will need supplemental instruction in math the following year. This should allow students to continue to successfully progress through a challenging math curriculum.

The critical thinking and problem solving methods utilized in Algebra I will ensure that young men are more than adequately prepared to excel in college preparatory high schools. Exposing them to Algebra I by 8th grade will ensure that they are provided instruction in mathematical concepts that are more abstract.

English Language Arts Instruction

The objectives of the English Language Arts (ELA) program are to develop: (1) literate young men capable of accessing and assessing content of any course material; (2) literate citizens capable of reading and understanding local, national and world events as presented through newspapers, magazines, and journal articles; (3) fluent young men who clearly articulate their thoughts and opinions through oral and written communication; (4) articulate young men who demonstrate the ability to write using a variety of styles with fluidity; and (5) thoughtful young men with strong vocabularies through which they can increasingly access more demanding reading materials.

In 6th grade, ELA is divided into two separate classes: reading and writing. Young men take both classes five days a week, effectively giving these students double periods in ELA. This separation will allow young men to focus in greater detail on skills they need in each area with extended time and instruction to ensure mastery in both. Ultimately, this approach to ELA instruction will strengthen young men' ability to read and write proficiently in a shorter amount of time. The model of two ELA classes is also informed by the Roxbury Preparatory model.

Reading

In 6th grade, ELA instruction will focus heavily on the development and strengthening of reading comprehension and fluency. Young men will read poetry, as well as expository, persuasive and procedural texts, identifying the main ideas and critical details in each. They will become familiar with, identify, and explain figurative language (i.e. simile, metaphor, and hyperbole) in texts of various genres. Our students will be given multiple opportunities to read aloud to develop fluency. They will develop vocabulary skills including understanding the meaning of commonly used prefixes, suffixes, and the use of root words to determine the definition of unfamiliar words. They will also analyze similarities and differences in narrative texts. Supplemental instruction using a phonics-based reading program during regular class time will provide support with building decoding and phonemic awareness skills. In 6th grade, young men will strengthen reading comprehension skills but also will begin to focus increasingly on analysis, comparison and contrasts of texts. They will extend these skills to the review and analysis of multiple documents. Reading in all grades will include both fiction and non-fiction.

In addition to the textbook readings, young men will read from a variety of genres including poetry, drama, and short and long fiction from selected authors. These will be grade appropriate allowing students to directly apply their reading skills to literary texts while exposing them to different genres of literature. The intensity and amount of reading will also serve to immerse young men in the English language, which will reinforce and strengthen the core reading skills they practice in class.

Writing

The writing program described below may sound more challenging than what many 6th graders have generally demonstrated the ability to accomplish. However, these descriptions are drawn directly from the Common Core Standards for ELA. Should we receive charter approval, we will align our curriculum to these standards.

In 6th grade, young men will identify all parts of speech and types and structures of sentences; identify and analyze persuasive techniques used in written and visual media; and identify and use simple, complex and compound sentences. Young men will also: write stories that demonstrate careful placement of descriptive details about setting, characters and events in stories; write explanations of a process that include details to ensure the process is understandable; and write brief research reports that frame a key question about an issue or a situation.

Whenever possible, writing instruction will be tied into the lessons from reading or history class. This will further reinforce student learning by giving Gilchrist Academy students the opportunity to directly apply their developing writing skills to the content learned in other subjects.

Literature

In the 7th and 8th grades, the reading and writing classes will be combined into one English Literature class. Young men will read directly from literary texts rather than a textbook and the courses will involve extensive writing. Some books in the literature courses will be chosen to overlap with the content young men are learning in history.

Young men will analyze similarities and differences in the presentations of setting, character, and plot in novels, short stories, plays and films; write summaries of literary or expository passages that reflect the underlying meaning of the source; and write content-based research report that use quotations, footnotes or endnotes, and a standard format for works cited.

Supplemental Core Instruction

In order to support the continued academic growth of 7th and 8th grade students who need additional reinforcement provided through double periods in ELA instruction, we offer a Supplemental Core Instruction course. Young men who receive supplemental instruction in ELA in the 7th and/or 8th grade will be identified through assessment data and teacher anecdotal data. Those who receive supplemental instruction in ELA in the 7th grade will be re-evaluated at the end of the year to determine if they will continue to need supplemental ELA instruction in the 8th grade.

Advanced Literature

To challenge our stronger readers to grow academically, we will offer an Advanced Literature course. Supplemental core instruction will be offered in math and reading during the regular school day, but some young men will not require supplemental instruction in either subject area. These students will take an advanced literature course as a part of their course of study. The advanced literature courses will be scheduled during the same period that the supplemental core instruction courses meet.

Science Instruction

The objectives of the Gilchrist Academy science program are: (1) to develop young men who are literate in fundamental science concepts; (2) to develop students who understand the relationship between scientific concepts and the world around them; and (3) to cultivate student interest in possible scientific careers. While science involves the application of math, reading, and writing, these applications are not always intuitive, especially for young men who have little or no exposure to science as a discipline unto itself. By including science in our curricular focus, we widen the educational and professional opportunities to which our young men will have access in the future. In addition, science will provide students the regular opportunities for the hands-on learning which is valued by most adolescent males.

The science curriculum is designed to develop young men's scientific literacy while reinforcing their reading comprehension, math, and writing with specific application to science. They will be exposed to basic concepts in biological science, physical science, and earth science. Young men will also learn scientific vocabulary and the scientific method with specific application to each science course. In 6th grade, young men will build upon the content knowledge they received in the 5th grade. However, they will begin more specific applications of this content through the study of earth and environmental science. Young men will begin to more intently explore the world around them through lessons on rock and mineral development, erosion, and different types of soil. Young men will continue to build their scientific content knowledge, and more emphasis will be put on scientific writing in the application of the scientific method.

In 6th grade, the lessons will be reinforced through hands-on scientific experimentation, which will allow young men to apply the knowledge they have learned, strengthen their understanding of and ability to use the scientific method, and support their desire and need to learn by doing. Young men will prepare mini lab reports by carefully answering questions that accompany the labs. These questions will guide young men through each step of the scientific method while ensuring their solid understanding of each individual step.

Mini lab reports also will be instrumental in reinforcing the application of specific math skills. Young men will generate graphs and charts to display data and will learn to interpret the numerical data that they collect. This will strengthen their ability to apply skills in probability and statistics and their ability to readily interpret numerical data. These applications will allow young men to see the relevance of concepts they learn in math class, and the relevant application of these concepts in everyday life.

Science classes in the 7th and 8th grades will continue to build students' content knowledge as well as focus on their application of concepts discussed in class. In 7th grade, young men will be exposed to the physical sciences in greater depth. During the first half of the year, young men will study basic chemistry. Topics will include chemical and physical changes, elements, atoms, and periodic table trends. In the second half of the year, young men will focus on conceptual physics which will primarily introduce them to kinetics and mechanics and to the basic tenets of electromagnetism. In 8th grade, students will take an introductory biology course which will include examining the structure and function of cells, genetics, and evolution.

Both the 7th and 8th grade science courses will involve extensive lab activities. Young men will be required to perform experiments, observe results, and write formal lab reports that include data analysis. This process will prepare young men to do technical writing, as well as reinforce their basic grammatical, analytical and expository skills.

History Instruction

The objectives of the history program are to develop: (1) citizens who are knowledgeable of events that have shaped our nation politically, economically, socially, and geographically; (2) young men' understanding of the contributions of multiple ethnic groups that have shaped our nation; and (3) young men' understanding of ancient ideas and civilizations from around the world that have contributed to the development of modern society.

Instruction in history will enforce reading comprehension and writing skills with direct application to history. The history curriculum in 6th-7th grades focus on American history, giving young men a better understanding of the country in which they live. The curriculum in 6th grade will also incorporate standards for geography and social studies with direct application to content within each history course.

In 6th grade, our students will continue their study of post-Revolution American History. Young men will examine the role that industrialization and urbanization played in the transformation of the United States, the Civil War as the watershed moment in American history, and American territorial expansion among other topics.

Young men in 6th grade will build upon this foundation by answering questions that require more analysis and inference from the text, as well as independent evaluation of historic events and their significance. Assignments will be given in the form of long essays, short essays, and hands-on and interactive projects. Work will also require young men to use and document reference materials. At all times young men will be required to write assignments using complete sentences and proper grammar, reinforcing and further developing young men' ability to write proficiently.

The curriculum in 7th grade will continue the focus on American history from the 1920s through the present. In 7th grade, the course of study will include World War I, World War II, the Civil Rights Movement, and the Vietnam War. After solidifying their understanding of American History, young men will study ancient world history in 8th grade. They will study ancient civilizations in Africa and South America, as well as Ancient Greece and Ancient Rome. The study of these ancient cultures will allow young men to see the connection between many philosophies currently accepted by the US and those of ancient civilizations.

Computer Technology

The objective of the computer technology program is to provide young men with basic computer literacy skills. In 6th grade, Gilchrist students will be allowed to either type or hand-write most of their assignments. However, as the 7th grade year progresses, young men will be required turn in an increasing percentage of typed assignments. In 8th grade, all assignments done outside of the classroom must be typed. To ensure that they are able to submit typed assignments, 7th grade students will take computer technology four times per week during

which they will learn basic keyboarding, word processing, graphing, and spreadsheet skills. They will also use the internet to perform research for reports and projects. The content of this curriculum will be closely linked to other course work. By the end of the 8th grade young men will be able to use publishing and presentation software, and competently link information residing in different applications. In addition, 8th grade students will also participate in the construction of LEGO robots which they will be expected to program using a graphical interface.

During their tenure at Gilchrist Academy, the young men will be expected to learn basic information about the following: basic computer operations, word processing/desktop publishing, the ethical use of technology, the Internet, networking, online communication and research, multimedia, and problem solving.

Academic Boot Camp

The objectives of the Gilchrist Academy boot camp is the development of study skills and habits in order (1) to provide students with organization and research skills to allow them to be successful both during their tenure at Gilchrist Academy and after; and (2) to provide young men with an understanding of effective test taking strategies for standardized tests.

We will offer a study skills class to all young men in 6th grade in which direct instruction and guided practice in study skills will be provided. Academic success at Gilchrist Academy will require that young men develop excellent study skills and study habits. We cannot expect that they will arrive with these skills, nor can we assume they will automatically pick them up during their time at Gilchrist Academy. In study skills classes, young men will identify their primary learning styles and will learn different studying techniques, ultimately determining those that work best for them. They will learn how to take notes (both in class and from readings) as well as test-taking strategies. They will develop organizational skills to help manage information learned in their classes. They will develop skills needed to research information for papers and projects, such as differentiating between paraphrases and direct quotes, evaluating the relevance of information, and using standard bibliographic format to document sources. These study skills will then be reinforced and practiced in other courses. While we believe that such a course will further aide our young men in maximizing their academic achievement while at Gilchrist Academy, our goal is to equip them with tools that they will be able to use long after they have left us.

Physical Education and Health Instruction

The objectives of the physical education and health program are to: (1) encourage and promote physical development and growth through exercises in agility, strength and hand-eye coordination; (2) promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities; (3) strengthen a sense of unity, accountability, and responsibility through physical team building exercises; (4) expose young

men to life activities that will help them to develop healthy lifestyles as an adult; and (5) discuss health and physical issues pertinent to youth in a supportive, pressure-free forum.

World Language Instruction

The objectives of the world language program are: (1) to promote cross-cultural communication; and (2) to develop students' cultural sensitivity. In order to prepare our young men to succeed in the world and to provide them with an educational program that is fully high school and college preparatory, all young men will receive instruction in a world language. World language instruction will be provided in alignment with national standards, and the course will focus on five strands: communication, cultures, comparison, communities, and connection. Young men will exchange spoken and written information and ideas in a world language. They will use verbal and non-verbal clues to interpret spoken and written texts. They will demonstrate an understanding of perspectives, practices, and products of cultures and countries where the language is spoken. The Gilchrist Academy will offer Spanish as its World Language offering beginning in year two.

Additional Curriculum Information

Upon approval of the charter, Gilchrist Academy will begin the development of each content area curriculum. Sally Thompson, Ed. D. and Marianna Steele, both Assistant Superintendents for Curriculum and Instruction and members of our Advisory Board will inform this initiative. The curricula will include subject area, grade, the standards and objectives, pacing guides, instructional strategies, materials, resources, and assessments. The timeline for our curriculum development is below. A sample curriculum framework is included in Appendix A.

October 2011:	Curriculum framework with standards and indicators
April 2012:	Pacing guides aligned with objectives, instructional strategies, materials, and assessments
June-August 2012:	Teacher review, lesson plan development, finalization of curriculum materials
2012 – 2013:	Reflection and revision of curriculum as necessary

b. Resources and Instructional Materials

To support our curriculum Gilchrist Academy plans to use Holt McDougal text series as our instructional texts and resources. After researching several textbook companies for English, math, science, social studies, and Spanish we noted that this company was best aligned with our curriculum and instructional goals. In addition, these resources have also been designed to address the needs of the delayed learner. The company has advised us of the supplemental resources and the company's willingness to provide professional development for our faculty.

The textbooks and instructional materials are appropriately aligned to the national standards. We recognize that the impact of textbooks and instructional materials on the quality of educational outcomes cannot be underestimated. Frequently, the classroom text has been the only resource on a given subject to which young men will be exposed in their entire educational career. We plan to use another approach in the education of the young men at Gilchrist Academy. While we understand textbooks and instructional materials shape and direct the content and methods of presentation used by many teachers, it is our intent **to use resources and instructional materials to support instruction rather than direct instruction.**

It is our plan to provide resources online for student and parent access. In addition, we plan to access appropriate websites to further support instruction. We don't want our young men burdened with volumes of textbooks that have to be carried to and from school. With this in mind, we plan to establish selection criteria for all materials and resources purchased for the next five years in each content area. We believe this approach will ensure current and relevant materials.

We expect the resources and instructional materials to support literacy standards. The following represents comprehension strategies that are integrated throughout the resources in the various core content areas:

- **Activating Prior Knowledge (Schema):** Skillful readers use experience with different kinds of books, personal life experiences, and knowledge of the larger world to make sense of what they read. By activating relevant prior knowledge before reading, readers develop expectations and questions that give them the momentum to read in a more focused way. The level of difficulty of a book varies depending upon a student's prior experience and what he or she brings to the text.
- **Deciding on the Big Ideas in a Story (Prioritizing Information):** As they read, skillful readers make decisions about which are the most important ideas and themes in a text and use those decisions to focus their attention.
- **Questioning the Author and the Text:** Skillful readers are actively engaged in reading and frequently challenging the text, the author, and themselves with questions that help to clarify and focus their reading. They might wonder about a character's motives, a particular twist in the plot, or an element of the author's style.
- **Evoking Sensory Images:** Skillful readers use visual and other sensory images to deepen their understanding of text. For example, we may visualize a scene from the story in our mind's eye, or hear a sound in our head as it is described by an author.
- **Drawing Inferences:** Skillful readers think ahead in a story, anticipating events, making predictions, drawing conclusions, and bringing their own unique interpretations to text. Prior knowledge as well as information provided by the author allows us to "go beyond the text".

- **Retelling or Synthesizing:** Skillful readers briefly review in their heads, or with a partner, the important points in a story. Focusing on the most important information and the order in which events occurred helps a reader keep track of the story.
- **Using Fix-up Strategies to Repair Comprehension:** Skillful readers monitor their own comprehension and have repair strategies to choose from when they have problems. These strategies include re-reading or skipping ahead, using context, structural or visual cues to get their comprehension back on track when it starts to break down.

We will implement Reader's and Writer's Workshop for teaching language arts. This approach builds students' intellect, imagination inquiry and integrity. This approach will provide the transition from learning to read and write to using reading and writing as tools for learning. Including the Holt McDougal, Elements of Language series, we will purchase leveled readers, trade books and literature to establish multi-leveled classroom libraries for use with Reader's Workshop. We will use the Fountas and Pinnell system of leveled books and provide teachers with instructional guide books written by Atwell, Calkins, and Fountas, I. and Pinnell.

For social studies in grades 6 and 7, students will be taught about American history and use the Holt McDougal American History Beginnings through Reconstruction. In the 8th grade, they will study World history using World History Full Survey. These instructional materials engage students in understanding the process of the development of human history and the stories of people, nations, and civilizations. They also allow room for student input, voice and choice; and assess students through authentic and performance measures.

For math, grades 6-8, we also plan to use Holt McDougal. Their math and science series will support our curriculum expectations. The math series is grounded in problem solving while allowing students to master their fluency in all four operations with integers and fractions. For math we will use Mathematics Courses 1, 2 and 3. In addition, we plan to purchase for our advanced math students Algebra Readiness, a pre-algebra textbook.

The science series will allow students to become experts in the process of formulating questions and hypothesis, designing experiments, documenting and analyzing data, and communicating their results. To ensure appropriate content is provided, we intend to use Holt McDougal Life Science, Earth Science, and Physical Science.

The Holt McDougal textbook for Spanish is Avancemos.

c. Methods of Instruction

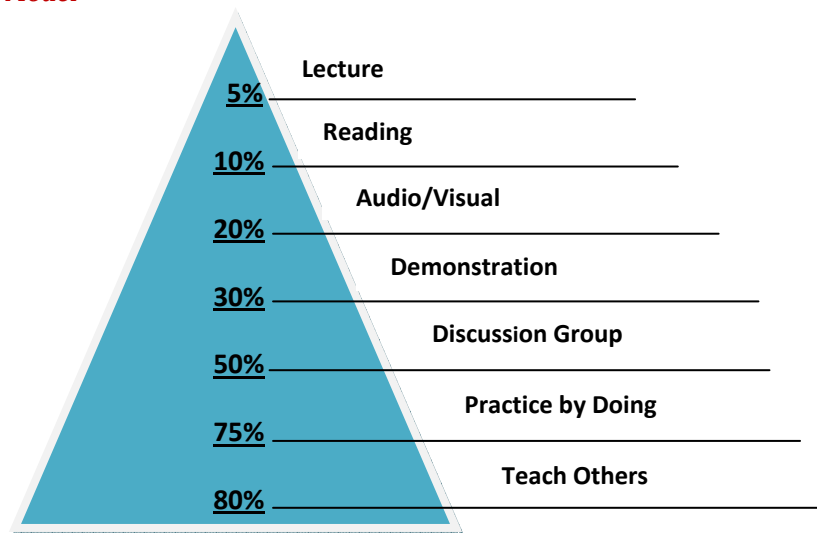
In incorporating the appropriate methods of instruction, we plan to utilize instruction strategies that are grounded in the Academy's philosophy and that provide opportunities for our students to learn and demonstrate their active engagement in the learning process. Therefore, the following Best Practices, which are established benchmarks of the DC Public Charter School Board, will be employed also at Gilchrist Academy:

- Opportunities for student learning are provided through the use of effective instructional strategies;
- The learning process actively engages students;
- Instructional activities include connections, collaboration, critical thinking, proactive classroom management, and task engagement;
- Appropriate methodology is incorporated to include learning preferences, delayed learners, accelerated learners, and young men not making reasonable progress;
- The needs of English Language Learners are addressed by providing the appropriate services; and
- Students with Individual Education Plans are making progress towards their goals;

At Gilchrist Academy we plan to ensure that our young men **learn to learn**. We recognize that the lecture-based instructional model has persisted despite its glaring obsolescence. With this in mind, we plan to incorporate the Harkness, Bottom-Up Discussion-Based Model (2007) that represents a teaching model that is simple, modern, effective, and engaging. We find this model to be an effective instructional methodology because it involves active student participation. The chart below illustrates an instructional approach to help young men retain information.

At the Gilchrist Academy teachers will be able to employ a wide variety of pedagogical methods in their classrooms to ensure that all young men achieve. A general guideline is that each lesson will include at least two different strategies. A list of methodologies follows:

Chart 4: Discussion-Based Model



Source: National Training Laboratories

- **Direct Instruction:** During Direct Instruction, the teacher disseminates information directly, in a lecture-format. It provides the teacher an opportunity to structure the

classroom and sequence subject matter to reflect a clear academic focus. Teachers establish the lesson objectives and present new material through the breakdown of information into manageable process steps. Keeping the pace of instruction brisk, the teacher illustrates main points through modeled examples for young men to record notes. ***Direct instruction will not exceed 20 minutes of a given class time.***

- **Guided Practice:** Following Direct Instruction, Guided Practice allows the entire class to practice new skills under the direct supervision of the teacher. During this time, teachers informally assess student responses to determine that new material has been adequately presented. Methods of informal assessment include asking questions, observing student work in groups, and examining the student work product as it is being completed. Teachers will provide corrective feedback to reinforce key concepts and ensure accuracy of new skills and information.
- **Teacher Guided Reading and Discussions:** Guided Reading allows the instructor to model a range of reading strategies while young men develop a comprehensive awareness of characterization, literary devices, and complex plotlines. Teachers rely on Teacher Guided Reading throughout Guided Practice to introduce new texts, intensify student's interest in a story, guide literary discussions, identify passages for further examination or preview/review material. Teachers will break-up guided reading activities through regular questioning, discussion, and the implementation of pre-reading strategies.
- **Independent Practice:** During Independent Practice, students work silently in class or at home. ***During this time, individual reinforcement will continue until young men are able to independently demonstrate mastery of the objective.***
- **Cooperative Learning:** For Cooperative Learning, students work in groups to accomplish a task. In order to be effective, group work must be structured and purposeful. In cooperative learning groups, young men have roles, such as scribe, facilitator, task manager, time keeper, etc. Cooperative Learning will be used when student learning can be enhanced by working in groups.
- **Discussions:** Class discussions are a valuable method of engaging young men in learning, pushing them to think critically, and allowing them to teach and learn from their peers. A class discussion will always be purposeful, and centered on the objective.
- **Socratic Instruction:** Socratic questioning is used to draw out student's knowledge and assumptions and fosters critical thinking, evaluation and paradigm shifts for young men.
- **Differentiated Instruction:** In order to meet the needs of all young men within a classroom, teachers will frequently differentiate instruction. There are 3 main ways to

differentiate instruction: by content readiness, by process, and by product. Teachers should use all 3 methods in a varied and fluid manner.

- **Differentiating by content readiness:** Young men are not always ready to access materials at the same levels of complexity and depth. We have the expectation that our teachers will bring all young men up to standards, and take some young men deeper. Differentiating by content allows teachers to provide more targeted assistance to young men who are less ready to advance beyond the standard. Keep in mind that differentiating for higher-level young men does not mean giving them more work, nor does differentiating for young men experiencing difficulty mean giving them less work.
- **Differentiating by process:** When instruction is differentiated by process, young men are accessing the same standards, but in different ways of learning. Process differentiation uses Howard Gardiner's Multiple Intelligences to engage young men in the way or ways that they best learn. It is expected that teachers implement a variety of learning modalities so that all young men experience and grow in each of their intelligences.
- **Differentiating by product:** To differentiate by product, teachers create multiple ways of assessing student mastery of content. Product differentiation focuses on student output rather than input.
- **Curriculum Integration:** Young men will be required to complete multidisciplinary projects that reinforce the connections across and among the core disciplines.
- **The Portfolio:** According to the research done by the COSEBOC (2007), young men in high performing schools are engaged in regular presentation of their work. Gilchrist Academy will require that all young men display their work by assembling and maintaining an annual portfolio of their work. In addition, in conjunction with their ongoing speaking skills development and practice, students will be required to make oral presentations on aspects of their work and projects
- **The Workshop Approach to Instruction:** A workshop approach to classroom instruction generally has three segments:
 - 10 to 15 minute Mini-Lesson in which information is presented to students.
 - 25 to 35 minute Independent Work time at which time teachers confer with individual students while others are reading and responding to appropriate texts, working on their own writing, or having peer conferences.
 - 5 to 10 minute Share Session for young men to: talk about their reading and writing strategies, discuss their responses to the texts or literature, read aloud their own writing, and/or give small group presentations.

Formative and Summative Assessments

In recognition that many of our young men may enter school with assessment scores below grade level, we plan to use the Reader's and Writer's Workshop design to improve literacy. We

plan to build numeracy through the reinforcement of basic math skills. Our curriculum, instruction, and assessment program will foster a variety of instructional methodologies to address the needs of varied learning styles. In addition, differentiated instruction will be one of the approaches we use to ensure that all of our young men meet and/or exceed the standards. Inclusion will be our primary method of providing the least restrictive environment for our special needs students. Strategies to accelerate the acquisition of English will be provided to our English Language Learners.

Reading Skills Common to All Content Areas

In all of our course offerings, we expect young men to have the ability to:

- Use word recognition skills for unlocking words not in the reader's vocabulary;
- Learn the specialized vocabulary aligned to each course;
- Follow written directions;
- Use aids provided in books: title page, table of contents, index, and glossary, footnotes, and, chapter and paragraph headings;
- Adjust rate of reading to purpose;
- Retain what has been read and relate it to new material; and
- Separate main ideas and detail; draw conclusions, make generalizations, and infer meanings.

As one looks at course specific work, young men are expected to have the ability to:

Table 1: Reading Skills Common to Core Content Areas

ENGLISH	HISTORY	MATHEMATICS	SCIENCE
Understand figurative language.	Understand comparisons and contrasts.	Interpret abstract symbols.	Interpret charts and tables.
Understand symbolic and implied meaning.	Understand cause and effect relationships.	Follow directions to determine the problem.	Locate pertinent details.
Interpret mood and tone.	Follow and sequence of events.	Follow directions to select relevant facts.	Follow detailed directions of an experiment.
Recognize style, sentence, and paragraph structure.	Detect propaganda.	Understand the significance of the question at the end of a problem.	Visualize the problem.
Understand punctuation and its relationship to meaning.	Separate fact from opinion	Read numbers accurately.	Understand organization and classification of facts.
Recognize and appreciate good writing.	Locate information through previewing, skimming, and scanning.	Understand the meanings of mathematical terms.	Predict outcomes.
Evaluate reading experiences.	Interpret maps, graphs, charts, tables, and cartoons.	Follow a sequence of operations.	Name generalizations.

In an effort to improve literacy student skills, we plan to use the reading and writing workshop model as an instructional approach. The following tables represent sample schedules that will be incorporated in our classroom routines.

Table 2: Sample Reading Workshop Schedule

Activity	Teacher will:	Young men will:
Entering Routine	<ul style="list-style-type: none"> • Insure that young men have appropriate materials. • Answer questions, help young men get settled. 	<ul style="list-style-type: none"> • Take out appropriate materials. • Read books, magazines, etc., of their choice.
Reading Mini-Lesson Interactive Read-Aloud (reading to young men) And/or Shared Reading (reading with young men)	<ul style="list-style-type: none"> • Conduct whole class instruction for a designated time period. • Read to the class facilitating a “booktalk.” • Model reading strategies to practice during independent reading. • Model a written response to the reading for young men to practice during independent reading. 	<ul style="list-style-type: none"> • Participate in conversation during the reading. • Become active listeners. • Demonstrate understanding. • Read along with the teacher
Independent Reading (reading by young men)	<ul style="list-style-type: none"> • Have students read and practice strategies. • Observe young men and take notes. • Conduct individual conferences. • Keep anecdotal records. • Provide individualized lessons 	<ul style="list-style-type: none"> • Read selected books. • Practice previously modeled written responses. • Read, talk, or write in partners or groups after the teacher has modeled appropriate ways to work together. • Discuss the reading with teacher. • Try strategies suggested by teacher. • Read text provided by teacher. • Participate in discussion. • Respond to text.
Readers Share	<ul style="list-style-type: none"> • Facilitate discussion about the use of strategies modeled in the mini-lesson, reading responses, and/or issues that were discussed during individual conferences. 	<ul style="list-style-type: none"> • Share responses, discuss and reflect on the reading program.

Table 3: Sample Writing Workshop Schedule

Activity	Teacher will:	Young men will:
Writing Mini-lesson	<ul style="list-style-type: none"> • Provide a whole class lesson. 	<ul style="list-style-type: none"> • Bring appropriate materials to the mini-lesson.
Shared Reading	<ul style="list-style-type: none"> • Read a text with the class to model an aspect of writer’s craft, a feature of the genre, or a writing strategy. 	<ul style="list-style-type: none"> • Read along with the teacher. • Demonstrate understanding.
Modeled Writing	<ul style="list-style-type: none"> • Write in front of the class or share prepared examples of writing. 	<ul style="list-style-type: none"> • Listen, read along, and demonstrate understanding.
Independent Writing	<ul style="list-style-type: none"> • Have young men write and practice strategies. • Observe young men and take notes. • Conduct individual conferences with young men and keep anecdotal 	<ul style="list-style-type: none"> • Engage in the writing process. • Talk in pairs or groups after the teacher has modeled ways to discuss writing. • Discuss their writing with the teacher,

Activity	Teacher will:	Young men will:
	records.	try new strategies.
Writers Share	<ul style="list-style-type: none"> Facilitate discussion about use of strategies modeled in mini-lesson, writing techniques, or issues that came up during conferences. Model how to help another writer improve. 	<ul style="list-style-type: none"> Discuss and reflect on individual writing. Assist each other to improve writing.
Read Aloud	<ul style="list-style-type: none"> Read aloud an engaging chapter book, modeling comprehension and a love of reading. 	<ul style="list-style-type: none"> Listen and enjoy.

Assessment

At Gilchrist Academy, our teachers will consistently assess our young men's understanding and mastery, both formally and informally. The purpose of assessment is three-fold: to measure student achievement, to communicate feedback to young men and families, and to inform further instruction.

Instructional Approaches for Young Men

According to Boys and Schools, the following are a few recommendations for educators who are seeking ways to improve the academic achievement of young men:

- Boys often enjoy non-fiction and literary non-fiction, and reading through magazines, newspapers, and even websites;
- Boys respond to being read to aloud, no matter what the age;
- Boys enjoy the use of manipulatives and environmental interaction as part of the lesson;
- Boys require opportunities for physical movement in the learning environment;
- Opportunities to move will help stimulate the brain and calm restless behavior;
- Boys respond to mentors and mentoring others;
- Boys respond to a culture of high expectations, both academically and social maturity;
- Boys experiencing distress need to be encouraged to verbalize and discuss their feelings in a non-judgmental setting;
- Boys respond to clearly defined expectations and routines;
- Boys look for ways to demonstrate the real world relevance of lessons, especially related to science and social studies;
- Boys tend to think deductively, moving from general principles to individual cases; and
- Boys learn better with an overview of the big issues as they learn the material.

1. Formative Assessment

Formative assessment is informal and ongoing. All of our teachers will incorporate multiple methods of informal assessment into their teaching practice. Teachers will also use daily and/or weekly data to inform their teaching to ensure student understanding before formal

assessments. If informal assessments indicate that young men are struggling with certain content or skills, teachers will re-teach and/or spiral back to increase student understanding.

2. Summative Assessment:

Summative assessments, which are more formal cumulative assessments, conducted at the end of a unit or course, or when a specific standard or set of standards has been taught. Teachers will create summative assessments that are aligned with the standards in their scope and sequence. Using the Backwards Design method of planning, assessments will be created as the first step in a unit plan, and then learning activities will be planned that will bring the young men to master the standards which are being measured by the assessment. There are several types of summative assessments which our teachers will be able to use :

- **Traditional Tests and Quizzes:** Written traditional assessments are sometimes an effective way to measure student mastery. Our students will encounter these types of assessments in college, and we must prepare them with test-taking skills as well as with content knowledge. Teachers will always provide young men with a study guide when assigning young men to study for a traditional assessment,
- **Performance-based Assessments:** These assessments allow young men to demonstrate mastery by performing a task, and they are often a way to differentiate to meet the needs of all learners. Performance-based assessments are sometimes referred to as authentic assessments, because these allow young men to demonstrate proficiency in a manner that relates to the real world compared to a paper assessment. All performance-based assessments will have an accompanying rubric given to students in advance.
- **Exit Tickets:** This is a tool teachers will use to gather data on their young men to determine whether:
 - The objective of the lesson was accomplished
 - The young men mastered the presented information
 - The lesson needs to be re-taught
 - Students need one-on-one instruction or small group support
- **Project-based Assessments:** These assessments allow students to demonstrate mastery by creating a final product. All project-based assessments will have an accompanying rubric given to young men in advance.
- **Portfolio Assessments:** Portfolios are a valuable tool to measure student growth and to give young men the opportunity to reflect on their own learning. They should incorporate assignments from a long span of time, and incorporate student choice and reflection.
- **Academic Showcases:** Academic showcases are an extremely motivating and celebratory vehicle for sharing high-quality academic work. Young men work over several weeks to prepare a significant multi-faceted project. These events provide young

men with the opportunity to demonstrate mastery through complex, long-term projects.

In conclusion, Gilchrist Academy will use multiple assessment tools to gather information about young men in order to evaluate individual student progress as well as the success of the school as a whole. We will administer standardized and internal assessments that are aligned to state standards and our goals. All data collected will be captured in the school's information system (SIS) and will be used to reflect on and improve the school's curriculum and instruction. Gilchrist Academy will use four types of measures to assess the school's academic program:

Baseline Data (e.g., prior standardized test results, student records) will be collected before classes begin in the fall of the student's first year and will provide initial information that Gilchrist Academy can use to track student progress.

Comparative Measures (e.g., nationally validated standardized tests) will be used to evaluate student achievement relative to others and will allow Gilchrist Academy to assess its performance in comparison to schools with similar populations.

Growth Measures will be used to assess the amount of growth that young men have made toward a standard and will allow us to assess our effectiveness by following the achievement of both individuals and cohorts over time.

Qualitative Measures will be used to assess student achievement based on internally set standards.

Alignment of Assessments with Content Standards

Student data from weekly quizzes, unit assessments, comprehensive exams, projects, and end of the year exams will be recorded using our SIS. We plan to determine which standards are being assessed, which questions are used to assess mastery of a particular standard(s), and whether or not young men have successfully answered each question.

In the first two years of operation, the Principal will review and monitor assessments to make sure that assessments are aligned with the curriculum, and to make sure that questions explicitly assess mastery of standards. Beginning in the second year of operation, the Director of Academic Affairs will assist with this oversight. "Do Nows" will be a daily Brief Constructive Response (BCR) or Extended Constructed Response (ECR). Homework will be designed as practice to help young men learn and master content to be covered on the other assessments (exit tickets, weekly quizzes, unit assessments, etc.). In this way, "Do Nows" and homework will also be aligned with content and learning standards.

Teachers will receive ongoing training in development of assessments that are aligned with the curriculum. During orientation, teachers also will receive hands-on training on development of lesson plans and assessments that are aligned with the standards. During orientation teachers

will receive instruction followed by modeling of techniques and structured opportunities to collaborate with one another to develop lesson plans, and assessments that are aligned with the curriculum. Training will continue as necessary throughout the year during weekly professional development sessions.

d. Students with Exceptional Needs

The Gilchrist Academy supports a philosophy of inclusion that hinges on helping young men and teachers become contributing members of a community by creating new visions for communities and schools. We understand that teachers today face an increasingly broad range of learning needs in their classrooms: male students with differing abilities, unique learning styles, cultural or linguistic challenges, and/or disabilities. To allow for the effective education of all young men at Gilchrist Academy, modifications of the school's curriculum, teaching structure and support services will be made by school faculty and staff. With appropriate support and training, teachers will be expected to develop ways to meet the needs of all students. Young men with special needs will be educated with non-disabled young men through a combination of direct service of fulltime staff, access to and use of available services, and; use of contracted services.

The school's instructional approach which focuses on inclusion will emphasize differentiated instruction and individual attention. Our core teachers will work with our Special Education Coordinator to ensure content, activities, and outcomes, have been differentiated appropriately for young men in inclusion classes. We are committed to meeting all Federal and DCPS requirements for facilities and instruction for any young men with disabilities so that all young men have access to appropriate instruction.

Our staffing plan and budget include a certified Special Education Coordinator to manage services for young men with disabilities. The Special Education Coordinator will arrange a team meeting for every student who enrolls with an existing Individualized Education Plan (IEP). The team will review the student's records, the existing IEP to determine the needs and goals. The team will consist of the Special Education Coordinator, parent/guardian, school administrator, teacher and if appropriate, the student. At the meeting, the Special Education Coordinator will oversee the development of the student's Gilchrist Academy IEP and provide copies to parents and service providers. All special needs processes and procedures will be governed by Federal regulations and Gilchrist Academy's policies and procedures outlined in our staff manual.

Student Support Team (SST): The SST will be comprised of the counselor, a certified special education teacher, a social worker, a regular education teacher, a parent/guardian and the Principal. The counselor will chair SST meetings. Additional participants may include a physical, occupational, and/or speech or language therapists, depending on who is providing services to the student.

Record Review and Service Provider Determination: Gilchrist Academy will obtain each student's previous school records prior to enrollment. The Special Education Coordinator will review the IEPs and Section 504 of incoming young men with the goal of determining what services can be reasonably provided within the school and what services might need to be outsourced to an external provider. The Special Education Coordinator will also meet with the regular education teacher to develop strategies and service delivery models for meeting the needs of these young men.

IEP Review and Evaluation: The Special Education Coordinator will coordinate the annual review for each IEP. The Coordinator and special education teacher will be responsible for conducting the annual reviews. If necessary, academic and psychological testing will be administered. The Student Support Team will conduct an annual self-study to monitor its compliance with state and federal regulations to determine whether the team has provided a service delivery model aligned with Gilchrist Academy's mission.

Inclusion: The goal of inclusion is to provide appropriately challenging curricula to all young men, regardless of disability, cultural, or linguistic differences. The faculty will work closely with administration to implement appropriate accommodations and modifications that comply with Federal and District of Columbia regulations and are consistent with the spirit and mission of Gilchrist Academy. To fully support this initiative, we plan to provide professional development for our faculty in differentiated instruction, co-teaching models, and other research-based methodologies for working with young men with special needs.

e. English Language Learners (ELL)

Gilchrist Academy will identify English Language Learners, as well as the level of English proficiency of all students enrolling in the school. Young men will be identified with English language levels consistent with national designations: beginner, early intermediate, intermediate, and transitioning. The enrollment process will include a home language survey intended to identify a student's first language and other languages (and dialects) used in the home. As a part of the baseline assessments administered at the start of the year, all identified young men will take an English proficiency assessment that measures proficiency in reading, writing, speaking and listening. We have identified possible sources for baseline testing for ELL young men in oral, reading and writing: the Language Assessment Scales (LAS) exam published by CTB/McGraw-Hill.

Gilchrist Academy will utilize the Sheltered English Immersion (SEI) protocol. All ELL young men will receive instruction in the mainstream. For English Language Learners, it is important that they hear and learn English within the context in which it is used. This can only be accomplished through dialogue and listening to conversations between peers in the classroom. For young men with very limited English vocabulary, pull-out services in ESL may be used outside of regular class time. These services will focus on increasing basic English – including

vocabulary, grammar, reading, and writing – so that young men can perform in their regular courses. These services will minimize disruption of the student’s schedule and will be provided outside of normal class time when possible. These pull-out services will continue until young men have tested as intermediate or transitioning on their LAS and will continue after that as needed. No student will be placed in a Special Education classroom due to his/her English proficiency.

All students in the mainstream, including ELL young men, will receive instruction using methods proven to be effective for developing English proficiency for English Language Learners. Young men will be taught academic language explicitly, and this language will be fully imbedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially, ELL young men will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all classes so that young men learn academic vocabulary in the content-specific context making it meaningful and relevant. The Direct Interactive Teaching method will serve the same purpose in which there is clear explicit instruction given by the teacher, followed by modeling of concept.

Teachers in all grades will receive professional development in English as a Second Language (ESL) and immersion strategies. This training will be provided so that all instructors become proficient in the techniques and are able to use them effectively to promote student achievement and learning. We also will advertise/recruit for positions to be filled by qualified persons with an ESL and/or immersion strategy background.

The Academic Support Team will set student writing goals which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples from a journal or class assignment rather than a unit exam). Work from both non-native English speakers and native English speakers will be sampled for instructional assessment. Team meetings will focus on a specific assessment which has previously been agreed upon and implemented by all teachers.

Monitoring

In order to provide a formal measure to assess mastery of language benchmarks, Gilchrist Academy will utilize LAS – Monitoring Assessment periodically. These assessments are designed to measure the progressive growth of young men throughout the year. This will afford teachers the opportunity to modify and adjust instruction, as needed, throughout the year and to ultimately assist young men in attaining proficiency in reading, writing, speaking, and listening to English used in academic settings.

Home Communication

School documents will be sent home in the student's native language to allow for effective home/school communication regarding young men's performance and events within the school. Other home connections may include:

- Family nights
- ESL for families
- Donuts for Dads

f. Strategies for Providing Intensive Academic Support

Gilchrist Academy is explicitly designed to accommodate the needs of all our students. Young men who enter our school below grade level will be given individualized attention in meeting proficiency in areas of difficulty. Young men will be required to utilize tutoring services after school, will have support from the literacy and numeracy coaches, and will receive intensive instructional support during the Literacy Block. Our standards-based approach ensures that teachers, young men, and parents always know exactly how young men are progressing and in which areas they need more guided and individualized instruction for mastery.

Gilchrist Academy plans to address the diversity of interests, cognitive abilities, and levels of mastery of the anticipated student population and thus to avoid boredom or dependence on remediation. In addition, the school will follow a procedure for identifying young men who may be at risk for failure and/or becoming disinterested in school.

- Baseline data on each student are recorded in the school's information system.
- Teachers access data via the student information system in order to determine which young men might be at risk (due to high/low cognitive skills, levels of performance, previous records).
- Meetings are conducted on each student who is likely to need counseling, tutoring, mentoring, and/or literacy and numeracy support, schedule in-class and out-of-class services, and meet with parents and student for input.
- Teachers design curriculum and instruction anticipating student needs.
- Teachers assess student work continuously in order to revise curriculum and instruction so that it challenges all young men appropriately. Professional development time will be dedicated to responding to assessments of student progress.

Gilchrist Academy's schedule will support the various paces, strengths, and interests of all young men. We will use several methods to ensure each student achieve their full potential. These methods include:

- **Individualized Learning Plan (ILP):** Past student records, prior assessments results and the student's individual learning style will be used to develop this plan. The plan will

describe individual strengths and weaknesses and discuss a plan of action individualized for each student's needs. The plan will be adjusted yearly to account for student growth.

- **Tutoring and Enrichment:** Each week the young men will have tutoring/enrichment classes which will provide the support they need to excel by either offering a set of activities that build upon prior knowledge to those who readily meet the standards, or by giving other young men the extra help they need. Students who need extra help will be able to approach tutors with their individual questions and request support with their homework. Young men who already meet the standards will complement their regular coursework with projects that will be diverse and dependent upon the interests of the student, or they may choose to tutor a fellow student in need of help.
- **Differentiated Instruction:** To ensure that every student is challenged, teachers at Gilchrist Academy will respond to variances among learners in the classroom by offering an array of learning options designed to tap into different student readiness levels, interests, and learning profiles. For example, teachers may use tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, and complexity; or teachers may develop personal task lists, written jointly with the student, to be completed when he completes his work early.
- **Orientation for Incoming 6th graders:** All entering 6th grade young men will be required to attend an intensive orientation program. The program will include an orientation to Gilchrist Academy's academic and character development programs. During this time we will also obtain our baseline data by administering a national assessment, Northwest Evaluation Association (NWEA).
- **Small Class Sizes:** The student to teacher ratio will be kept low through the use of Teacher Assistants. This will enable us to provide each student with individualized support.
- **Longer Hours of Instruction:** Young men will receive 100 minutes of literacy and numeracy instruction during the 6th grade.
- **Advisory:** Advisory provides for every student a place to become connected to school and learning (Osofsky, 2002). Young men will experience Socratic seminars; discuss current events, and social and emotional growth. In addition, Advisory provides a place for young men to work on projects and portfolios.

Monitoring and Oversight of Academic Supports

Having a system in place to carefully monitor the effectiveness of implementation of our academic support system is of critical importance. Just as data must be used to improve instruction in the classroom, data must also be used to monitor the effectiveness of supplementary programs to ensure that the needs of our students are being met. In year one of operation, the Principal will oversee and monitor all academic support programs and evaluate

their effectiveness. In subsequent years, the Director of Academic Affairs will assume this responsibility.

Other Supports

In addition to the academic supports discussed above, our school model has other features to provide intensive academic support to our young men: (1) smaller learning communities (2) focused professional development, and (3) a Web-based literacy program that differentiates instruction (Achieve 3000).

3. Student Performance

a. Student Progress and Achievement

Our aim in collecting baseline achievement data is to detect each student's learning gaps prior to the start of the school year so that we can develop an individualized learning plan that best suits the needs of each student:

- **DC CAS Achievement Tests:** 5th grade exam results will play an important role in detecting learning gaps and developing an individualized learn plan that aims to remedy them for each student. All young men will continue to take the District of Columbia required assessments.
- **School Records:** Upon entering Gilchrist Academy, records will be obtained and reviewed to assist in designing the Individual Learning Plan for each student.
- **North West Evaluation Association (NWEA):** All young men will take the standardized tests to determine baseline data.
- **Myers-Briggs Personality Type Inventory:** All young men will take this inventory so that we can better understand their personal leadership style and personality preferences, particularly with respect to information gathering, decision-making, and career exploration.

The following table describes how the administered tests and subsequent data will be useful in demonstrating student achievement in the targeted student population.

Table 4: Student Progress and Achievement

Standardized Test and Grade	Function/Content	Reporting Procedures	Audiences
DC CAS 6-8 th grade	Measure student achievement at the district level. Test young men' mastery of the curriculum and skill objectives for core classes.	Results from OSSE received and mailed to families	Young men and families Board of Trustees Supporters and donors DCPCSB via AOIS Office of State Superintendent of Education (OSSE)

Standardized Test and Grade	Function/Content	Reporting Procedures	Audiences
NWEA, ELA, reading, math, science 6-8 th grade, annually	Diagnostic measures to determine student's strengths and skills gaps. Normative measures that compare young men against a national sample of peers at the same grade level.	Fall results received by October and Spring results received in June/July. Fall results mailed out in Oct to families and stakeholders.	School young men and families Board of Trustees
Myers Briggs Type Inventory 6-8 th grade	Diagnostic measures for determining young men's preferred learning and working styles Normative measures that compare young men against a national sample of test takers	Results obtained the same day Reviewed with parents during the first Parent Teacher Conference	School young men and families Board of Trustees

Gilchrist Academy will have a database that maintains student profiles with statistics on attendance, tests, homework grades, interdisciplinary projects, portfolios, standardized test scores, disciplinary actions, and other important student achievement information. The data will be disaggregated to uncover previously unrecognized patterns that, in turn, may suggest areas in need of improvement. Data will be used to judge and diagnose problems and to determine the efficacy of solutions. The data collection cycle at Gilchrist Academy will be a collective goal that will assist all members of the organization as they make decisions for current and future action. It is our intent to enable educators to collect accurate information on young men so they can make adjustments to teaching styles or curricula to gain measurable improvements. Teachers will be trained to interpret standardized test scores and to use information obtained from these scores to individualize instruction for their students.

During the school year, Gilchrist Academy will follow a cyclical process consisting of data collection, analysis, and discussion, conclusions and decisions on further actions, and implementation. The data collection includes the following items:

- Instructional progress in each classroom;
- Student assessment data to evaluate what the young men have learned, as measured by the predefined assessment tools against internal and external standards;
- Classroom observations, including observations by instructional leaders, peers, external consultants and coaches;
- Feedback by young men and parents; and
- Analysis of student behavior.

On-going data analysis will include analysis of current quantitative data, review and discussion of instructional progress in each classroom, and summaries of the classroom observations, feedback and mentor reports. In addition to the on-going discussions, school-wide data will be analyzed by instructional leaders on a quarterly basis. The data analysis will focus on statistical patterns and abnormalities within and between grades, subjects, and learning standards. Participants will analyze the data and prepare suggestions regarding curriculum and instruction improvement. External consultants may be invited to provide their input. In their analysis, the participants will answer the following questions:

- Does the student achievement data reflect Gilchrist Academy's internal performance expectations?
- What is the trend in the data since the last review?
- How did the last incorporated changes affect student achievement?
- What is the variation among student groups, including young men with disabilities and ELL young men?
- What changes are recommended for the young men?
- What changes are recommended in curriculum and teaching?
- What professional development can be suggested to facilitate improvement?

As a result of these discussions, the syllabi and unit plans can be revised based on those results to ensure that the timeline and sequence of standards are adequate for successful learning of the standards. Specific teaching materials may also be reviewed for their effectiveness. The assessments will be revised to ensure that they serve as an accurate measurement of the learning at each difficulty level. We expect the analysis and discussion of the data will lead to new curriculum features, student placement, and professional development.

NCLB requires schools to report performance in meeting Adequate Yearly Progress (AYP). Testing results must include the percentage of young men tested within the following subgroups: all young men, young men with disabilities, racial and ethnic groups, economically disadvantaged, gender, and migrant students. Gilchrist Academy will comply with all NCLB reporting requirements to parents on how DC-CAS academic assessment results will be compared to young men in the district as a whole.

b. Gateway Measures

At Gilchrist Academy we understand that a solid academic foundation at the middle school level is critical for success in challenging college-preparatory programs and ultimately college. Our curriculum is designed to ensure that young men master benchmarks necessary on the road to success. Therefore, we believe that we would do our young men a grave disservice to promote them to the next grade or level without their having demonstrated a sufficient level and depth of mastery.

Achievement Level/Grouping Level Promotion

Because we believe that all young men can achieve at high levels and that the mastery of standards is crucial to their future success, we will differentiate instruction. However, all young men will be given the same assessments. This will ensure that they master the same material within a course. All assessments will reflect problems or questions that are at three different levels: basic, proficient, and advanced. Assessments will be designed to test young men for both mastery of standards and depth of content. This will allow the teacher to know which young men are ready to be moved to another section that addresses the material in a greater degree of depth.

Passing a Subject

In order to pass a subject, a student will need to demonstrate proficiency in the learning standards in the subject with a yearly grade of at least 70% (C-). Young men consistently performing close to 70% will be considered in danger of failing or “failure to promote” status. The subject teacher will develop an intervention program to address student learning deficits. The following represents the criteria teachers will use to determine a grade for each marking period:

- | | | | |
|------------|------------|------------------------|------------|
| • Homework | 20 percent | • End of Unit exams | 20 percent |
| • Projects | 20 percent | • Habits of Mind | 10 percent |
| • Quizzes | 20 percent | • Quarterly Assessment | 10 percent |

Grade Promotion

Young men with passing yearly grades in all but one core academic subject (C- or higher) will be promoted to the next grade. A student who fails one or more subject will be retained in the same grade. There will **not** be any form of social promotion at Gilchrist Academy. All young men will earn promotion through clear and measurable demonstrations of knowledge and skills.

Table 5: Grading Scale (Sample)

GRADE	LETTER GRADE	PERFORMANCE STANDARD /PROFICIENCY LEVEL
100-98	A+	The young men have a deep understanding of the subject matter and complete their work independently with few or no mistakes. Student’s work is exemplary in all aspects, showing knowledge, skills and effort of a high order and significant initiative in pursuing learning beyond the core expectations for a subject or activity. [Exceeds Expectations]
97-93	A	
92-90	A-	
89-87	B+	The young men have a good understanding of the subject matter. Young men’ work is accomplished in all aspects, showing strong knowledge, skills and effort, and some initiative to learn beyond the core expectations for the subject or expedition. [Meets Expectations]
86-83	B	
82-80	B-	
79-77	C+	The young men have a moderate understanding of the subject. Young men’s work is developing in most aspects, showing knowledge, skills and effort that are acceptable in most areas but may be incomplete in some. [Begins to Meet Expectation]
76-73	C	
72-70	C-	

69-0	F	The young men have demonstrated little knowledge, skill, or effort and is considered unacceptable. [Fails to Meet Expectations]
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Graduation Policy

Because Gilchrist Academy will only go to the 8th grade, our young men will not graduate, but simply be promoted to the ninth grade. The requirements for 8th grade promotion will be the same as those outlined in the grade level promotion section above. **However, all young men must complete and submit a Promotion Portfolio that reflects three years of work.**

The following descriptors represent the components of the portfolio:

- **Letter of Introduction**
- **Academic Resume** –transcript, standardized test scores
- **Goals and Status-** 3 academic goals and 3 personal development goals
- **Community Service Projects**– a description of community service activities and hours
- **Best Works by Content Area** – Three best works for each course
- **Response to Literature-** a piece that demonstrates the student’s ability to make connections, to ask questions, and to infer meaning from a text.

c. Leading Indicators

Attendance lays the foundation for student success. Young men who are not present cannot learn. Each morning we will take student attendance during advisory. All young men who are absent will be required to bring in a note that provides the date, reason for absence, parent’s signature, and phone number. Gilchrist Academy will tally and record the reasons for both excused and unexcused student absences. The information will be stored in the student information system that is accessible to all teachers and staff. Excused absences will constitute situations such as religious holidays, a doctor’s note explaining an illness or injury that prevents the student from attending school, death in the family or other significant family crisis, or suspension from school. All other absences will be considered unexcused. The student’s advisor will be responsible for contacting families of young men concerning attendance development issues. Young men who have more than 3 unexcused absences per quarter will face a mandatory family conference to address the issue and devise a method to resolve it. The advisors will hold regular meetings with their young men to prevent students from “slipping through the cracks.” They will also be required to inform the Principal of any young men who are in jeopardy of failing to meet Gilchrist Academy’s standards as soon as problem indicators surface, such as poor attendance or poor academic and/or social performance.

We are aware that each young man who enrolls in our school is there because their family is confident that Gilchrist Academy is their best educational alternative. We consider this a profound trust. We intend to build that confidence by maintaining a demanding, high quality educational program that is responsive to student, family, and community needs. A key step in our retention strategy will be maintaining a consistent dialogue with parents via the Advisor, and regular progress reports for young men. On our student information system we will also

store parent satisfaction data which will enable us to prioritize the types of improvements we need to make in our educational outreach program. Results will be disseminated through our school newsletter.

4. Support for Learning

a. Parent Involvement

Educators at Gilchrist Academy recognize that parents/guardians are the primary educators of their children and believe that parent involvement is particularly vital for a young man to reach his full potential. Key expectations will be defined in a written parent contract, distributed and signed directly after student enrollment, that will include maintaining consistent dialogue with teachers. Gilchrist Academy, therefore will work consistently with parents to involve them in the overall environment of the school as further described below.

Gilchrist Academy is dedicated to building and maintaining positive relationships with parents of our young men. We believe that parental involvement encourages student success. The first in-depth personal contact between the school and parents will be the young man's intake interview. The intake interview is purely informational and will not be used to "screen" young men for eligibility. Advisors will meet with each student and his guardian before the school year starts in order to begin to establish a personal relationship with them. All parties will sign a contract stating that they will work toward (or support the student in working toward) learning goals and understanding and practice of school norms. The contract will specify that the advisor will meet with parents at least four times a year and will contact them additionally if the student is having difficulty. Advisors will also call parents if young men make significant gains in academic or social areas.

Gilchrist Academy will establish a process for notifying parents about opportunities to volunteer at the school and participate in school functions as well as about their child's progress. Gilchrist Academy's website will also post events and volunteer opportunities. The Principal will approve all information sent home from staff. Confidential materials will be mailed to the address requested by parents. The school will call parents any day that young men do not arrive at school if parents have not notified us in advance or called to excuse the absent student.

Gilchrist Academy will offer workshops for parents and guardians on issues such as promoting student achievement in academic and social areas. These workshops will be conducted in English and Spanish and American Sign Language, if necessary. The sessions will provide basic information and a forum for connecting staff and parents so as to ensure that each understands the other's concerns, questions, and expectations.

Communication to Parents

- **Communication on Adequate Yearly Progress (AYP).** In accordance with *No Child Left Behind (NCLB)* legislation, Gilchrist Academy will notify parents annually concerning the school's ability to meet AYP for the prior school year. The school will advise parents on

the percentage of young men that actually tested, as well as the percentage of young men achieving each level of proficiency (advanced, proficient, basic, below basic) in math and reading. All test results will be disaggregated into the following subgroups:

1. All young men
2. Major racial and ethnic groups
3. Young men with disabilities
4. Limited English Proficient (LEP)
5. Economically disadvantaged
6. Migrant
7. Gender (not applicable)

Parents will be informed of the test results within one month after the results have been received and verified.

- **Communication of Teacher Qualifications.** In accordance with *NCLB*, all teachers hired by Gilchrist Academy in 2012 must be “highly qualified” as determined by the District of Columbia. The *NCLB* legislation mandates that parents have a “right to know” about qualifications and credentials of teachers within the school their child attends. Annually, parents will receive notification about the qualifications and credentials of our teachers. This will include the following information:

1. The number of teachers who have met DC qualifications and licensing criteria for the grade and/or subject that they teach.
2. The number of teachers who are teaching under an emergency license or waiver and for whom the DC qualifications and/or licensing criteria have been waived.
3. The degree held by the teacher, including any graduate certifications, and the field in which the degree was given.
4. The number of paraprofessionals currently providing services or instruction to young men within the school.

Parents will be notified of teacher qualifications by letter within the first two months of school.

Home Visits

Home Visits will occur for those young men who enroll prior to orientation or the start of the school year. Some parents may have questions that they would be less likely to ask in a group setting such as orientation. The home visits will give parents the opportunity to ask these questions, and will give them one-on-one access with members of the staff. Our goal will not only be to begin to communicate the policies of the school, but also to encourage parent participation in the school since their input and opinions are so valuable.

Parent Involvement in School Activities

The development of strong school-family partnerships requires the development of a school culture that is inviting to parents. For this reason, parents will be given opportunities to participate in various school activities. Parents will have the opportunity to volunteer for

activities throughout the school year including field trips, homework assistance, tutoring, and acting as chaperones during lunchtime. Parents who choose to be actively involved will receive training from the staff during a volunteer orientation. The details of this will be outlined in the Student Family Handbook.

Parent Advisory Committee

The Parent Advisory Committee (PAC) will serve as the central voice of parents at Gilchrist Academy. Through the PAC, parents will have another platform to express their opinions and concerns, as well as a vehicle to work together as a unified body to impact the Gilchrist Academy community in positive ways. We envision PAC members assisting with several different parent information sessions to include topics such as high school placement, test taking, and financial aid. We also anticipate the PAC will help organize events such as parent-staff socials and fundraising events to assist with school activities such as an end-of-the-year trip. The PAC will be governed by a set of officers who are nominated and elected by the parents. These officers will include the President, Vice President, Secretary, and Treasurer. While we expect that the PAC will have considerable interaction with the Principal, the school will interact with the PAC primarily through the Director of Student Affairs who will work closely with the PAC.

PAC Board of Trustees Membership

In accordance with §38.1802.05 of the *DC School Reform Act*, two members from the PAC will serve as members of the Board of Trustees for Gilchrist Academy. The President of the PAC will serve as one member. The second member will be elected by the members of the PAC as will be outlined in their bylaws. PAC Members who sit on the Board of Trustees will exercise all of the rights and duties of a full Board member.

We will always welcome parents to visit the school and classes and/or to meet with school administrators with questions, comments, or concerns. We will establish the following forms of communication with parents:

Phone Banking: Through the use of Alert Now technology, we will be able to contact parents via their cell or home phones with special alerts or to remind parents of upcoming events.

Teacher Contact: Teachers and Advisors will be required to maintain a parent contact log and call parents on a regular basis.

School Calendar: A yearly school calendar will be provided to parents in the Student Family Handbook. In addition, there will be monthly updates posted on our website.

b. Community Participation

It is important that Gilchrist Academy builds relationships with members of the Northeast and Southeast communities well as with members of the DC community at large. As a single organization, it would be impossible for the school to meet all of the diverse needs of the young

men and families we serve. An attempt to do so would drain resources, making Gilchrist Academy ineffective in providing a quality education for our young men. Yet, we do recognize the need to provide additional resources beyond academics. This will be accomplished through the cultivation of community partnerships.

Gilchrist Academy has chosen to limit the number of partnerships that it will develop within the first 2-3 years of opening the school. It is tempting to try to cultivate numerous relationships and partnerships with the community in order to provide a more comprehensive program to meet the needs of our families. However, in order to be effective in providing services, these relationships must continue to be cultivated and managed. Attempting to develop a large number of partnerships in the first years of the school would distract school leadership from ensuring that the school is fulfilling its mission and instead, potentially create partnerships that are ineffective and/or inefficient.

Within the first 2-3 years of opening, Gilchrist Academy will primarily focus on cultivating relationships with seven community partners: Town Hall Education and Arts Recreation Center (THEARC), The Smithsonian Anacostia Museum and Center for African American History and Culture (Anacostia Museum), Peaceaholics, 100 Black Men, Delta Sigma Theta Sorority, Inc., and Howard University's School of Education. Each of these organizations provide resources and services that are crucial to supporting the development of well-rounded and literate 21st century citizens.

THEARC is home to multiple organizations that serve the Ward 8 community including Corcoran Art Gallery, Levine School of Music, the Washington Ballet, and the Boys and Girls Club. THEARC also contains a state of the art theater that seats over 300. While Gilchrist Academy will provide young men with extensive supports academically, within the first two years there are no supports in areas such as music or art. We recognize the benefit of such programs in the cultivation of young men both academically and socially, but with staffing and budget limitations we will be unable to provide these programs in-house. Gilchrist Academy will facilitate relationships with the Corcoran Art Gallery, Levine School of Music, and the Washington Ballet to provide services to our young men on a weekly basis.

Partnering with the Anacostia Museum will provide a resource both in art and in the cultural development of our young men. Anacostia is rich in history and resources and the Anacostia Museum is "dedicated to the documentation and preservation of African Americans history from a community based perspective. The museum hosts a number of tours for school groups, which are guided and have activities to engage young men as they visit the museum. The museum hosts several workshops where parents and young men can learn together about art and their community. The museum also hosts sessions in which their staff visit the schools.

Our hope is that the partnership with the museum will also help to cultivate a culture of learning within our families. The Anacostia Museum provides a means for our families to learn about themselves and the history of their communities while connecting both social and academic principles through the projects and workshops that the museum offers. It is a way for families to see that academics and learning does not have to be intimidating, and that instead, they can be fun. This learning will be connected to finding out more about their community. It is important that our young men know that their community has a present, a past, and a future. The Anacostia Museum will provide a resource that helps young men to understand these factors.

To further support the social needs of our young men, Gilchrist Academy will facilitate partnerships to provide mentors to our young men through 100 Black Men and other organizations. The mentoring program will help to provide additional supports that our families need. Also, we recognize that for middle school young men there will be certain issues that are gender specific and this organization can supply this need. For this reason, we will partner with 100 Black Men to provide mentoring services to our young men. In addition, Peaceaholics will help ensure safe havens to and from school.

Delta Sigma Theta Sorority, Inc. will be initiating a program “Empowering Males to Build Opportunities for Developing Independence”, (EMBODI). It is a program designed to uplift African American males educationally, socially, and emotionally. In addition, they plan to partner with other organizations to address the plight of young men. We plan to partner with Delta Sigma so that our young men can benefit from this initiative.

Developing a partnership with Howard University’s School of Education will provide the Academy with a viable resource to inform our teaching and learning process. We hope to become members of their Writers’ Project and all other initiatives that will improve the academic development of our young men.

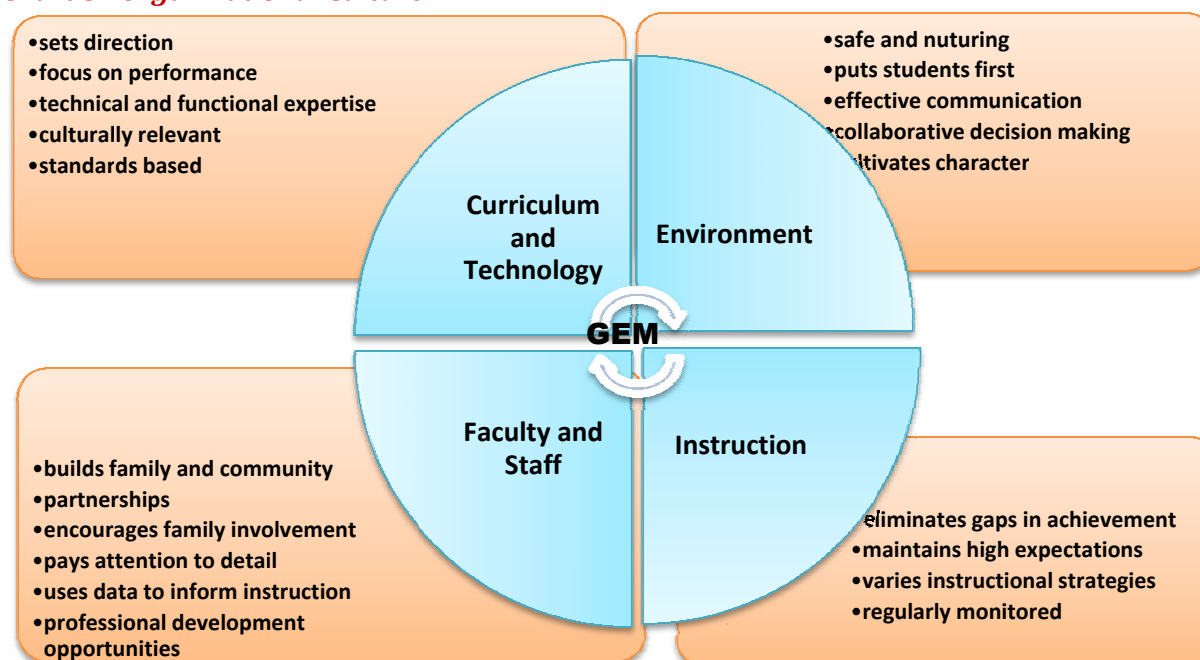
As the school grows, it is the desire and expectation of the Gilchrist Academy Founders that support from community partners (including both the number of partners as well as the resources received from partners) will grow. In the first two years of operation, it will be the responsibility of the Principal to cultivate and oversee community partnerships and relationships. Starting in operation year three, the responsibility of managing community partnerships will be handled by the Director of Student Affairs. At that time, the Principal and the Director of Student Affairs will work in tandem to cultivate additional partnerships for the school.

Gilchrist Academy’s Community Outreach Team will bring parents, community group, and the school together. This team will seek input from the community and funnel that information to

the Principal. The Community Outreach Team will hold informational meetings between the Board and parents once a year and will provide parents with information about how to address issues of concern (including attending Board meetings). They will coordinate development of the Gilchrist Academy newsletter that will be published four times each year. This group will also be instrumental in organizing and running the community Forums that will be held twice a year and will highlight accomplishments of young men, staff, joint community-school initiatives, Service Projects, and/or cultural events.

c. School Organization and Culture

Chart 5: Organizational Culture



The culture of Gilchrist Academy will be built on a commitment to learning. In order for our young men to achieve the school's performance standard, there must be a shared sense of purpose and commitment among administration, faculty, staff, young men, and parents. Gilchrist Academy will seek to develop and maintain this culture through shared norms, rituals, and routines that bring all of the Academy's constituents together.

All young men and staff will be familiar with the mission and goals of the school. In addition, all will be versed in the school norms. Gilchrist Academy will develop a set of norms similar to those espoused in AVID for middle schools, a research-tested approach to integrating social and academic learning. It is reported that single-sex schools for urban males have had success increasing achievement focusing on improving young men's ability to be cooperative, assertive, responsible, empathetic, and exercise self-control (METRO, 2010). Members of the Academy community will be expected to follow the school norms which will be posted throughout the building.

Reflecting on the meaning of our Core Values (RAISE) will contribute to the positive interactions between young men and staff and will, ultimately, enable young men to focus more effectively on the performance standards. By considering the impact of their words and actions on others in the context of the school's Core Values, young men will learn to delay gratification and impulsive behavior as they begin to genuinely think about themselves as part of a learning community. This process will encourage all young men to develop strong character and leadership skills.

The school's mission, goals, and core values will provide staff and young men with a common language and purpose, but trust and community will be constantly nurtured at the school. The school will organize various daily activities and regular events that will reinforce young men's sense of belonging at the school. For example, each year, new entering young men will participate in an orientation that includes team-building activities.

There are several components of any high performing school that impact its ability to meet its mission effectively both inside and outside the classroom. These components have a significant effect on student learning and character development. At Gilchrist Academy, we believe there are five components of school organization and culture, which allow for maximized student learning and development on all levels: **school leadership, school culture, learning communities, course structure, and student advocacy**. Each of these critical organizational components is discussed in greater detail below.

1. School Leadership

The school leadership of Gilchrist Academy has been structured to accomplish four goals: maximize overall school performance maximizes student achievement, maximize the parent-school partnership, and maximize operational efficiency. These goals will be reached through the prudent delegation of responsibilities to the Executive Director, Principal, Director of Student Affairs, Director of Academic Affairs, and the Director of Operations.

2. School Culture

The school culture sets the day-to-day framework through which the mission is realized. Therefore, its proper development and implementation is crucial. The school culture at Gilchrist Academy will be one of academic achievement and excellence. While it will primarily be the responsibility of the Principal to ensure that the school culture is maintained at all levels within the school, it will be the responsibility of every member of Gilchrist Academy community to help develop and protect the school culture. This includes faculty, staff, parents, and young men.

In order to maintain a culture of academic achievement and excellence, expectations must first be clearly communicated. For staff, this is done during the interview process prior to hiring. Once hired, expectations will continue to be communicated to staff through summer

orientation, one-on-one meetings and monthly staff meetings with the Principal, and weekly professional development sessions. Expectations will be communicated to parents through parent orientation, the student family handbook, parent newsletters, and other means of communications. Expectations will be communicated to young men through the student family handbook, student orientation, advisory, and through daily interaction with teachers and staff.

Once the expectations have been set, they must be properly managed. Every member of Gilchrist Academy community shares in this responsibility. In this way, not only will responsible citizenship be promoted among our young men, but also among every other member of Gilchrist Academy community. While it is the full expectation that all members will uphold the school culture, negative consequences for violations will also aid in making sure this is accomplished. Some of these are detailed in the Safety, Order, and Student Discipline section of the application. It is important to ensure that school culture is not only established, but also consistently and constantly maintained.

3. Small Learning Communities

Learning Communities: Foundations and Inquiry Academies

As stated earlier, it is expected that many of our young men will enter the school at least one grade level behind in math and/or reading. Therefore, in order to accomplish the school's mission to prepare young men to excel in high school and college, we must accomplish two goals: (1) bring young men up to grade level in all subject areas and (2) develop young men's critical thinking skills. The second goal depends upon the first being successfully met. To address this challenge most effectively, young men in the 6th grade will focus intently on eliminating the learning gaps that they have in math, reading, and writing by focusing primarily on the development of their basic skills in these areas. The academic program at Gilchrist Academy will also develop student's basic content knowledge and literacy in science and history. In addition to the academics, the educational program for young men includes how to be young men and learn effectively. Skills combined with an increasing focus on content mastery through application of critical thinking skills will provide the foundation for the young men's success in the 6th grade.

Young men in the 7th and 8th grades will focus more intently on demonstrated content mastery through the integration of multiple skills and common core standards, as well as the application of critical thinking skills to solve challenging problems. The curricula at these grade levels will challenge young men to be creative problem solvers. Analysis, synthesis, and inference are critical thinking processes that can be taught. We expect that as our young men become more comfortable with the process, and they will develop their own individual styles and approaches to analyzing and solving challenging problems. This will be invaluable to them as they continue on their educational journey beyond Gilchrist Academy. Our young men will develop critical thinking skills which they will be able to apply both to academics and to social change within society.

4. Course Structure

To maximize student achievement, it is not only important to have a longer school day, but also to look carefully at how time during each day is used to maximize student achievement in learning. In general, classes taught at Gilchrist Academy will not exceed 20 students. Students will have a different teacher for each subject and will rotate from room to room throughout the day. Having each subject taught by different teachers will ensure that every day, young men receive equal time across disciplines; no course will be short-changed at the expense of the other. This will also ensure that in each subject, young men are taught by highly qualified teachers who have sufficient content knowledge of the subject area to teach it well.

5. Advisory: A Means of Student Advocacy and Support

Within each grade, young men will be organized into advisory sections of not more than 20 students each that are to be called advisories. The advisor assists in monitoring young men's overall progress throughout the school year, and is the person who remains in contact with parents on a regular basis. A deliberate effort will be made to ensure that each advisory contains a mixture of young men from different homogeneous groups. Dividing young men into these smaller sub-groups will allow for more individualized monitoring. This will ensure that in a larger community, no child is invisible and every child has several individuals within the school (subject teachers, advisors, administrators) who are personally responsible for his success at the school.

Advisors of the 8th grade students also will be responsible for assisting their advisees to research and apply to high school. In the 8th grade, young men will focus more closely on high school selection and the high school application process. During these times advisors and the next school's placement coordinator will counsel young men on the high school application process. This will include detailed discussion of student academic goals and progress on an individual basis, and help with researching schools that have programs in which the young men and their families are interested.

In school, the young men will have to be prepared to have discussions with their advisor, the school counselor about their high school application process. Through 8th grade advisory, young men will learn how to: (1) research schools of interest; (2) make informed decisions about programs of schools they intend to apply to; and (3) have informed discussions with their advisor about the application process.

Grade Levels Served

In order to provide young men with an academic program that is well-rounded and that prepares them to excel in high school and college, it is necessary for Gilchrist Academy to start serving young men in grade 6. At the end of our 3rd year, we will service grades 6 through 8. Our goal is to increase student achievement significantly, cultivate character, and provide substantial access to other programs such as second language, physical education, and health. This will allow for the development of a student who is both well-rounded and academically prepared for a challenging high school program.

Community Meetings

Community meetings provide an opportunity for the Gilchrist Academy community to come together as one unified group to discuss the business at hand for the week. It is an opportunity for young men to be reminded of the expectations for them (both academic and social). It is also a time to discuss information relevant to the community as a whole. This may include concerns about happenings within the school, or a discussion about an upcoming holiday. It also provides time for the entire Gilchrist Academy community to listen to a guest speaker or celebrate student achievements. This is also an opportunity for pep rallies and events filled with a high level of energy and excitement.

Providing Relevance for Academics and Cultivating Character

Through our Cultivating Character program, we intend to lay a foundation that will support the growth of our young men well beyond the middle school years. It is designed to impress upon our young men the importance of appropriate social skills, life skills, good citizenship, leadership skills and physical fitness. As our students progress to high school, it is important that their education provides instructional opportunities, explicit and implicit that help them develop their belief about what is right and good.

Our program will satisfy our young men's hunger for opportunities to discuss their thoughts, feelings, and beliefs. Many of the activities will result in amazingly candid and wonderfully productive discussions in which students not only exercise moral reasoning; but also, they will often come face-to-face with their own contradictions. We believe our Cultivating Character program will help to create a safe, caring, and inclusive learning environment for every young man. It will foster qualities that will help students be successful as citizens and with the academic curriculum.

The curriculum will also focus on the development and application of leadership principles that will aid young men with sound decision making skills rather than the application of a specific methodology. We believe that a method can only be applied to specific situations which meet a given set of parameters, while a principle can be applied to any situation regardless of the

parameters involved. This again provides relevance for young men in the context of a broader community than the school itself.

Assessments

While no letter grade will be given for student performance in the cultivating character program, it will be aligned to the Discipline Code. It is our belief, as the school year progresses, we will have fewer young men receiving demerits for poor decision-making. In addition, we will use assessment tools created by such character development programs such as *Living for Life*.

Family Involvement

Assignments will be developed that require young men to get the input of family members. In this way, family will be kept informed of what the student is learning. This will also foster greater communication between young men and their families, giving them a topic in common to discuss.

Development and Implementation

The Cultivating Character curriculum will be developed with the assistance of individuals with expertise in development and implementation of character development programs for middle school young men. We are familiar with the Learning for Life program whose mission is aligned with Gilchrist Academy's own. This program incorporates best practices of successful research-based character development and prevention programs with a special emphasis for young men.

d. Extracurricular Activities

Sports

Gilchrist Academy will develop tennis, golf, soccer and basketball teams. Young men must have a 2.0 GPA to participate in our athletics program. If a student's grade level decreases and/or they commit an extreme violation against the code of conduct, they will be eligible for removal from the team. The sports program will expand as the school's population increases.

Clubs

Gilchrist Academy will sponsor a variety of clubs through which young men can gain leadership skills and explore areas of interest. We expect our clubs to vary from year to year. However, there will be consistency in the establishment of the following clubs:

Student Council – public service

Educational Ambassadors –community development

Concerned Young Men- leadership development

e. Safety, Order, and Student Discipline

Essential in enabling young men to meet school learning goals is the development of a strong school culture that supports learning and sharing through common expectations for behavior. Our young men will reflect on their actions, belief, and values continually, guided by the

school's norms for interaction. Young men will be expected to act in a responsible, empathetic, assertive, cooperative, and honest manner. These expectations will provide a common language for all young men, staff, and parents in the discussion of discipline.

Although school norms will be modeled, maintained and referred to in all Gilchrist Academy classes, the Advisory session will provide the primary arena for teaching and exploring norms through our Cultivating Character program. Young men will reflect, discuss, and debate the delineated expectations. They will also analyze the school's Code of Conduct based on these norms.

In accordance with our core value system, students will be taught and encouraged, when facing specific everyday challenges, to look inside themselves to bring out courage, wisdom and compassion to handle every situation with the most positive outcome. They will be taught that in every situation, the choice is theirs to make and the only thing they need to do is to recognize the positive choice and make it.

Young men will learn that the choice they make is a cause they create, and it results in a certain effect: positive causes create positive effects. Applied to student behavior, created positive effects are merits; negative effects, will accumulate towards more serious consequences. Thus, a student who has made a negative cause will always have the opportunity for a fresh start even though he will face consequences created by his choice of action.

All young men will be expected to contribute to a positive environment and accept both the gains and losses due to their decisions and their behaviors. Young men with disabilities will be expected to adhere to the school's code of conduct unless their IEP or 504 Plan contains specific exceptions. Any exceptions or exemptions will be the decision of the Student Support Team. We will expect all young men to participate as positive members of our school culture. All specialized behavior plans will be regularly reviewed for efficacy.

The Director of Student Affairs will be responsible for student behavior, supervising and developing the in-school practices and procedures for:

- Monitoring student behavior;
- Advising young men;
- Maintaining communication with parents; and
- Program development activities associated with student discipline and maintaining a safe, orderly school.

Zero Tolerance

Young men will be severely disciplined who engage in acts of bullying, possess weapons, engage in repeated fights or acts of violence, or found in possession of drugs, alcohol, and/or tobacco. In addition to discipline, if young men are found to have violated the law, they may be arrested

and taken to a juvenile detention facility. Gilchrist Academy will cooperate with local law enforcement to its full capacity and extent.

Classroom Environment

Our teachers are expected to create a classroom environment that allows every student to feel safe and supported. A structured environment is a product of proactive and effective classroom management. In creating this culture, one should be mindful that it is consistent with school-wide management and discipline systems. The following represents a sampling of structured classroom methodologies that will be implemented at Gilchrist Academy:

Opening Routines

Teachers will enter a quiet classroom and immediately place on the board objectives, standards, Do Now, and homework. When the young men enter the classroom after the teacher, the teacher will greet young men at the door.

- **Common Board Configurations** - The board configuration in every classroom is the same. The essential questions, objectives, standards, Do Now, and homework are all on the board.
- **Do Now** - Young men at our school will begin every class by silently completing the Do Now, in writing (a constructive response or extended response).
- **Objective Review** - teachers will verbally review the objective.

Closing Routines

- **Homework:** All teachers will ensure that homework and accompanying materials are in young men's possession by the end of class.
- **Cleaning:** Teachers will make sure that young men have cleaned up and returned any supplies or materials specific to the class.

Creating Urgency

It is important to set a tone that conveys urgency and purpose, and yet, also allows young men to succeed. To set an appropriate tone:

High Standards

At our school, we will have high expectations for the academic success of all of our young men. During the execution of the lesson, teachers will ensure that they are holding all young men to the same high standard.

Classroom Visual Aids

MATH	ENGLISH/WRITING	SCIENCE	HISTORY
Number lines Equations Word wall Step to Model Problem Solving Target Board	Writing process Styles of writing Editing checklist Poetry vs prose Writers/poets Samples of different	Life cycles Periodic table Formulas Scientific method Landforms Charts/graphs	Maps (US/World) Current Events Timelines Charts/graphs USA Presidents Branches of the US

Formulas Graphs Classroom library	genres Word wall Dictionaries Classroom library	Scientists Photosynthesis Word wall Classroom library	Government Civics/Bills/Laws Declaration of Independence Word wall Classroom library
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Parent Notification

Teachers and staff are required to immediately notify a parent of problematic behavior so that it can be addressed. Parents will be notified the day before a student must serve detention. Parents will also be contacted if a student is suspended out of school as well as receive written notification of the suspension. Young men and parents will receive a discipline report each marking period.

Student and Family Handbook

The Student and Family Handbook will provide young men and their families with the best and most detailed source of information regarding all policies and procedures related to the school. The handbook will detail the Academy's expectations and the consequences for not meeting those expectations. Topics covered will include student work, attendance, discipline, and disciplinary action. The handbook will also detail the names of staff members that families should contact for specific needs during the course of the year. Student and Family Handbooks will be given to families during orientation, or upon enrollment (for students who enroll after the school year has begun). Upon receipt, parents will sign a form indicating that they have received a copy of the handbook. The handbook will be translated for families where English is not the first language spoken at home.

Faculty and Staff Handbook

The Faculty and Staff Handbook will include policies and procedures for all staff including teachers, administrators, office staff, and volunteers, part-time and full-time employees. The Staff Handbook will detail the expectations to ensure that Gilchrist Academy maintains a safe, orderly, academically enriching learning environment.

Professional Development for Teachers, Administrators and other School Staff

Gilchrist Academy's commitment to hold young men to high academic standards and preparing them to excel in high school and college requires that our approach to professional development be as aggressive as our approach to curriculum. Consistent and sustained academic growth of our young men mandates that we invest in our teachers and staff, by ensuring that they have the necessary tools to deliver effective instruction day after day. This will be accomplished primarily through professional development activities.

Philosophy of Professional Development

Our philosophy toward professional development is expressed through four key beliefs:

- We believe that all professional development must support the mission of the school;
- We believe that professional development must address four core areas: school culture, curriculum and instruction, assessment, and team building;

- We believe that our professional development must be carefully designed and structured to meet the specific needs of our young men and faculty; and
- We believe that an internally developed professional development program will most effectively serve the needs of the Academy.

Approach

Gilchrist Academy's professional development will be accomplished through four main vehicles: teacher orientation, teacher observations, weekly time devoted to professional development, and periodic peer observations of each other.

Teacher Orientation

Teacher orientation will be held each year prior to the opening of school. The primary focus will be to develop among staff a common language as well as a clear and detailed understanding of the culture, procedures, and policies at Gilchrist Academy. For the first 3 years of the school's operation, we will be introducing a new grade each year, new staff, and revisions when appropriate. Teacher orientation will last for 1 week and will be facilitated primarily by the Principal. This will be our opportunity to introduce to most of our faculty, the best practices related to single-sex classrooms. The following is a list of male focused instructional strategies that have been proven to be most effective (James, 2007):

- Make sure that students who are at risk hear appropriate praise about their academic ability and promise.
- Raise the issues of race and education frankly with your students. They know the problems; they need your insights and advice on how to deal with the problems.
- Assist students with language differences in acquiring standards of English skills.
- Find out about your students' lives away from school.
- Plan activities that have more physical movement.
- Examine your own stereotypes, preconceptions, and apprehensions about students whose cultural, linguistics, and socioeconomic membership differs from your own, as these might affect your students' motivation.

Teacher Observations

It is crucial that all teachers receive constructive feedback on their instruction allowing them to more effectively meet the needs of their young men. On a regular basis, teachers will be observed and assessed on areas such as the Explicit Lesson Plan Model, development of effective objectives, instructional delivery, class pacing and management. After observations, teachers will receive timely feedback on what they are doing well, and helpful suggestions on how to improve classroom instruction. These feedback sessions will be conducted by the Principal and the Director of Academic Affairs.

Teacher Evaluation

The goal of our professional development plan is to ensure that teachers have the necessary tools to be successful within the classroom with their students and successful as a professional

educator. This is critical because the success and growth of teachers will be monitored by the Principal continually throughout the year to allow the needs of both teachers and young men to be met.

In addition to student achievement on assessments, we will consider the following to be success indicators: teacher observations, teachers' responses to feedback from observations, and teachers' ability to work cooperatively as a team with other teachers. Teachers' success will never be determined based on student achievement on assessments alone. While this will be used as one indicator, we understand that it alone is insufficient to determine the effectiveness of a teacher.

We believe that experience, reflection, analysis, sharing, and discussion enable educators to improve their current practices. Thus all educators at Gilchrist Academy will be required to participate in pre-service training round table discussions as well as in-service training. All faculty will also be expected to use action research in an effort to find answers to questions about the best way to improve teaching and learning in the school.

Roundtable Discussions: Every month, all instructional staff will meet with the Principal for a round table discussion, at which the teachers will be informed of current news, will share best practices, and address areas of concern. Each month a specific topic, such as discipline, cooperative learning, increasing parental involvement and curricular/instructional programs will be chosen. A different teacher at each will lead the best practice portion of the roundtable meeting, sharing experiences and expertise in the area of concern chosen for that month. Educators will also be provided with literature on the topic a week in advance of each meeting. Through these sharing and problem solving sessions, educators will reflect on experiences, share what is working, and cooperatively solve problems of implementation. The goal of the Roundtable Discussion is to keep faculty abreast of current events, address needs and improve current practices and student learning.

Teacher Instructional Meetings: Bi-weekly, teachers will meet to discuss curriculum, assessment and other instructional topics. The emphasis here is sharing the knowledge and skills that already exist within the school, and expanding the use of best practices. Teachers will be required to record key events in the classroom, in a reflective log. They will then share their experiences and what they have learned with their colleagues. This sharing will allow teachers to examine such questions as: **What am I learning about teaching and learning?** and **What is important for me to learn so I can be more effective?** The goal of these sessions will be to help colleagues solve instructional problems, and discuss alternative approaches to classroom instruction. The emphasis here is sharing the knowledge and skills that already exist within the school and expanding the use of best practices. These sessions are led by the academic specialists.

Action Research: At Gilchrist Academy, educators will use action research to find answers to questions about the best way to improve teaching and learning in the school. Educators will raise questions about how to improve practices, study literature and researches related to their respective content areas, and then select an approach or approaches that might result in improving a current practice. They will develop a plan of implementation using the most promising approach, and collect data to assess its effectiveness in the classroom. These data will be collected and analyzed, and ultimately, shared and discussed with colleagues. Based upon the results, educators at Gilchrist Academy will cooperatively decide what they will do to implement what teachers have learned.

Cultural Competence: Sessions will be held to ensure the cultural competence of all faculty and staff. It is our intent to create a classroom environment for our male students that focuses on: academic excellence; cultural, social, and emotional development; authentic discussions related to identity and masculinity; and ways to overcome obstacles (Tatum, Teaching Reading to Black Adolescent Males, 2005). With this in mind, we expect our teachers to use culturally responsive pedagogy. This strategy takes place in a culturally supported learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. To ensure the efficacy of this initiative, faculty and staff will receive appropriate training.

In-service Training: Bi-weekly, we will offer in-service workshops for faculty in areas of need and interest. The topic will be coordinated with the roundtable discussions. During these sessions, teachers may have the opportunity to meet with leaders in the field. Teachers will also have the opportunity to participate in workshops and conferences outside of school and visit high performing charter schools to observe best practices.

Professional Library: Gilchrist Academy will have a professional development library for teachers that house the latest journals, periodicals and books of education. The literature will span a range of topics that are of interest to the teachers and administrators at Gilchrist Academy. Topics will include, but will not be limited to: teaching, assessment, evaluation, ethics, and literature focusing on curriculum preparation which exposes teachers to activities that are multidisciplinary, integrating mathematics, science, technology, and other disciplines.

Mentoring: We understand that new teachers need support and guidance to succeed in their new work environment. In accordance, each new teacher will be assigned a mentor during pre-service training. The mentor will not report their experiences with the new teacher to school administrators, but will be expected to keep the mentoring relationship one of confidentiality and support. Mentors will not evaluate new teachers, thereby enabling new teachers to be more open and honest about their needs.

Professional Development for Administrators: We also expect our administrators to build their strengths as leaders by incorporating a Transformational Leadership Style. This type of leader

has a vision and passion to achieve great things. They incorporate the characteristics provided in the following table. It is our plan to provide opportunities for administrators to participate in leadership development training activities.

Table 6: Leadership Characteristics (Additional Information in Appendix D)

Interpersonal Skills	Treats others with courtesy, sensitivity and respect. Considers and responds to the needs and feelings of a diverse staff.
Oral communication	Makes clear and convincing presentations. Listens effectively. Clarifies information as needed.
Integrity /Honesty	Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.
Written Communication	Writes in a clear, concise, organized manner.
Continuous Learning	Assesses and recognizes own strengths and weaknesses. Pursues self-development.
Descriptors	They are critical thinkers who examine problems carefully and make fresh connections. They know themselves and are able to handle tough people deftly. They like to experiment and can deal with the discomfort that surrounds change. They deliver results in first-time situations through team building and personal drive.
Characteristics	Accomplishes against the odds Builds high-performing teams Can take the heat Comfortable with complexity and ambiguity Comfortable with diversity Deals with conflict constructively Finds parallels and contrasts Gets to root causes Has drive and personal presence Open-minded Personal improver Politically agile Questions conventional wisdom Reads broadly Self-aware, can play many roles Skilled communicator Understands others and helps them to succeed Very flexible and adaptable

Structure of the School Day and Year

School Day

Gilchrist Academy's hours of operation will be 7:30 am to 5:00 pm. The faculty and staff will arrive at 7:30 am. Young men will begin their day, for breakfast at 7:45 am, and they will report

to Advisory by 8:00 am weekly. Extended day activities will be offered Monday, Tuesday, and Wednesday. Thursdays will be designated as time young men can meet with individual teachers. On Fridays, students will be released early to allow for whole school professional development and common planning for faculty and staff.

School Year

The entire Gilchrist Academy will follow a two semester schedule. We plan to align our school holidays with the District of Columbia Public School's calendar (to accommodate the schedules of our families with children attending other District schools). The total academic year will provide young men with **190 days** of classroom instruction. To ensure instruction is not interrupted during inclement weather, we plan to equip our young men and staff with access to appropriate technology.

School Schedule (proposed sample)

Following Gilchrist Academy's mission of academic excellence, the expanded learning time model, which has been proven by research will be used (Merseth, 2009). The school's academic year will be at least 1,300 hours long, spread over a longer than usual day, and a 190 day year. The teacher calendar will include 5 days in the summer for orientation, curriculum planning, and training in policies, procedures, technology, and school principles.

The school day, Monday through Thursday will consist of seven 50 minute academic periods. Friday is a shortened day of 5 instructional periods. Mandatory school will be from 8:00 am to 5:15 pm on Monday through Wednesday, on Thursdays from 8:00 am to 3:45 pm, and 8:00 am to 12:04 pm on Friday. Tables 10-12 show sample schedules for the school, grade 6, and grades 7 and 8.

Table 7: Sample School Schedule

Daily Schedule			
Start	End	Monday through Thursday	Friday
7:45 am	8:00 am	Breakfast	Breakfast
8:00 am	8:30 am	Advisory	Advisory
8:33 am	9:23 am	Instruction	Instruction
9:26 am	10:16 am	Instruction	Instruction
10:19 am	11:09 am	Instruction	Instruction
11:12 am	12:02 pm	Instruction	Instruction
12:05 pm	12:45 pm	Lunch	Lunch
12:48 pm	1:38 pm	Instruction	All school assembly
1:41 pm	2:23 pm	Instruction	Dismissal (1:38 pm) Teacher Professional Development, meetings
2:26 pm	3:26 pm	Instruction	
3:30 pm	3:45 pm	Advisory	
3:45 pm	5:15 pm	After school activities, detentions	

Table 8: Sample Student Schedule for Grade 6

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Advisory	Advisory	Advisory	Advisory	Advisory
1	Math	Math	Math	Math	Math
2	Reading	Reading	Reading	Reading	Reading
3	Math 2	Math 2	Math 2	Math 2	Math 2
4	Writing/ELA	Writing/ELA	Writing/ELA	Writing/ELA	Writing/ELA
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Computer Science	Physical Ed	Computer Science	Physical Ed	Science/History
7	Academic Boot Camp	History	History	History	Advisory/Early Dismissal
8	Science	Science	Science	Academic Boot Camp	
	Advisory	Advisory	Advisory	Advisory	
	Extended Day	Extended Day	Extended Day	Extended Day	

Table 9: Sample Student Schedule for Grades 7 and 8

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	Advisory	Advisory	Advisory	Advisory	Advisory
1	Math	Math	Math	Math	Math
2	Literature	Literature	Literature	Literature	Literature
3	Science	Science	Science	Science	Science
4	History	History	History	History	History
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Computer Science	Computer Science	Academic Support	Computer Science	Computer Science
7	Physical Education	Physical Education	Physical Education	Physical Education	Advisory/Early Dismissal
8	Spanish	Spanish	Spanish	Spanish	
	Advisory	Advisory	Advisory	Advisory	
	Extended Day	Extended Day	Extended Day	Extended Day	

After school, between 3:45pm to 5:15 on Monday, Tuesday, and Wednesday, Gilchrist Academy plans to provide young men a range of optional extra-curricular activities such as recreational sports, music, performance arts, academic clubs, student leadership, etc. On Fridays, periods will be shortened for a 50 minute community meeting. This is a whole school assembly to continue lesson in virtues, share achievements, celebrate and acknowledge accomplishment. On Fridays, teachers will have 2.5 hours for professional development, curriculum planning, department meetings, and other activities.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Gilchrist Academy's founding group maintains a shared commitment to public education and recognizes the need for the creation of an all-male middle school that would successfully educate young men living in urban centers and placed in disadvantaged circumstances. In particular, we believe in catalyzing the educational process to ensure that young men will participate in the pursuit of education and develop the character traits essential to achieving success in high school, college and life.

Brief resumes of Key Founders, Founding Board, and Advisory Group

Founders

Dianne Gilchrist Brown, Ed.D., has amassed an educational leadership portfolio that includes extensive experience in K-12 school district administration in the following areas: school reform methodology, effective school research, contract negotiations and administration, policy development and procedural implementation, personnel management including evaluation and discipline, district-wide strategic planning, school/community/university and business partnerships, collaborative and data-driven decision making, professional training of school administrators and teachers, curriculum development, instructional design, literacy, standards based instruction, budget planning, and safe schools. Her specific areas of expertise include: Teacher of English and Freshman Composition, Middle School Principal, Assistant Superintendent for Pupil Personnel Services, Assistant Superintendent for Human Resources, Contract Negotiator, Arbitrator, Instructional Leader, and Deputy Superintendent. Dr. Brown has over 20 years of experience in educational leadership and management development, administration and supervision, organizational strategic planning, interpersonal relations and communications, curriculum development, grant writing and grant management. Her areas of certification includes: Permanent New York State School District Administrator, Permanent New York State School Administrator – Supervisor, and Permanent New York State English Teacher, Grades 7-12. Dr. Brown has been an Invited Presenter at the Oxford University Round Table on the Future of Public Education in Oxford, England and participated in the Harvard University Principals' Center Leadership Institute. She earned the Ed.D at St. John's University in Queens, NY; M.S. in Educational Administration from C.W. Post College, Long Island University in Greenvale, NY; and a B.A. in Secondary Education English at Hofstra University in Hempstead, NY. Dr. Brown also earned an Advanced Certificate in Labor Relations at the Cornell University School of Industrial and Labor Relations in New York, NY.

Alison H. Mayas, B.A., is a business management professional with more than 30 years of experience in administrative, logistical, and communications support operations and management. Ms. Mayas is currently the Executive Vice President of The MayaTech Corporation, a technical services and management consulting firm located in Silver Spring, MD which has performed over \$130 million in contract engagements. She also manages the

company's Information and Communications Division supervising three operating units providing client support in the areas of: conference, logistics, and administration; information systems technology applications; and marketing, communications, and publication services. An experienced project manager and contracts administrator, Ms. Mayas has completed training and received certification for training in both the Federal government's Contracting Officer Representative course and the Principles of Project Management. Ms. Mayas conducted regular project reviews to ensure that the quality of work performed on corporate contracts and task orders meet or exceed contract requirements. As a MayaTech corporate officer, she also ensured that each project is adequately resourced and appropriately managed to ensure successful completion of project work.

Prior to her business management career, Ms. Mayas served as an educational administrator in a variety of programs. Her special interest and experience areas centered on programs designed to meet the educational and future employment needs of at-risk youth and adult student populations. These included campus-based Upward Bound programs, New York Higher Education Opportunity Programs, and GED programs for migrant farm workers and for senior adults. Ms. Mayas received her B.A. in psychology from Hofstra University and completed graduate courses at Columbia University Teachers College. She is also a graduate of both Kramer Junior High and Anacostia Senior High Schools in the District of Columbia. She has served on the advisory boards of Informed Parents - Successful Children, a Maryland-based non-profit organization dedicated to improving early childhood development for children in Washington, DC's immigrant communities, and also of the American Film Institute in Silver Spring, MD. Ms. Mayas has also actively supported the University of Maryland Baltimore County in the recruitment of students and the engagement of parents for a program focused on STEM education. She has recently joined the board of directors of National Collegiate Preparatory Public Charter High School in southeast Washington, DC.

Founding Board Members

Jean-Marie Sylla, Jr., JD, is a partner in the firm of Taylor, Sylla & Agin, LLP formed in 2004 and located in Washington, DC. He specializes in the areas types of business litigation including insurance, education, general liability, contract, and employment matters. He has successfully represented individuals and charter schools in compliance and payment disputes with District of Columbia Public Schools. In addition, Mr. Sylla has represented individual children in placement disputes under the Individuals with Disabilities in Education Act (IDEA). In its capacity as Educational Advocates, his firm has appeared before the Superior Court of the District of Columbia on numerous neglect and/or juvenile cases which has enabled him to forge valuable working relationships with several GAL's, Social Workers, and CCAN attorneys. His work has provided significant experience with programs and procedures regarding special education. He is well versed in the methods of requesting and obtaining student evaluation

and assessments, as well as the process for developing Individualized Education Programs (IEPs) for young men in need of services. Mr. Sylla received his B.A. in Psychology, MS in Management, and JD from the University of Maryland. In addition, he holds an LL.M. in Insurance from the University of Connecticut. He is a resident of the District of Columbia.

Jarryd M. Brown, B.S., is sales and restaurant operations management professional with proven experience; a results-driven manager adept at implementing revenue building programs, administering finances, hiring, training and scheduling staff, ensuring attainment of corporate goals, providing superior customer service, and improving bottom-line profits. He is adept and routinely successful at promoting team work, organizing and implementing procedures to improve productivity, training and developing staff, generating and building professional customer relationships, efficiently handling multiple projects, and ensuring quality results. Mr. Brown is a multi-tasking team leader, and an effective bi-lingual (English-Spanish) communicator with proven operations management skills. He has been a success coach with young adults learning the financial trading business, assessing their aptitude and teaching sales and marketing skill development. He earned a B.S in Economics from C.W. Post College, Long Island University in Brookville, NY.

Goodrich H. Stokes, Jr., MBA, is an independent consultant with expertise in healthcare administration, business management and employee benefits programs. A seasoned manager with more than 30 years experience in senior management and leadership positions in both corporate and public sector operations, he has held executive roles in federal and state government, health care service organizations and national trade associations. In addition, he is licensed by the State of Maryland as a Real Estate Title Insurance Producer, and holds Notary Public Commissions issued by Maryland and the Commonwealth of Virginia. In addition to his consulting assignments, he was employed as Chief Operating Officer (August 1999 to February 2003) for McFarland & Associates, Inc., a Silver Spring, Maryland consulting firm. From 1994 to 2002, Mr. Stokes was affiliated with the Mitchell-Trotman Medical Group, PC, a 125 member multi-specialty physician group practice, first as Human Resources Director and, subsequently, as Chief Operating Officer responsible for all day-to-day management activities. As a key advisor to the president and Board of Trustees, he directed and coordinated the work of outside principals who provided legal, accounting, insurance, and other corporate services to the corporation. Previously, at the American Hospital Association, he served as financial representative and assistant director for federal agency liaison in its Washington, DC office. As financial representative, he counseled hospitals and nursing homes on matters involving regulatory compliance with requirements of the Economic Stabilization Program, generally known as the "Wage and Price Control Program." As assistant director for federal agency liaison, he later represented the interests of member hospitals before the Department of Health, Education and Welfare (now the Department of Health & Human Services), Department of Labor, and the Social Security Administration.

The Advisory Group

The Advisory Group was formed to seek and support best practice experts to advise the Founders and Board of Trustees in the preparation of this petition, during the 2010-11 planning year, and during operational years one and two. The Advisory Group may expand or change configuration or focus as needed.

Advisory Group Members

Suzanne M. Randolph, PhD is a developmental psychologist with an extensive background in conducting basic and applied research on children and families of diverse racial/ethnic backgrounds. Her BS is in Psychology from Howard University, and her PhD in psychology is from the University of Michigan, Ann Arbor. She has also served as a principal investigator for several studies examining early childhood and development and mental health issues in African American families; provided evaluation technical assistance to community-based organizations; and conducted numerous trainings on evaluation. Her experience also includes service on Federal workgroups for national evaluation studies such as the National Academy of Sciences Panel on Methods and Data Needs for Evaluation of Welfare Reform and the USDHHS Secretary's Advisory Panel on Head Start Research and Evaluation. She is retired Associate Professor of Family Science at the University of Maryland School of Public Health. She currently serves as Chief Science Officer at The MayaTech Corporation, an applied research firm, where she has assisted with various evaluation activities, including evaluation of the CDC Minority AIDS Initiative, the Early Head Start National Resource Center's Infant Mental Health Initiative, the D.C. Ward 8 Drug-Free Community Coalition, the Ward 8 Childhood Obesity Prevention Collaborative, Healthcare Services for Children with Special Needs (HSCSN) Male Advocacy Caregiver Support Group in Wards 7 and 8, and the Kaiser Permanente Community Health Initiative to reduce obesity in Port Towns, MD. Dr. Randolph is a published author of numerous peer-reviewed articles on the role of family and community in children's health, mental health and related issues. Dr. Randolph is a Past National President of the Association of Black Psychologists and a former member of the Advisory Committee of the APA Minority Fellowship Program.

Korrynne Taylor-Dunlop, Ed.D., is an Associate Professor at St. John's University in Oakdale, NY teaching graduate level courses in Qualitative, Research, Planned Change, Multicultural Social Organizations, Advanced Research Design, Advanced Organizational Theory, and Dissertation Seminar. Previously, she was an Associate Professor and Chair of the Masters and Professional Diploma Program in Education at Bridgewater State College and an Associate Professor in Educational Leadership at Dowling College. Dr. Taylor-Dunlop's secondary education expertise includes training of teachers in the development of authentic curriculum/instruction, assessment and learning styles model in New York and Connecticut in conjunction with State Departments of Education. She also developed a career choice and decision-making program

for the Board of Cooperation Education Services (BOCES) as well as comprehensive high schools and adult education programs in New York, Connecticut and South Bend, Indiana. She has published numerous scholarly publications and professional papers. Dr. Taylor-Dunlop earned an Ed.D. in Educational Administration (Inquiry in Educational Administration and Practice) at Columbia University, Teachers College; a Certificate of Advanced Study (C.A.S.) in Educational Administration at S.U.N.Y. New Paltz, New York; a Professional Diploma in Counseling Psychology at Fordham University, New York; and an M.A. in Counseling Psychology from Oakland University in Rochester, Michigan.

Crystal L. Banks is the Deputy Director of Judicial Education and the Center for Education and Training at the District of Columbia Courts where she is responsible for programming for judicial officers on the Superior Court and the Court of Appeals as well as other duties within the Center. Prior to joining the D.C. Courts in 2005, she was the CEO of her own legal search firm which placed attorneys in career positions all over the world. She spent many years as a prosecuting attorney in the Philadelphia District Attorney's Office where she was assigned to various divisions including juvenile sexual assault and major crimes and was also an employment litigator. She is a graduate of Temple University Law School and the University of Massachusetts at Amherst. She has been the Co-Chair of the Diversity Committee of the National Association of Judicial Educators (NASJE) and the incoming Co-Chair of the Education Committee for NASJE and a member of the National Association for Court Management (NACM). She is a member of several State Bars.

Jhilya Mayas, Ph.D., is the Scientific Supervisor for the Medical Education Team at Ogilvy Healthworld where she has worked on indications spanning chronic and neuropathic pain, epilepsy, infectious disease, osteoporosis, oncology, and dermatology. Within these areas she has contributed to the development of a wide variety of content including, disease state educational programs, scientific platforms, literature reviews, primary manuscripts, advisory boards, nomenclature development, mechanism of action animations, Web content development, and competitive intelligence. Dr. Mayas was a Medical Microbiology instructor at NYU, covering mechanisms, prevention, and treatment strategies for HPV, HIV, tuberculosis, S.aureus, and B. anthracis. She also developed materials for and taught the NIH-mandated course Scientific Ethics and Integrity. She also assisted with instruction of the graduate course Foundations of Cellular and Molecular Biology. Her work focused on elucidating structural information for HIV-1 Rev protein. Dr. Mayas remains actively engaged in teaching, tutoring, and mentoring providing academic tutoring in math, science, French, standardized test preparation and organizational skills to secondary school students. She previously served as a science outreach educator at the Salk School of Science where she developed and implemented classes to expose middle school students to various aspects of basic research in a variety of fields, including genetics, paleontology, bacteriology, molecular biology, and infectious

diseases. Dr. Mayas earned a Ph.D. and an M.S. from the departments of microbiology and structural biology at New York University School of Medicine

Rabiah M. Mayas, Ph.D., is the Science Director for the Center for the Advancement of Science Education at the Museum of Science and Industry in Chicago. Dr. Mayas most recently was Science Director of Science Chicago, a year-long campaign spearheaded by the Museum that raised awareness of the importance of science. From September 2008 through August 2009, Science Chicago and its more than 140 partners provided thousands of programs designed to spark interest in science and science careers. Dr. Mayas is passionate about communicating complex science issues to children and adults. While with Science Chicago, Dr. Mayas engaged young men in science through her interactive Science Chicago Blog and by organizing programs that connected young men with working scientists. She also worked with Science Chicago staff to ensure that programs reflected current science trends, innovations and research, and served as a liaison to the Chicago area's scientific community. Dr. Mayas is particularly interested in bridging the knowledge gap between scientific academia and underserved communities in the U.S. and developing countries. Her teaching and mentoring experience includes presenting Museum sponsored career talks and leading classroom sessions in high schools and middle schools and for community groups in the Chicago area. She assisted in the development and coordination of a bi-weekly Saturday program for approximately 35 elementary school young men. For this Chicago Youth Programs mentoring initiative, she supervised and participated with young men on recreational and education outings in Chicago, taught lessons on science and careers, and maintained one-on-one relationships with students in the program. For the Chicago area BioOutreach Program, she developed a curriculum, led hands-on scientific experiment trials, and led the experiments for biology students at Paul Robeson High School during classroom visits. Dr. Mayas earned her Ph.D. and M.S. in Biochemistry and Molecular Biology at the University of Chicago.

Lisa M. Hathaway, Ed.S., is a Senior Associate at the International Center for Leadership in Education (International Center) where she has led implementation partnerships with The School District of Philadelphia, Detroit Public Schools, and The United States Virgin Islands designed to transform urban high schools and middle schools into learning institutions that better meet the needs of all young men. She also designed and implemented whole school reform initiatives in school districts in California, Mississippi, Louisiana, and Texas. Ms. Hathaway also developed curriculum and instructional materials to support the shift from teacher-led to student-centered instruction in America's classrooms. Ms. Hathaway's approach to education is entrenched in the belief that all young men are not only capable of learning but given the appropriate support, they will learn. She has committed her career to serving young men considered disadvantaged by setting high expectations and using creativity and flexibility to spur the individual student's innate interest in learning. Prior to joining the International Center in 2007, she served as a teacher and administrator in various Virginia school systems.

Highlights of her leadership roles there include leading the revision of implementation plan for the International Baccalaureate Middle Years Program through articulation with feeder middle school, collaboration with other Middle Years and Diploma program coordinators, which led to a 100% increase in student and teacher participation. She also served as the Program Manager for Pre-IB Summer Institute focused on preparing minority rising ninth graders for advanced level courses. Ms. Hathaway received her B.S. and M.S. degrees from Virginia Polytechnic Institute and State University (Virginia Tech) and an Ed.S. from George Washington University.

Sally Herb-Thompson, Ed.D., is an experienced administrator with 27 years of experience as an elementary school building principal serving in Brooklyn and Nassau County New York and in Connecticut. She has also served as Assistant Superintendent for Elementary Curriculum and Instruction and Educational Practices; Director of Research, Planning and Evaluation; and Assistant to the Superintendent of State Schools, Department of Children and Youth Services (DCYS). She developed and implemented teacher evaluation procedures for DCYS Special Schools District as well as a curriculum in Science and Law Related Education at the Secondary Level. Dr. Herb-Thompson is currently a Board of Regents appointee to the NY State Professional Standards and Practices Board for Teaching. She previously served as member of the National Panel of Experts with Harcourt Educational Measurement as an advisor in the creation of the National Educational Assessment as a part of the No Child Left Behind Education Law. She holds licenses from NY State as School Administrator and Supervisor (Permanent), District Administrator and Supervisor (Permanent), and Guidance and Counseling. Her Connecticut licenses include Guidance, Counseling and Intermediate Administrator and Supervisor, and English 7-12. She is also licensed in NY City Junior High School English. Dr. Herb-Thompson earned her Ed.D. from Nova Southeastern University in Ft. Lauderdale, FL and her P.D. in Organizational Studies with a concentration in Educational Administration from New York University.

Marianna Steele, Ed.D., is an experienced secondary school educator and administrator with expertise in New York State Standards-aligned curriculum writing, staff development, and program implementation and student assessment. She is recognized as an articulate, motivated and dedicated student-focused professional who works cooperatively with the Superintendent and district leadership to improve student performance and district accountability. Dr. Steele has solid experience working with at-risk children with behavioral problems and has proven adaptability and expertise working with multi-cultural populations. She has assisted in the articulation and coordination of all levels of instruction, Grades 6-12, complemented by thirteen years of experience in mentoring homeless and at-risk students. She is also an experienced professional developer having written and delivered Grades 7 and 8 science curriculum as well as biology and physics. Dr. Steele's career spans nearly 30 years during which time she has served as an Assistant Superintendent for Curriculum and Instruction, Assistant Superintendent for Secondary Curriculum Teacher of Life Science, and

Physical Science, Subject Matter Specialist, Curriculum Specialist, and Curriculum Specialist. She holds the following certifications: New York Permanent – Biology 7 – 12; School District Administration, Permanent; and School Administration and Supervision, Permanent. She is a member of the Association for Supervision and Curriculum Development (ASCD), National Association of District Curriculum Officials (NADCO), National Association of Black School Educators (NABSE), Long Island Association for Supervision and Curriculum Development (LIASCD), School Administrators Association of New York State (SAANYS), and Phi Delta Kappa. Dr. Steele earned the Ed.D. in Leadership and Accountability from St. John's University in Oakdale, NY, and a Professional Diploma in Administration and Supervision at the College of New Rochelle in New Rochelle, NY.

Nathaniel Clay, Ph. D., is an experienced Superintendent of Schools whose career in educational administration spans almost 28 years in Michigan and New York state school districts. Under his leadership, student performance in a number of schools improved significantly enough for two elementary schools to be awarded Blue Ribbon status, three elementary schools were recognized as NY State Most Improved in ELA and in mathematics; the district high school and middle school were removed from the Commissioners' SURR list; and the high school earned Middle States Accreditation. Dr. Clay's educational leadership positions included Deputy Superintendent for General Administration, Assistant Superintendent for General Administration, Assistant Superintendent for Special Programs, Director of State and Federal Programs, Assistant Director of State and Federal Programs, and Director of Day Care/Head Start/Pre-School. He has been an adjunct professor at Oakland University in Rochester, MI and at Michigan State University and an Instructor at the College of Saint Rose and the Center for Integrated Teacher Education (C.I.T.E.) for Educational Supervision and Leadership, and School Law. Dr. Clay holds permanent certification as a School District Administrator in New York State, Michigan, and Indiana, as well as School Administrator/Supervisor in New York State and K-6 Common Branch in Michigan. Dr. Clay earned the Ph.D. at the University of Michigan in Ann Arbor, MI and an M.A. at Oakland University in Rochester, MI.

b. Planning Process

Gilchrist Academy's Founding Group members share a collective desire to bring a high performing middle school for young men to Wards 7 and 8. Ms. Mayas, a former resident of Southeast, DC, and a graduate of Anacostia High School, believes that her passion for educational equity could be addressed in this geographic location. We plan to design a school that will provide young men with the opportunity to reject the appeal of street life and accept the challenges of a demanding, academic program. Our founders, Dr. Brown and Mrs. Mayas began planning the development of a school in summer 2006. In 2008, the team began to attend meetings and informational sessions related to charter schools in general and single-sex education for males, specifically. Based on the evening news and the data related to high school completion rates, the number of male youth related deaths and incarcerations, it became

apparent to both Dr. Brown and Mrs. Mayas, that there is a need for earlier intervention, specifically with urban young men, and the concept of creating a single-sex male public charter middle school in Southeast, DC was ignited.

Educational Design Team: The Educational Design team consists of the Founders and four educators who specialize in educational administration, student affairs, math, science, special education, scheduling, small school design and technology. Additionally, these individuals have expertise in assessments, curriculum development, International Baccalaureate Organization, character development and integration of technology in urban middle and secondary level schools.

Business Team: The Business Team has the responsibility of looking for facilities in Wards 7 and 8. This team has identified Scheer Partners to assist in this initiative. Members of this team have also sought a partnership with Williams Systems Engineering, Inc. a comprehensive technology company that would serve our needs to ensure a “state of the art” technology program.

Community Outreach: Members of our outreach team have scheduled meetings with clergy, DC police representing the target wards, Council members, and other stakeholders to discuss the philosophy and mission of Gilchrist Academy.

c. Corporate Structure and Nonprofit Status of the School

Gilchrist Academy has not filed to become a non-profit corporation in the District of Columbia. Upon approval of the proposed charter, we plan to initiate the following steps:

- Draft Bylaws
- Elect Officers
- File Articles of Incorporation
- File Name of School
- Obtain Federal Employer Identification Number (EIN) from IRS
- Hold formal Organizational Board of Trustees Meeting (Note: Founding Board of Trustees have been meeting regularly since September 2009.
- Complete and File Form 1023 to obtain Federal Tax-Exempt Status

2. Governance and Management

a. Board of Trustees

The Founding Board members were initially recruited by the Founders and have been involved in supporting the development of the petition and related activities since September 2009. Gilchrist Academy’s Founding Group has agreed to serve as members of the Board of Trustees upon receipt of the charter. Board officers will be elected from these members. Gilchrist Academy’s selection process for the establishment of a fully functioning governing Board of Trustees will ensure that the school is a mission-driven, viable, and a sustainable

educational entity. The ability of the Board of Trustees to carry out the mission of Gilchrist Academy will depend heavily on the effectiveness of its members. The Board of Trustees will initially consist of 5 members, expanding to 9 members by the time the school opens in the fall of 2011. At no time will the number of Board members exceed 15. The Founding Board will continue to seek individuals who are committed to the mission and goals of the school and can contribute diverse skill sets to the school, complementing and augmenting the skills of existing Founding Board Members. The Board of Trustees will include at least two parent representatives. Parents will nominate the parent representative or guardian of a child enrolled in the school. The full Board will then elect the parent member.

All trustees will be required to sit on at least one committee during their term of office. The Board of Trustees will hire and evaluate the Principal, and delegate to this person full responsibility for implementing the mission and policies of the Board. The Principal will be *ex-officio* or non-voting member of the Board of Trustees. In addition, the Co-Founders will be members of the Board of Trustees.

Board Recruitment Process

- Convene meeting with founding members to develop a list of prospective members based on their area of expertise and our need to fill “missing” professional areas
- Identify and recruit potential members to discuss the Academy’s mission
- Explain the charter petition review process, and
- Develop timetable for formally inviting membership post-approval of petition.

Board Selection Process and Terms of Office

We will screen all new Board members using a school governance tool developed by the National School Boards Association. Our Nominating and Governance Committees will review each candidate’s resume and screening results and present the candidate’s credentials to the Founding Board for approval.

Once they have joined the Board, new members will participate in a formal orientation process. This process will be led by the Board Chair and the Co-Founders. This orientation will involve a visit to the school and a review of the school’s Board manual, charter school application, the bylaws, annual reports PCSB and other local and federal regulations governing charter schools.

The Board and Co-Founders will participate in an annual retreat to review and evaluate the governance structures. Annually, the Board of Trustees will be audited by a third party. Once the school opens, new Board members will be required to volunteer one day per semester in the school to gain an increased understanding of the academic programs and school culture.

Committee Structure

Gilchrist Academy’s bylaws, will allow for the creation of standing committees of the Board of Trustees. As Gilchrist Academy evolves, subcommittees may be formed or dissolved as needed. In the startup phase, the founding committees will include the following:

1. **Development Committee:** Develop short- and long-term Board strategies and implementation for fundraising, in-kind donations, and public and private sponsorships.
2. **Finance Committee:** Chaired by the Treasurer of the Board. They shall monitor, review, revise, and approve operating budgets; secure financing and/or loans; ensure the use of accepted accounting and tax procedures, monitor payroll and purchasing activities; arrange an annual audit and submission to the Board; and provide policy advice on legal matters.
3. **Trusteeship Committee:** Chaired by the Board chairperson. They will work with the Principal to nominate new Trustees; hold Trustees accountable for attendance at Board meetings; lead an annual performance review of the Principal; coordinate and implement a professional development plan for the Principal and the Board; plan and implement orientation for new Board members; and conduct succession planning.
4. **Personnel Committee (Ad-hoc):** Provide overall policy guidance for personnel matters; and provide guidance in the area of training, employee benefits, employee relations, legal issues relating to employees, recruitment, interviewing, and selection procedures.
5. **Facilities Committee (Ad-hoc):** Identify start-up and on-going locations for Gilchrist Academy, contract and schedule site design, construction, and renovation; develop budget projections and facility financing plan; ensure compliance with building and zoning codes; develop and implement procurement strategy; review grant proposals when necessary; and long-range financial planning.
6. **Marketing and Community Relations Committee (Ad-hoc):** Devise and implement parent and community outreach strategy; identify and recruit students; and secure positive visibility for the school through advertising agreements with the media and strategic partners.

The Board may elect to form additional standing committees or task forces of the Board as is necessary to insure that the Academy is supported in carrying out its mission.

Terms of Office

The members of the Board may serve consecutive terms of three years. Founding Board members may serve extended terms of 1-3 years to ensure stability and seamless transitions from the Founding Group to the Board of Trustees overtime. These members may elect to serve an additional 3-year term once their second term has concluded. No member will serve more than three consecutive terms.

Board Roles and Responsibilities

1. **Mission, policy, and strategic planning:** Establish and set Gilchrist Academy's vision, overall direction, and short and long-term goals and ensure alignment with the mission and charter; evaluate and update policy positions concerning the mission governance, and management; monitor adherence to stated performance criteria, both quantitative

and qualitative; and participate in strategic planning to review Gilchrist Academy's priorities, financial standing, and goals (both strategic and financial).

2. **Ensure financial health and stability of Gilchrist Academy:** Work with the Development group to seek external funding sources, partnerships, or sponsorships; ensure that reports accurately reflect the operating results and financial condition of Gilchrist Academy; approve and oversee adherence to the annual budget through a formal budgeting process; control the investment policies and management of capital or reserve funds; and contract for an independent annual audit.
3. **Ensure legal and regulatory compliance:** Assure the filing of all legal and regulatory documents; review compliance with relevant federal or local laws affecting Gilchrist Academy; and formulate policies related to contracts from public or private resources.
4. **Hire and evaluate the Principal:** Elect, review, and support the Principal in all Gilchrist Academy activities; ensure regular evaluations of the Principal against agreed upon, clearly-defined performance criteria; make Principal compensation decisions annually; commend, reprimand or if necessary, dismiss the Principal based on success against performance criteria; and offer guidance and support to the Principal in administration or activities of Gilchrist Academy.
5. **Be accountable to the community and other stakeholders:** Commit to making decisions in the best interests of Gilchrist Academy, its personnel, young men, parents, and the community; accept responsibility for all conditions and policies attached to existing or new programs; be responsive to the concerns of community members and major stakeholders; expand Gilchrist Academy's community and network; seek external partnerships to broaden Gilchrist Academy network with educational and non-educational institutions; promote Gilchrist Academy's culture of leadership and academic excellence; and review performance of the Board against founding principles and by-laws.
6. **Ethics and values:** embody the Core Values (RAISE) and ethics of Gilchrist Academy at all times.

Chairperson of the Board: In addition to the aforementioned duties, the Chairperson:

- Chairs the Trusteeship Committee;
- Works with the Principal to draft meeting agendas and calendars;
- Facilitates and structures Board conversations ensuring equitable participation by all Board members;
- Appoints committee Chairpersons and coordinates all Board committees;
- Regularly communicates with the Principal around issues of key importance to Gilchrist Academy;
- Guides external communications; and
- Serves as the alternate spokesperson for Gilchrist Academy.

Board Decision-Making Process

All major executive and policy decisions regarding school operations will be made by the Board in conjunction with the appropriate Standing Committee. The Board's policy manual will include procedures that will delineate the decision-making making processes between the Board, school administration, staff, parent/family, young men and community. (See Section J.)

Relationship of the Board of Trustees to the School's Administrative Structure, Staff, Parents and Young men

The Board of Trustees will set the long-term vision for Gilchrist Academy, make strategic decisions, approve the budget, and ensure the financial stability of Gilchrist Academy. The Board will also ensure that Gilchrist Academy adheres to its mission, charter, and to the guidelines of the District of Columbia. The Trustees will appoint a Chairperson annually and create standing and temporary committees, as needed. The Board will work in close partnership with the Principal and will restrict itself to issues of governance, and not management issues. Both the Board and Principal will have job descriptions, with clear lines of responsibility and accountability, and performance indicators. They will also solicit evaluation from qualified outsiders. The Board will have no power of interference in administrative structure, staff or personnel decisions, unless specifically asked or requisitioned by a public, community, or legal entity; or such a decision affects the core values, mission, or stability of Gilchrist Academy. Each Board member will also be required to participate in 2 to 3 community, parent, or student events each year, and can be approached with any grievances, which must then be communicated to the Principal and Board.

The Board will have opportunities to hear from staff, parents, and young men to discuss instruction (Instructional Leadership Team), policy development and operations (Administrative Leadership Team), student affairs, parent and community involvement (Family and Parent Council) and student issues (Student Council). Additionally, Board meetings will be open to all, and time will be designated in the agenda for public and staff input and comment.

b. Rules and Policies

Governance rules and policies delineating the relationship and expectations for the Board and the administration of Gilchrist Academy have not yet been written. There will be administrative structures within the school to allow for communication with the Board. This will in part be guided and informed by the organization's Bylaws and Board Manual. The school founders are currently compiling best practice governance policies and rules from other schools and education associations to guide and assist us in setting clear goals and expectations for Board members. These sources include: Coalition of Essential Schools, National Association of Secondary School Principals, National School Boards Association, DC Association of Chartered Public Schools, Charter Friends National Network, and National Center for Non-Profit Boards. Upon the favorable review of this petition, the Founders will recommend to the Board of Trustees to use the following 4-step process to develop policies and make decisions:

1. **Definition of the policy objective or purpose:** Board policy recommendations may surface in meetings of the full Board or in subcommittee meetings. When a new policy is under consideration, supporting parties will state why the policy is needed and support their statement with fact-based evidence. Next, they will clarify the object or purpose of their policy and the expected impact.
2. **Preparation of a policy statement within the appropriate standing or ad-hoc subcommittee:** After the policy objective has been clarified, a Board member from the subcommittee will be responsible for drafting a clear and concise policy statement defining the problem the proposed policy solution, and implications for Gilchrist Academy.
3. **Approval and implementation of the policy:** If the subcommittee approves the policy, it will then be forwarded to the full Board for review. Provided that it passes, the policy will be assigned to the Principal, who will be accountable for its implementation.
4. **Monitoring and evaluation of the policy:** The Principal will be responsible for tracking and informing the Board of the impact of implementing the policy. The Board will be responsible for evaluating whether the policy is effective proposing modifications or rescinding the policy as appropriate.

c. Administrative Structure

The work of the National School Boards Association serves as a guide for framing the architecture of our administrative structure. The model selected reflects our goal of building a school that models democratic practices which involves all who are directly affected by the school. We believe that this structure will honor diversity of experience and thought and build on the strength of our teacher-parent-student community model by creating an administrative infrastructure that values and utilizes inputs from all school stakeholders. The following represents the administrative structure and positions projected to be filled in the first year of the school's operation (SY 2012 -2013). In addition, we have provided a brief description for each proposed position. Each position has a direct relationship to ensuring that we achieve our academic, non-academic, and organizational goals for the academy.

Executive Director: The Executive Director's performance responsibilities include the following: communication with the Board of Trustees; provide relevant information to the Board about the academy's operations; support the Board in its quest to ensure adequate resources through fundraising; effectively communicate with all stakeholders; participate in local and national activities that will build the academy's reputation; handle public relations and marketing needs; support the principal in executing the position's performance responsibilities; and assist in recruitment. The Executive Director will lead the school administrative team and report directly to the Board of Trustees. He/She is responsible for all aspects of the school, and serves as the liaison with the Board of Trustees. The Executive Director will hire the Principal, who will be

responsible for all areas related to instruction, including curriculum, student achievement, and teacher training and professional growth, as well as hiring and managing school faculty.

Principal: The Principal's performance responsibilities include the following: serve as the instructional leader, providing guidance, and support to ensure effective instruction high student achievement, and full implementation of the academic program in alignment with the school's mission and goals; support teachers, students, and stakeholders and allow them to contribute to the success of the academy; efficiently manage the daily operations of the school and the instructional program; supervise the analysis of student data and ensure that data are used to guide instruction; collaborate with the families and community; and work closely with the Executive Director to ensure adequate student enrollment.

Director of Student Affairs: The Director of Student Affairs will oversee student attendance, discipline matters, school activities, and parent and community relations. The Director of Student Affairs will oversee the behavioral, guidance and social work staff and functions of the school. This position reports directly to the Principal.

Director of Academic Affairs: The Director of Academic Affairs will oversee all aspects of the instructional program. This individual will work with the literacy and numeracy specialists to ensure that young men are achieving and the appropriate curriculum and instruction are employed. This position reports directly to the Principal.

Director of Operations: The Director of Operations in conjunction with GoldStar Group will coordinate all financial transactions, including budget, revenue activities, vendor contracts, expenditures, record keeping, reporting, and auditing. The Director of Operations will coordinate the collection of any data required for the preparation of financial reports to the PCSB via the AOIS and other appropriate bodies. The Director of Operations will be responsible for all aspects of real property management. The Director of Operations is also responsible for compliance issues, grant development and the technology program. The Director of Operations reports directly to the Executive Director.

School Secretary and Registrar: The School Secretary serves as the school's registrar and administrative assistant. This position is the first point of contact with the school for parents and all other external stakeholders and will be responsible for student recruitment, admissions, and maintaining student records. The school secretary will be responsible for preparing the Board of Trustees' briefing book under the direction of the Principal.

Administrative Leadership Team (ALT) – The Administrative Leadership Team will be comprised of the senior administrators of the school. In year 1, the team will include the Principal, Director of Student Affairs, Director of Academic Affairs, and the Literacy and Numeracy Specialists. The team will meet on a weekly basis to review and problem-solve issues directly related to school

operations, academic achievement, curriculum development, resources, facilities, teacher professional development, policy formulation and implementation, and other academic and non-academic program issues. The ALT will be facilitated by the Principal.

Student Affairs Team (SAT) - The Student Affairs Team will be comprised of the school social worker, Director of Student Affairs, and guidance counselor. The team will meet on a weekly basis to review and discuss issues relating to discipline, counseling, classroom management, event planning, parental and community involvement, school culture, and climate. The SAT will be facilitated by the Director of Student Affairs.

Administrative Structure - Teacher, Parent and Student Input into School Decision-Making

Gilchrist Academy's administrative structure provides for on-going input from teachers, staff, parents and young men into the decision-making processes at the school.

The Principal will work in partnership with each of the key administrators to administer and implement mission-aligned goals for *curriculum and teaching*, *student achievement*, *fiscal planning*, and *operations*. The chart below illustrates the projected decision-making hierarchy.

Table 10: Gilchrist Academy Decision-making Matrix

Organizational Decision Area	Sets goals and makes final decisions	Decision Makers	Decisions are Informed by...	Forums for Decision- making
<i>Curriculum & Teaching</i>	Principal	Principal, Literacy/Numeracy Specialists, Teachers, Academic Director	Student assessment data Professional development needs	Full-faculty meetings, Administrative-level meetings, Department meetings
<i>Student Achievement</i>	Principal	Principal, Literacy/Numeracy Specialists, Teachers, Academic Director	Student assessment data Student Services	Faculty meetings, Administrative-level meetings, Instructional Leadership Team (ILT)
<i>Fiscal Planning</i>	Principal	Director of Operations, Principal	Curriculum and Program Needs Student Services needs	Administrative-Team meetings
<i>Operations</i>	Principal	Director of Operations, Principal, Directors	Curriculum and Program Needs Student Services needs	Administrative-level meetings
<i>Student Affairs</i>	Principal and Director of Student Affairs	Principal and Director of Student Affairs Parent Council	Teacher Reports Director of DSA Reports	Student Affairs meetings, Student Council
<i>Parent &</i>	Principal and	Director of Student Affairs,	Parent Reports	Family Council

Organizational Decision Area	Sets goals and makes final decisions	Decision Makers	Decisions are Informed by...	Forums for Decision- making
<i>Community Involvement</i>	Director of Student Affairs	Guidance Counselor Social Worker	Teacher Contact Logs	Meetings, Student Council

The school will conduct annual surveys with parents, teachers, young men, and community organizations to gauge their satisfaction with the school and its policies.

d. School Management Contracts

Gilchrist Academy has no plans to enter into a contract with a school management firm.

3. Finance

a. Anticipated Sources of Funds

Revenue: Public per Pupil, Facilities and Federal Entitlements

Gilchrist Academy anticipates receiving \$1,747,118 million dollars in revenue generated via the combined public per pupil (\$1,039,118) operating and non-residential per pupil facility (\$300,000) allocation for operating Year 1 (based on a planned annual enrollment of 100 6th grade student).

Revenue: Federal Entitlements

Revenue projections were generated from earlier calculations by the GoldStar Group using an annual inflator of 1.03% and is based on student enrollment growth projections (100 to 300 over 5 years). Over 80 percent of the student body is projected as being eligible for Title I funds; and 12percent of the student body will be eligible for special education services. We also anticipate receiving Title III funding given the changing demographics of the target areas. This could be an additional revenue source if we enroll LEP or ELL young men. Other Federal funding sources include: Title V (b) funding in years one and two and the Federal lunch program supplement.

Bank Line of Credit

In order to protect against likely, flow imbalance due to re-payment schedule for federal grants, we will secure a line of credit from our bank as soon as possible after receiving the charter.

Other Grants

In Year 1 we anticipate receiving \$46,768 in Federal entitlements, and in Year 2 we anticipate receiving \$96,342 in other government funding/grants.

Table 11: Revenues: Per Pupil & Facilities Allotments, Federal Entitlements, and Other income

	Planning Year	Operating Year 1	Operating Year 2	Operating Year 3	Operating Year 4	Operating Year 5
REVENUE	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
Per Pupil Allowance		1,319,118	2,705,382	4,152,143	4,251,507	4,353,852
Facility Allowance		280,000	560,000	840,000	840,000	840,000
Federal Entitlements		46,768	96,768	286,443	295,036	303,887
Other Funding/Federal Grants	190,000	396,768	541,742	435,291	448,350	461,801
Other Income		31,232	64,338	99,402	102,384	105,456
TOTAL	190,000	1,747,118	3,311,462	4,686,837	4,802,242	4,921,109
Total # of Students		100	200	300	300	300

Our fundraising and development committee and the school's administrative team, will seek funds from public (federal and district) and private sources. A full-time Director of Development will join the administrative team in year 3 to manage the school's grant development and fundraising efforts.

Contingency Plan

We have constructed a conservative budget that assumes no substantial growth in key revenue sources such as the per pupil allotment rate, but does assume a growth in expenses, such as increasing salaries at 3 percent per year and site acquisition costs.

Our budget does not include non-public, grant funds and/or in-kind donations. However, should revenues be insufficient to meet this budget, we have the following contingency plans:

1. Attempt negotiations of current occupancy space and lease agreement with landlord.
2. We have budgeted for salaries above the local pay scales, and would consider reducing staff and salaries and stipends. We would consider increasing employee contributions to their health insurance plan and delaying the hiring of non-instructional staff.
3. If the shortfall were not chronic, we would also consider a short-term line of credit.

Additionally, we have asked GoldStar Group to generate additional 1st and 2nd year operating budget projections in the event that enrollment in the first year is 10- 20 percent below projections. We believe that a lower pupil allocation based on enrollment will not compromise the integrity of the core curriculum and our goals of becoming a high performing college preparatory middle school.

b. Planned Fundraising Efforts

Gilchrist Academy's Board of Trustees' Finance committee will lead our fundraising efforts. This planning is still in the developmental stage. We will concentrate on grants, individual donors and foundations. The Board will develop a fundraising strategy, including setting goals and developing a list of targeted donors (government, foundation, corporate, and individual). The Board and Executive Director will implement the plan jointly.

Examples of High-Potential Foundation Funding Sources:

- Walton Family Foundation
- Morris and Gwendolyn Cafritz Foundation
- Eugene and Agnes Meyer Foundation
- Symantec Foundation
- Cisco Foundation
- Mott Foundation
- World Bank
- Kimsey Foundation
- Tiger Woods Foundation

Examples of Federal Funding Sources:

- Innovation/Stimulus Funding
- Charter School Planning Grants
- Social Innovation Fund

c. Financial Management and Accounting

Gilchrist Academy will hire GoldStar Group to develop and manage our business and financial needs. An on-site Director of Operations will be hired to work with GoldStar Group on a part time basis. The Director of Operations will work with the Principal in reviewing all monthly periodic and annual reports prepared by GoldStar Group for presentation to the Board. The Director of Operations will work with GoldStar Group to prepare all financial statements for audit. Corrective actions noted by the auditor will be reviewed by the Board's finance committee who will make recommendations to the Principal.

Financial Management and Internal Accounting Procedures

The Board of Trustees will have ultimate responsible for the fiscal well-being of the school. GoldStar Group will be contracted to manage the school's pre-operating and Year 1 accounting of revenues and expenditure, cash management, record keeping, preparation of the annual budget and other related financial management needs. The Board will exercise its authority via the Finance Committee. GoldStar Group will create and maintain our financial records on an accrual basis in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants). Additionally, GoldStar Group will set up an

internal control system that will address our organization's needs in the following areas: cash disbursement, cash receipts, petty cash, payroll, recording of grants/gifts/bequests, check issuance, deposits, fixed asset recording and labeling, and annual budget. The Board of Trustees with the Principal will concurrently develop personnel policies that include salary levels, grievance procedures, severance, compensatory and overtime pay and other personnel related matters that have budgetary implications.

All pre-operating and Year 1 revenues and expenses will be deposited and expensed through a newly established account. Alison Mayas and Dianne Brown, have signature authority over this account. Any expense over \$5,000 will require approval of the President of the Board and Treasurer. Copies of payments made out of this account will be submitted to the Chair of the Board of Trustees and Treasurer on a monthly basis.

Cash Flow Management Plans to Ensure Availability of Funds

The school's Accountant will oversee the school's cash flow management by maintaining separate operating accounts at a designated bank. The Board of Director's Treasurer with the assistance of GoldStar Group staff will review all aged accounts and grants receivable on a monthly basis. Additional fiscal controls and financial management policies will be developed to ensure the school maintains the needed cash flow and to ensure accurate and timely financial reporting. The school agrees to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).

d. Civil Liability and Insurance

Gilchrist Academy will maintain the following types of levels of insurance:

Type	Estimated Amount
General Liability	\$2,000,000
Director's and Officer's Liability	\$3,000,000
Educators Legal Liability	\$1,000,000
Umbrella Coverage	\$5,000,000
Property/Lease Insurance	100% of Replacement Cost
Boiler and Machinery Insurance	\$1,000,000 (if appropriate or actual loss)
Workers Compensation	As required by law

The Academy will use Cassidy and Barly to secure liability and insurance coverage.

e. Provision for Audit

Gilchrist Academy will perform an annual audit under the direction of a District of Columbia licensed Certified Public Accountant or accounting firm. The audit will meet all Generally Accepted Government auditing standards and PCSB audit requirements and policies. The audit findings and financial statements will be submitted to the PCSB and other regulatory agencies. We have set aside \$18,000 in our operating budget to cover the costs for performing the audit on annual basis and other payroll and accounting needs for Years 1 through 5. The school will utilize a highly qualified auditing firm.

4. Facilities

a. Identification of a site

Gilchrist Academy intends to be located in Ward 7 or 8. We anticipate leasing a temporary space for 4 years, and then moving to a permanent site. This will help keep facility costs in line with student enrollment. We have been promised incubator space through Building Hope which would allow us to conserve resources in preparation for purchasing or constructing a permanent site. A communication of support from Building Hope is included in Section J. We anticipate two possible timeframes for finding and securing our initial facility, depending on the available incubator spaces. In the first instance, upon receiving our charter, we will immediately speak with Tom Porter of Building Hope and determine if an existing site is available and meets our needs. In the second instance, we will continue to work with Building Hope to find an incubator site through DCPS or co-location. Based on Building Hope's previous experiences, we anticipate the identification of a site by April 2012, obtain site control in June or July and complete renovation and move in by August 2012.

b. Site Renovation

We hope to identify a temporary site that requires us to do little renovation, such as an incubator site through Building Hope. However, we have budgeted funds for minimal renovations for our first three years. Before signing any lease, we will ensure that the building is in compliance with building and safety codes.

c. Financial Plans for Facilities

Gilchrist Academy anticipates leasing a building for the first 4 years, with an ultimate goal of purchasing or constructing a permanent site to begin use in year 5. Our projected budget for the first four years includes rental space using the public funds available to the academy. We will take the following steps in order to secure the funding needed to take on the lease prior to the release of the first per pupil and facilities allotments:

- Negotiate the renovation and space preparation into the lease;
- Secure a line of credit from our bank to be repaid upon receipt of our allotment; and
- Raise additional funds in the planning year from private sources

d. Building Maintenance

It is our intention to negotiate a lease that includes building maintenance in the monthly rent. However, we have budgeted \$25,000 for building services and \$6,000 for janitorial supplies in Year 1. Services such as utilities and garbage contracts and services, maintenance supplies, repairs and janitorial supplies will equal 16 percent of the budget. Any site selected will comply with all applicable building codes and requirements for occupancy.

5. Recruiting and Marketing

a. Outreach to the Community

Gilchrist Academy's outreach effort will target all grade 5 District (charter, public, private, parochial) male students, with particular emphasis on enrolling young men of Ward 7 and Ward 8. Gilchrist Academy founders will publicize the school throughout the community of Ward 7 and Ward 8 and to a more limited degree, city-wide using a variety of strategies. We will offer classes including technology training (and Diploma Plus) for parents and adults. We will provide space on weekends to the community for meetings and small events.

It is important that parents have trusted members of their community on the board to make important decisions on their young men's education. We will have two parents on the Board of Trustees, and we desire to have clergy from Ward 7 or 8 on our Board as well.

Scheduled meetings- Our recruiting committee has scheduled and will continue to schedule meetings with Wards 7 and 8 leaders. It is our hope that by building these relationships we will show our commitment to establish a positive relationship with young men and their families and be good neighbors within the community. Founding members of Gilchrist Academy have scheduled meetings with organizations within Wards 7 and 8 including, ANC, THEARC, Metropolitan Police, Peaceaholics, DC public librarians, area deacon boards, and community residents.

Print and Radio Media- Gilchrist Academy will advertise the school through a variety of advertisement opportunities including print media, *The Washington Post*, *The Washington Informer*, *East of the River Hill Rag*, and *the Washington Parent Magazine*. The school will advertise recruiting dates on local area radio stations that include AM and FM stations. Members of the committee have contacts for all radio stations to schedule interviews with radio and print media to discuss Gilchrist Academy to give informed interviews for their listeners and readers alike.

b. Recruitment of Young men

Gilchrist Academy's recruiting committee will schedule Open House sessions within Ward 7 and Ward 8 to give information about the school. During these meetings, potential students and parents will learn about Gilchrist Academy, our mission, philosophy and educational approach. Student enrollment efforts will begin July 2010. During the planning year of July 2010 through April 2011, Gilchrist Academy will hold informational sessions to provide parents multiple

opportunities to learn about the school and complete intent to enroll forms for their young men. If desired, parents will also have the opportunity to finalize the enrollment process at these sessions. We will also seek to attend local and individual schools' recruitment fairs. Gilchrist Academy plans to be located in Ward 7 or 8. Currently, in these Wards, there eight middle schools and two charter middle schools serving grades 6-8. While recruitment efforts are well planned and stringent, we are not in an area heavily populated with middle school options for young men. We do not see enrollment as being an easy task, but we do feel that with thorough planning we will be effective in our recruiting. We believe our strategies may impact other schools in that young men who are interested in our model may leave a school they formerly attended to enroll. While we have the same goal of other area middle schools of a rigorous curriculum with high standards, we will offer a single-sex school that is technology enriched, with demanding instructional programs designed for young men to develop academically and socially. Thus we feel this will attract young men with an interest in our program options.

Recruitment Strategies

Open Enrollment

Recruitment at Gilchrist Academy will be an ongoing process where activities and opportunities will be planned. We will have open enrollment dates that will be announced. Open enrollment for Gilchrist Academy will begin in November 2012. These sessions will continue through June 2013. If we reach enrollment capacity before June 2012, our lottery date will be March 31, 2012. Enrollment efforts will continue through the summer of 2012 and our recruiting committee will attend all citywide recruitment fairs for prospective young men.

Over Enrollment

If we have more young men interested in enrolling than we have space, we will generate a waitlist for young men and contact them of openings. The waitlist will be kept current by Gilchrist Academy leadership and the recruitment committee so these young men and their parents will be contacted immediately. Siblings of currently enrolled young men will have the opportunity to enroll first. A random selection process will occur for all young men that are not a sibling of an attending Gilchrist Academy student. Young men that are wards of the state, or homeless will be registered in the same random process of first come first serve as all young men. Once enrolled, however, the records for these young men will be kept with the attendance designee, so accurate communication will occur with the department of social services or the student's legal guardian.

Under Enrollment

Gilchrist Academy will have a contingency budget plan if we are under enrolled. This budget plan consists of staffing changes that will occur and support services that will be done on a

contractual basis instead of through in-house employees. Volunteering will also increase with this contingency budget.

Community Involvement

Traditional recruiting will occur through flyer distribution in Wards 7, 8 and beyond. School flyers will be given out in locations throughout Ward 7 and 8 including, Congress Heights and Anacostia metro stations, Department of Human Services, THEARC, Arthur Ashe Tennis and Recreation facility, the Family Strengthening Collaboratives, and all Boys and Girls Clubs.

The student recruiting committee will do a mailing to all fifth grade young men within Wards 7 and 8. We will buy the information from American Student Lists. In the second year of Gilchrist Academy, we will appoint Gilchrist Academy's Student Ambassadors to participate in the recruitment effort. These young men will participate in activities including recruiting at area elementary schools, giving their student view of Gilchrist Academy.

Parents

Gilchrist Academy believes that parents are a key resource and our most important partner to educate young men. This belief will be transparent in many ways throughout Gilchrist Academy. Parents who expressed an interest will be asked to participate in the recruitment effort of Gilchrist Academy. Parents can phone bank parents and guardians who have expressed interest in enrolling and give their perspectives on Gilchrist Academy.

Parents will also be asked to attend community fairs and meetings to give information about the school. We will ask parents to distribute flyers in their neighborhood, churches and places they frequent to inform others of the school. This program will enable parents to reach out to other parents and guardians in the community. Parents will be given the opportunity to participate in an incentive program in which they will receive gift cards for every 3 young men they recruit and enroll at Gilchrist Academy.

c. Future Expansion and Improvements

During the first five years of operation, we are projecting we will reach our full capacity of enrollment in year 3. The table below includes the numbers of additional English Language Learners and special education young men we can anticipate over a five-year period. Though nationally the special needs population is approximately 12 percent, we expect a slightly larger percentage of young men (approximately 15 percent) with IEP and 504 plans in Wards 7 and 8. We have factored staffing and fiscal capital needed to expertly serve this group of young men.

The ELL population is approximately 5 percent. We are developing plans and instructional strategies (e.g., sheltered immersion training for teachers, recruiting bilingual student support staff) to serve these young men should they enroll at Gilchrist Academy.

Table 12: Student Populations

Year	Grades	6th	7th	8th	Total	ELL	SP ED Levels 1,2,3
2012- 13	6th	100	-	-	100	5	14
2013-14	6 th ,7th	100	100	-	200	10	29
2014-15	6th-8th	100	100	100	300 Optimum Capacity	15	43
2015-16	6 th -8 th	100	100	100	300	15	43
2016-17	6 th -8th	100	100	100	300	15	43

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

The following is Gilchrist Academy's timetable for registering and admitting. Lottery and admission deadlines are also provided below:

Recruitment, Selection, and Enrollment Calendar	
Activity	Date
Student Application Development	May 2011
Student Recruitment Campaign	July 2011- August 2012
Open Enrollment	November 2010-June 1, 2011
Informational "Open House" Seminars	August 2010- April 2011
Gilchrist Academy Lottery	March 31, 2011
Intent to enroll forms completed	May 21, 2011
DC Verification Date	August 2011
Parent / Guardian Orientation	August 2011
Student Orientation	August 2011
School Year Begins	September 2011

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

Admission

Admission to Gilchrist Academy will be open to all young men who are residents of the District of Columbia. Parents will be allowed to register their child if they are of the correct grade for enrollment. Gilchrist Academy will begin enrolling sixth grade young men only the first year of operation. Gilchrist Academy will not limit enrollment on the basis of a student's race, color, religion, national origin or of their status of special needs.

Enrollment

All young men and their parent/guardian of Gilchrist Academy will be required to complete an application for registration. The information collected is informational only and will not be used for purposes of selection criteria for determining admission. In order to complete registration, parents/guardians will have to complete the registration forms in their entirety as well as submitting verification of D.C. residency, all required health forms, and a Home Language Survey form to complete the entire process of enrollment to Gilchrist Academy. All young men and parents/guardians of Gilchrist Academy will be required to attend orientation which will cover school attendance, policies, and requirements for the school year. If a student has an Individual Education Plan, (IEP) they will be required to submit a copy of the IEP. Families will be asked to submit documentation that will best help us understand their child's learning and

social, emotional needs, strengths and weaknesses. We understand that the Academy is a public school and young men with IEPs will not be required to submit an IEP as a condition of enrollment.

Non-resident young men

Any non-resident of D.C. will be required to pay tuition at the appropriate rate that is established for DCPS.

Student Withdrawal/ Transfer

Young men of Gilchrist Academy will have the ability to withdraw at any time.

Parents/guardians will be asked to fill out a withdrawal/transfer form that will give the administration information on where the student will be attending school to ensure that Gilchrist Academy has accurate and updated information. The form will provide Gilchrist Academy permission to forward grades and provide accurate information to the new school.

Suspension and Expulsion of Young men

It is the goal of Gilchrist Academy is to provide an effective school-wide code of conduct and disciplinary policy that identifies expected and prohibited behaviors. Young men who fail to follow the code of conduct will not be allowed to disrupt the education and safety of other young men. Gilchrist Academy will provide an emotionally and physically safe environment for young men and staff alike. All student suspensions will fall under the auspices of the Director of Student Affairs. Expulsions will be determined by the Principal after proper school procedures have been followed.

We expect all young men to enter the school each day ready to learn and to behave with respect and cooperation toward other members of Gilchrist Academy community. Young men and staff will share responsibility in building and supporting the school community through positive behavior. It is the expectation that all enrolled young men will read, understand, and follow the Code of Conduct at all times.

Disciplinary actions of young men with IEP and/ or in Need of IEP Review

The consequence given to a student in this category will be determined by the Director of Student Affairs after the inappropriate behavior has been discussed with the Special Education Coordinator. The IDEA amendments will provide guidelines for suspension/expulsion for all young men with IEP's. Gilchrist Academy will follow all rules and regulations regarding behavior intervention plans, disability determination meetings, and modifications necessary to address the behavior of young men with an IEP.

Suspension of General Education Young men Level III Behavior

Behavior that is illegal or endangers/threatens young men and/or staff or their property is prohibited on school grounds, when a student is en route to school, after immediate dismissal from school, and/or school sponsored field trips including after school activities. This behavior will be considered for suspension or expulsion and young men will be disciplined in the same manner whether the behavior is directed towards young men or staff. The following extreme and/or illegal behavior will fall under this category:

- Fighting or other violent behavior toward young men or staff;
- Harassing/threatening/ abusive behavior towards staff or other young men;
- Possession or use of drugs, alcohol, cigarettes or other prohibited item;
- Possession of weapons or other prohibited items including contraband on school property or on school sponsored field trips / activities;
- Violation of disciplinary probation and/or behavior contract;
- Burglary or theft of school property, personal property of young men or staff;
- Arson, burning of school property, personal property of young men or staff;
- Vandalism or malicious destruction of school property, personal property of young men or staff;
- Sexual Harassment towards other young men or staff;
- Bullying, extortion, blackmail, obtaining property or money by physical force or intimidation towards young men or staff; and
- Terrorism and/or bomb threats called to the school or the reporting false information.

Development of Student Policies and Procedures

The Principal will develop student policies and procedures for Gilchrist Academy. These policies and procedures will be published in the Student Family Handbook. All young men, parents and staff will receive a copy of the handbook during orientation. The Director of Student Affairs will consider, school culture, philosophy, mission and student population as a guide. The handbook will address all procedures including, Code of Conduct, dress code, attendance policy, use of technologies, and academic policies.

2. Human Resource Information

a. Key Leadership Roles

The following provides the names and qualifications of the individuals who will hold key instructional, administrative, business and legal leadership positions at Gilchrist Academy during the pre-opening planning year and Years 1 through 5.

Dianne Brown, Executive Director (100%)

Dianne Gilchrist Brown, Ed.D., has amassed an educational leadership portfolio that includes extensive experience in K-12 school district administration in the following areas: school reform methodology, effective school research, contract negotiations and administration, policy development and procedural implementation, personnel management including

evaluation and discipline, district-wide strategic planning, school/community/university, and business partnerships, collaborative and data-driven decision making, professional training of school administrators and teachers, curriculum development, instructional design, literacy, standards based instruction, budget planning, and safe schools. Her specific areas of expertise include: Teacher of English and Freshman Composition, Secondary School Principal, Human Resources Administrator, Contract Negotiator, Arbitrator, Instructional Leader, and School District Administrator. Dr. Brown has over 20 years of experience in educational leadership and management development, administration and supervision, organizational strategic planning, interpersonal relations and communications, curriculum development, grant writing and grant management. Her areas of certification include: Permanent New York State School District Administrator, Permanent New York State School Administrator – Supervisor, and Permanent New York State English Teacher, Grades 7-12. Dr. Brown has been an Invited Presenter at the Oxford University Round Table on the Future of Public Education in Oxford, England and participated in the Harvard University Principals' Center Leadership Institute. She earned the Ed.D. at St. John's University in Oakdale, NY; M.S. in Educational Administration from C.W. Post College, Long Island University in Greenvale, NY; and a B.A. in Secondary Education English at Hofstra University in Hempstead, NY. Dr. Brown also earned an Advanced Certificate in Labor Relations at the Cornell University School of Industrial and Labor Relations in New York, NY.

Principal

Alison Mayas, Director of Operations (50%)

Alison H. Mayas, B.A., is a management professional with more than 30 years of experience in administrative, logistical, and communications support operations. Ms. Mayas is the Executive Vice President of The MayaTech Corporation, a technical services and management consulting firm located in Silver Spring, MD. She previously was responsible for management and project coordination for MayaTech's Information and Communications Division supervising three operating units providing client support in the areas of: conference, logistics, and administration; information systems technology applications; and marketing, communications, and publication services. An experienced project manager and contracts administrator, she has completed training and received certification for courses in Contracting Officer Technical Representative (concepts) and Principles of Project Management. Ms. Mayas conducted regular project reviews to ensure that the quality of work performed on corporate contracts and task orders meet or exceed contract requirements. As a MayaTech corporate officer, she also ensured that each project is adequately resourced and appropriately managed to ensure successful completion of tasks. Prior to her business management career, Ms. Mayas was an educational administrator with background in educational programs management including budgeting, curriculum development, staff selection and supervision, and student counseling. Her special interest and experience areas centered on programs designed to meet the educational and employment needs of at-risk youth and adult student populations. These included campus-based Upward Bound programs, New York Higher Education Opportunity Programs, GED programs for migrant farm workers and for older adults, and proprietary skill training schools serving adult learners.

School Secretary/Registrar (to be determined) (100%)

The School Secretary/Registrar is responsible for providing administrative and office support to the Principal. The School Secretary/Registrar will be responsible for creating and maintaining student records, attendance, recruitment information, fielding parent inquiries, and general receptionist duties. The School Secretary will assist with the preparation of the monthly briefing materials for the Board of Trustees. This position will be filled at .25FTE during the pre-operation planning year, and increase to full-time (1.0 FTE) in Year 1. The School Secretary/Registrar will report to the Principal.

Legal Counsel

Mr. Jean-Marie Sylla, Jr., an Academy Founding Board member, is a partner of the law firm Taylor, Sylla & Agin and has experience working with DC charter schools. We will look to him for guidance in selection of appropriate counsel.

b. Qualifications of School Staff

Gilchrist Academy will seek to hire teachers, administrators and other school staff who bring creativity and innovation to their work, and who are eager to work with urban, male, middle school young men within a college preparatory learning context. In addition, we will seek teachers and staff who have experience in working within an inclusion model who can teach young men with various abilities and learning styles.

The Gilchrist Academy will recruit nationally, and seek to hire teachers who have multiple certifications enabling them to teach in more than one discipline. We will ensure that all teachers hired are ‘highly qualified’ (or “HQT”) according to the *No Child Left Behind Guidelines Act of 2000*. For middle school level instruction, teachers will be required to possess the following: 1) a bachelor’s degree, 2) teacher certification in the subject area or grade level to be taught, and 3) demonstration of knowledge as defined by DCPS or OSSE. We hope to hire a mix of instructional and non-instructional staff--those who are new to the teaching profession as well as veteran teachers. This will provide for a professional environment that naturally supports and encourages peer mentoring and coaching. The following is a draft of our faculty/teacher position description:

Faculty- Teachers (Level A, Level B and Level C)

Teachers will be required to demonstrate content mastery in the core curriculum content areas and meet the teacher quality standards of the No Child Left Behind Act (NCLB). They will also:

- Create a caring and safe classroom environment where young men are consistently engaged in meaningful learning activities.
- Provide differentiated learning experiences that provide for a full range of learners including special education and advanced learners.
- Use developmentally appropriate methodologies for planning and implementing instruction.

- Routinely modify instruction based on a regular analysis of a variety of assessment information.
- Integrate technology into the classroom as an instructional tool and for personal productivity.

Level 3 - Bachelor's degree (Master's preferred)

Level 2 – Bachelor's degree + 3-5 years' experience in content area teaching (Master's preferred)

Level 1 – Master's degree or higher with 5+ years of experience in content area teaching

Assessment of teacher hiring standards and Compliance with NCLB standards

The primary assessment of our teacher hiring standards (and compliance with NCLB standards) will be the teacher's ability to demonstrate content mastery. All candidates will submit to an interview with the Principal, and provide a sample lesson plan or tape of a lesson. Following a successful review of the materials, successful candidates will be asked to submit a portfolio profiling their best curriculum plans or materials and if feasible, provide a demonstration lesson.

Professional background, experience, personal qualities required of staff

Our minimum standards for teachers at the Gilchrist Academy include individuals who have the ability to do the following:

- Teachers have broad knowledge of the liberal arts;
- Teachers know content appropriate to their teaching specialty and the relevant applications of this content;
- Teachers understand the ways in which their teaching area connects in the broad curriculum;
- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of the young men they teach;
- Teachers recognize the impact of cultural, economic, political, and social environments upon their discipline;
- Teachers know the specific uses of technology in their discipline;
- Teachers practice effective classroom management;
- Teachers use a variety of methods to teach young men, including cooperative learning techniques, to promote content knowledge, critical thinking, and problem-solving skills;
- Teachers use a variety of methods to assess what young men have learned;
- Teachers align their instruction with the required curriculum;
- Teachers plan instruction that is appropriate for a diverse student population, including young men with special needs;

- Teachers have strong and current technology skills;
- Teachers believe that all young men will learn;
- Teachers know and respect the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality;
- Teachers meet high ethical standards of practice and engage in professional development activities, including the development in the area of technology;
- Teachers are reflective about their practice; and
- Teachers work collaboratively with colleagues, families, and the community to support the learning environment.

Staff Recruitment Strategy

The school will advertise all positions in a variety of ways, using networks such as internet-based job sites (Idealist, Agent K-12), National Association of Independent Schools (NAIS), DC Charter School Association, newspapers, postings at local universities and graduate schools of education, HBCU placement offices, minority recruitment associations, and teacher and educator job fairs.

Process for Background Checks

All new hires will be required to submit to background checks and complete an I-9 Form prior to beginning employment at the school. Following year 1, all employees will undergo repeat annual checks in compliance with NCLB. Gilchrist Academy will utilize the services of Check Point, the Federal Bureau of Investigation, and the Department of Human Services to conduct national background checks. Funds have been set aside in the school's budget to conduct fingerprinting, criminal and background checks on all employees, contract staff and volunteers working more than 10 hours on our campus.

c. Staffing Plan

The organizational chart below provides the projected Gilchrist Academy staffing plan and shows all administrative, instructional, and non-instructional and support positions for the first five years of school operations. The positions for classroom teaching and other educational support positions reflect our intention to provide small to moderate size classrooms and sufficient special needs, elective and specialty teachers to offer a complete, middle school program for a student body of 300 in grades 6 through 8. We believe this plan also shows our understanding of what it takes to provide strong but lean professional administrative, instructional and support functions for a 21st century, independent, urban public charter school.

Staffing Pattern Year 1-3

In the first year, we will hire 4.0 full time instructional staff (4 elementary teachers). The Founders and Education Design Team have determined the number of faculty needed by reviewing the per pupil allotment and the staffing plans of other high performing schools. It has

also been guided by the school's curriculum and planned programs. The academic support staff (Director of Academic Affairs and Special Education Coordinator), will work closely (in Year 1) with the elementary teachers to ensure that all identified young men are receiving the necessary educational modifications, accommodations and support as determined by their Individual Education Plan or 504 Plans. The Literacy coach will be hired (year 1) to assist in the classroom and also offer intensive literacy seminars/ interventions as an addition to core courses to which young men are regularly assigned.

In year 2, Gilchrist Academy will hire a Dean. The Dean will report to the Director of Student Affairs. It is our expectation that this position will be filled from within our ranks as we groom a teacher-leader and administrative-leader corps from among our own ranks.

The table below illustrates the numbers of projected administrative, instructional faculty and other educational staff for the first five years of operations. The teacher to student ratio will be at or below 1:20 each year. The faculty will be composed of the following teachers in the first year: Elementary teachers (4), and 1 Literacy Specialist for a total of 5 full time teachers. In the following three years, we will hire additional teachers for math, science, English, history, special education, computer science, Spanish, visual and performing arts, physical education and a numeracy specialist.

Table 13: Gilchrist Academy Projected Faculty and Staff

	Pre-Opening 2010-11	Year 1 SY 2011-12	Year 2 SY 2012-13	Year 3 SY 2013-14	Year 4 SY 2014-15	Year 5 SY 2015-16
GRADES		6	6,7	6,7,8	6,7,8	6,7,8
ADMINISTRATIVE						
Principal	1.0	1	1	1	1	1
Director of Operations	.50	1	1	1	1	1
Business Mgr.					1	1
Office Mgr.			1	1	1	1
School Sec./Registrar	.25	1	1	1	1	1
Total Administrative Staff	1.75	3.0	4	4	5	5
INSTRUCTIONAL STAFF						
Elementary Teachers		4	4	4	4	4
Core Academic Teachers			4	8	8	8
World Language			1	2	2	2
Literacy Specialist		1	1	1	1	1
Math/Science Specialist			1	1	1	1
Physical Education		contract	.50	1	1	1
Total Instructional Staff		5.0	11.5	17	17	17

	Pre-Opening 2010-11	Year 1 SY 2011-12	Year 2 SY 2012-13	Year 3 SY 2013-14	Year 4 SY 2014-15	Year 5 SY 2015-16
GRADES		6	6,7	6,7,8	6,7,8	6,7,8
OTHER EDUCATIONAL						
SPED Teacher			1.5	2.0	2.0	2.0
SPED Coordinator		1	1	1	1	1
Dean		0	1	1	1	1
Behavioral Specialist & Parent Liaison			2	3	3	3
Director of Student Affairs		1	1	1	1	1
Director of Academic Affairs		1	1	1	1	1
Director of Development			.50	1	1	1
Librarian/Media Specialist			.50	.50	.50	.50
IT Coordinator/teacher		contract	1	1	1	1
Social Worker			1	1	1	1
IB Coordinator			.50	1	1	1
Total Other Educational Staff		3.0	11	13.50	13.50	13.50
SUMMER ACADEMIC STAFF						
Academic Boot Camp Assistant	contract	Contract position	Contract position	Contract position	Contract position	Contract position
Specialized Summer Teachers	contract	To be determined	TBD	TBD	TBD	TBD
Total Summer Academic Staff	.50					
TOTAL STAFF		11.0	26.5	34.50	35.50	35.50
TOTAL STUDENT		100	200	300	300	300

Pupil Teacher Ratios Year 1 through Year 5

The following chart represents project pupil-teacher ratios for Gilchrist Academy year 1 through year 5, based on an anticipated enrollment of 100 6th graders per year.

	Pre-Opening	Year 1 SY11-12	Year 2 SY12-13	Year 3 SY 13-14	Year 4 SY 14-15	Year 5 SY15-16
Pupil/Teacher Ratios	n/a	20:1	20:1	20:1	20:1	20:1

Staff deployment to maximize the achievement of the school mission and academic goals

The projected deployment of staff has been carefully aligned with the mission, vision, and objectives of the school to support the achievement of our academic goals. Faculty will be responsible for a maximum 20 young men in each class and/or advisory, which will allow us to provide individualized attention for each student.

d. Employment Policies

Salaries, Contracts, Dismissal and Evaluation of Staff

Gilchrist Academy will recruit and hire outstanding teachers by being competitive within the local market and by providing a clearly articulated career ladder for all instructional and non-instructional staff.

Our employment policies will conform to the DCPCS School Reform Act laws and regulations. In addition, Gilchrist Academy will demand and maintain a drug-free work place. These policies will be fully articulated in the Employee and Staff Handbook. The handbook will be developed by an outside human resources consultant, under the direction of our Human Resources Committee of the Board of Trustees and the Principal.

In our first year, Gilchrist Academy will hire 4 elementary teachers, 1 literacy specialist and 1 special education coordinator. Teachers at Gilchrist Academy will fall into one of three categories and their salaries will be scaled accordingly: Beginning salary for Level A teachers will be approximately \$40-50K. Level B beginning salary will be approximately \$45-60K and a Master teacher's beginning salary will be approximately \$49-68K. Salaries will increase 3-5 percent annually. This structure is designed to reward outstanding teacher performance and to provide the vertical mobility and job flexibility from year to year which is necessary to retain the best teachers. Employee benefits are currently estimated at 75 percent of salary. They will include health, eye, and dental coverage. We will offer a 401(3) (b) plan to all full-time employees of the school by our third year of operation.

Teacher and Staff Evaluations

Teachers will set professional goals at the start of the academic year with the Principal. Teacher performance will be partially measured by student improvement at grade levels for which the teacher is responsible. Measurable student performance will be a primary factor in benchmarking teaching mastery in their practice. Teacher classroom performance will also be evaluated three times a year by the Principal. Other criteria such as participation in extracurricular activities support for school culture, and collaboration with other faculty will also be criteria for assessment.

Our criterion for evaluating or assessing teachers is divided into 12 categories. An accompanying rubric will be provided to the PCSB prior to the opening of school.

1. Planning & Preparation

2. Curriculum Design
3. Learning Environment
4. Instruction Methods and Teaching Style
5. Classroom Management
6. Mentoring and Coaching
7. Support of Student Learning & Tutoring
8. Benchmark & Assessment
9. Leadership and Collegiality with Peers and Administrators
10. Professional Development
11. Management of Resources
12. Student Performance & Analysis

The Board of Trustees will evaluate the Executive Director. The evaluation of the Principal will be conducted by the Executive Director. The timetable for reviewing and completing these performance criteria and protocols is July 2011. All staff will receive the school performance review criteria and assessment/evaluation materials at the signing of their employee contract.

Hiring and Dismissal Policies

Gilchrist Academy has not established employment or human resource/personnel policies. However, we do expect to have all appropriate employment policies detailed in a written Faculty and Employee handbook by June 2011.

All employees will have written contracts prior to their date of hire. The contracts will detail the terms of employment, and any additional conditions of that employment. Employees will be required to provide the school with official copies of their transcripts, diplomas, certificates, licenses and any other information requested by the school.

All full-time employee contracts will be for a period of one-year. There may be other categories of employees (i.e., contract employees, part-time employees, etc.), and their tenure with the school will be determined on a case-by-case basis. The terms, conditions and timeframe(s) under and for which any employee's contract may or may not be renewed will be fully articulated in the Faculty & Employee handbook.

Rights and Benefits of DCPS employees

As part of our goal of recruiting, and attracting high quality staff, we will also seek out highly qualified staff from the DCPS. We understand that we will be required (at the employee's request and discretion) to continue and contribute to the employee's retirement plan with DCPS. The employee will be made aware of their rights and can choose to continue their DCPS plan or to participate in our benefits plan. The appropriate language will be adopted from DCPS and school reform act language.

e. Use of Volunteers

Volunteers play an important role in school settings. They model and demonstrate to young men the importance of participating within communities by granting their time and support to organizations. Gilchrist Academy will work with various organizations and individuals in order to have a strong and supportive volunteer program that will work with young men directly as well as further program development and implementation.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

Gilchrist Academy will comply and meet all of the health and safety laws and regulations. All young men will be required to submit proof of their immunizations. All staff and faculty will be required to meet all health regulations and screenings and will be trained in CPR, First Aid and emergency procedures.

b. Safety

Gilchrist Academy will comply and meet all building and facility safety requirements of the Americans With Disabilities Act, and all requirements of the *DC Code* sec. 5-501 et seq (to include Section: 404 Fire and Evacuation, Section 405: Emergency Evacuation Drills, Section 406: Employee Training and Response Procedures, Section 407: Hazard Communication, Section 408: Use and Occupancy Related Requirements) for fire safety.

c. Transportation

Gilchrist Academy will comply and meet the transportation needs of our young men and families. This will include but is not limited to: providing families with information regarding Metrorail and Metrobus reduced fair program for young men. Arrangements for transportation for young men with significant disabilities will be handled in consultation with the DC Public Schools Special Education Transportation Liaison.

d. Enrollment Data

Gilchrist Academy will comply with and meet the enrollment data requirements of §38-1802.08, DC School Reform Act. This includes verification of the District of Columbia residency status of each student, and maintenance of daily enrollment information, and student identification data. Enrollment data will be provided to the appropriate District and federal authorities as required.

e. Maintenance and Dissemination of Student Records

Gilchrist Academy will maintain a computerized record of all student information (SIS) and comply with and meet the requirements of D.C. Codes Section 31-401 (Compulsory School Attendance), Section 31-501 (Immunization of Young men), Section 31-601 (Tuition of Nonresidents) and Section 29-501 (Non-profit Corporations). The school will work closely, as necessary, with the DCPS and other sending LEAs to secure all relevant background student

information. The school will obtain parent authorization prior to requesting the release of any student information to the school.

f. Compulsory Attendance Laws

Gilchrist Academy will comply and meet the requirements of the District of Columbia's Compulsory Attendance Laws (DC Code 31-401) by maintaining complete attendance records of all young men. Daily attendance records of each student will be kept and monitored for compliance with all relevant laws and statutes. The school will electronically track student attendance and support attendance recordkeeping. Though young men 18 years of age or older are exempt from the attendance laws, we will make every attempt to hold these young men to the same attendance expectations as young men under the age of 18.

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

Gilchrist Academy will ensure that the school is in compliance with and meets all requirements of IDEA and the Rehabilitation Act of 1973.

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

Gilchrist Academy will ensure that the school is in compliance with and meets all requirements of Title I of the Improving America's Schools Act. This will include but is not limited to: ensuring that all faculty meet the NCLB 'highly qualified status' (HQT), timely notice to parents of all teacher HQT status and the school's AYP status, and achieving AYP in math, English and attendance for all categories of young men (to include English Language Learners, special needs young men, and economically disadvantaged young men).

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

Gilchrist Academy will comply with and meet the requirements of all federal (Civil Rights Act of 1964) and District of Columbia civil rights law and statutes (see §38-1802.02 (1) and 38-1802.04 (c) (5) of the DC School Reform Act). The school will adhere to all federal and District civil rights regulations to ensure that discrimination on the basis of race, creed, national origin, religion or gender against any student, employee or volunteer, will be strictly prohibited.

j. Other

Gilchrist Academy will comply with and meet the requirements of all federal (Civil Rights Act of 1964) and District of Columbia civil rights law and statutes (see §38-1802.02 (1) and 38-1802.04 (c) (5) of the DC School Reform Act). The school will adhere to all federal and District civil rights regulations to ensure that discrimination on the basis of race, creed, national origin, religion or gender against any student, employee or volunteer, will be strictly prohibited.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of the Charter

Table 14: Charter Petition Pre- Application Process and Activities (2011-2012)

	J	F	M	A	M	JE	J	A	S	O	N	D	J	F	M	A	M	JE	J	A	SY 12-13
EDUCATIONAL/ STUDENT ACADEMIC PROGRAM																					
CURRICULUM																					
• Establish Curriculum Writing Team																					
• Complete frameworks maps, scope and sequence																					
• Complete pacing guides																					
• Develop lesson plans for 1 st 2 weeks of school																					
• Develop assessments																					
• Select and purchase instructional materials and resources																					
SCHOOL STRUCTURE AND SCHOOL DAY																					
• Finalize school calendar																					
• Finalize daily schedule																					
SPECIAL EDUCATION/ENGLISH LANGUAGE LEARNERS																					
• Collect relevant data on incoming students																					
• Identify and hire Special Education Coordinator																					
• Review special educations laws and policies																					
• Create student record keeping process																					
• Establish student referral process																					
• Establish individual programs for Sp Ed/ELL students																					
INTENSIVE STUDENT SUPPORT																					
• Identify students who will need intensive support																					
• Develop program for students needing intensive support																					
EXTENDED DAY PROGRAM																					
• Determine needs of school and students																					

	J	F	M	A	M	JE	J	A	S	O	N	D	J	F	M	A	M	JE	J	A	SY 12-13
• Identify possible partners																					
• Select partners and get contracts																					
SCHOOL CULTURE AND DISCIPLINE																					
• Develop initial school policies and procedures (attendance, homework, parent involvement, discipline, etc.)																					
• Develop student and family handbook																					
• Finalize policies with staff input																					
• Include specific discussion of discipline at Parent Orientation																					
ASSESSMENT AND ACCOUNTABILITY																					
• Select and/or create performance measures																					
• Select and purchase student information system																					
• Complete rubrics																					
• Develop data collection calendar and reporting requirement systems																					
• Develop student records/reports and templates																					
GOVERNANCE																					
ESTABLISH LEGAL ENTITY OF SCHOOL																					
• Write bylaws																					
• Write Articles of Incorporation																					
• Apply for 501c3 status																					
• Ensure legal compliance																					
BOARD OF TRUSTEES																					
• Write policies and procedures/ complete Board Manual																					
• Develop position descriptions, including office responsibilities																					
• Develop transition plan from Founding Group to Board of Trustees																					
• Identify initial members																					
• Confirm initial members, positions, and committee assignments																					
• Board orientation and retreat																					

	J	F	M	A	M	JE	J	A	S	O	N	D	J	F	M	A	M	JE	J	A	SY 12-13
• Identify parent members																					
• Elect parent members																					
EMPLOYEE and CONSULTANT CONTRACTS																					
• Develop employee and consultant contracts																					
OPERATIONS																					
FINANCIAL MANAGEMENT																					
• Choose bank and establish appropriate accounts																					
• Set up financial systems and accounting procedures/ Write Fiscal Policy Manual																					
• Set up payroll process																					
• Establishing monitoring systems, including actuals vs. budgets and class flow projections																					
• Obtain insurance policies																					
• Select auditor																					
• Modify and refine budget for year 1 and beyond																					
INSURANCE																					
• Finalize appropriate coverage levels																					
• Obtain quotes and select provider																					
FACILITIES																					
• Identify and select a school site																					
• Negotiate and complete lease																					
• Ensure site meets occupancy requirements																					
• Schedule inspections/obtain permits																					
• Obtain Certificate of Occupancy																					
• Set move-in date and prepare facility for move-in																					
• Move in furniture, supplies, etc.																					
HEALTH AND SAFETY																					
• CPR training																					
• Fire drill and emergency exit plan																					
• Fire and water inspection																					
• Obtain student medical forms																					

	J	F	M	A	M	JE	J	A	S	O	N	D	J	F	M	A	M	JE	J	A	SY 12-13
FOOD SERVICES																					
• Ensure facility meets food service requirements																					
• Obtain quotes and select vendor																					
• Ensure appropriate staff have food handler certification																					
PROCUREMENT (SUPPLIES AND EQUIPMENT)																					
• Establish policies and procedures																					
• Develop in-kind donation relationships																					
• Identify needs for furniture, office supplies, classroom supplies, instructional materials, etc.																					
• Purchase all needed materials																					
TECHNOLOGY/INFORMATION SYSTEMS																					
• Determine technology needs – hardware and software																					
• Obtain quotes and select vendor for SIS, financial, internet, and hardware needs																					
• Set up data bases and infrastructure																					
HUMAN RESOURCES/PERSONNEL/STAFF SUPPORT																					
STAFF:																					
• Finalize job descriptions																					
• Conduct job search																					
• Engage in intensive selection process																					
• Appoint Executive Director																					
POLICIES AND PROCEDURES																					
• Write Employee/Personnel Handbook																					
• Determine salary scale and benefits package																					
• Create standard Employment Contract																					
• Create staff evaluation plan																					
• Create secure Personnel Files																					
TEACHER PROFESSIONAL DEVELOPMENT																					
• Create school day embedded professional development schedule																					
• Create skeleton outline of topics for professional development in year 1																					

	J	F	M	A	M	JE	J	A	S	O	N	D	J	F	M	A	M	JE	J	A	SY 12-13
OUTREACH																					
STUDENT RECRUITMENT AND ADMISSIONS																					
• Finalize student recruitment plan																					
• Refine application timeline and lottery process																					
• Complete application packet/materials																					
• Implement student recruitment plan																					
• Develop parent and student handbook																					
• Plan orientation process and program																					
• Participate in application process, including lottery if needed																					
• Communicate with applicants of status																					
• Mail acceptance letters and collect "Intent to Enroll" forms																					
• Collect all necessary enrollment paperwork																					
• Conduct parent and family orientation																					
PARENT OUTREACH AND INVOLVEMENT																					
• Develop school information packet for parents																					
• Outreach and Open Houses for parents through networks, parent organizations, and community contacts																					
• Establish Parent Advisory Council																					
COMMUNITY INVOLVEMENT																					
• School information sessions at community meetings, organizations ANC's and churches																					
• Identify community partners for school, student, and community support																					
DEVELOPMENT AND MARKETING																					
• Identify and apply to public funding sources																					
• Identify and apply to private funding sources, including individuals																					
• Create marketing materials																					
• Develop donor tracking systems																					

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

Gilchrist Academy will maintain a comprehensive record of all student information on our Student Information System (i.e., PowerSchool). We will also comply with and meet all of the requirements of the DC Codes, Section 31-401 (Compulsory School Attendance), Section 31-501 (Immunization of Young men), Section 31-601 (Tuition of Nonresidents and Section 29-501 (Non-profit Corporations). Gilchrist Academy will work closely with DCPS and other sending LEAs to secure all relevant background student information. We will obtain parent authorization prior to requesting release of any student information.

While we understand that not all families will have access to the latest technology (i.e. email, internet) the school will make available important information by way of the academy's website. Teachers will have email accounts which will be made available to families.

We have begun discussions with Williams Systems, a technology firm, to ensure that we will have a technology infrastructure that will support the maintenance and reporting of academic and non-academic performance data transmittal by way of high speed internet connection. Presently, the identified technology firm has a long standing contract with a DC public charter school and maintains a comprehensive understanding of the technological needs of charter schools. The Director of Operations is responsible for maintaining the integrity of this initiative.

C. Major Contracts Planned

Gilchrist Academy has no major contracts, with a value equal to or exceeding \$25,000 planned at this time. We have begun conversations with Revolution Foods, a food service company in Ward 8 regarding their ability to provide hot and cold meals to 100 young men beginning in August 2011. We have also contacted a number of area charter, independent and parochial schools for information regarding vendors and their experiences with those vendors. No contracts for service or materials over \$25,000 will be entered into until or unless it has been approved by the Board of Trustees and the proper documentation (or contract package) has been submitted to the DCPCSB.

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

Orientation of Parents

Gilchrist Academy will schedule an orientation for all parents before the beginning of each school year. Parents will be given a student / family handbook. The handbook will include a school calendar, the Code of Conduct, uniform guidelines, and academic policies. Teachers will distribute a course syllabus with program descriptions.

Orientation of Teachers

Gilchrist Academy will hold orientation and professional development meetings before the beginning of each school year for all teachers and staff. Teachers will receive training in classroom management and implementing a standard- based curriculum. In addition to

these orientation meetings, staff will receive a staff handbook that includes human resource information, schedule of pay, vacation and sick leave, health and other benefits, and insurance information.

e. Services Sought from the District of Columbia Public Schools

Gilchrist Academy will act as its own LEA, and may seek services from the District of Columbia Public Schools. The school will seek to work with DCPS to obtain student files, assessment data and identification information.

D. Public Charter School Mission Accomplishment Plan

Table 22: Mission Accomplishment Plan

MISSION				
The mission of Gilchrist Academy Public Charter Middle School is to empower urban, male students in grades 6 through 8 to achieve their full intellectual and social potential by providing a demanding, standards- based, and culturally relevant curriculum; sustaining a school culture that supports and promotes each student's trajectory toward academic achievement and character development; and engendering a college- bound perspective in each student.				
Goals Against Which the School's Success Will be Judged	Performance Indicators	Assessment Measures	Implementation Timeline	Collecting, Storing, Reporting Performance Data
GOAL ONE Young men will become proficient in literacy (reading and writing) within 3 years of enrolling at Gilchrist Academy to be prepared to enroll in a high performing high school.	Young men will demonstrate proficiency on the Reading portion of DCCAS. 70% of young men will demonstrate proficiency or higher as measured by DCCAS.	District of Columbia Comprehensive Assessment System (DC-CAS) DC BAS via quarterly benchmarks NWEA fall to spring benchmarks	The baseline data will be obtained in spring 2013 administration of the assessment. Every 10 weeks Fall 2012 and spring 2013	Based on the established guidelines, data will be collected, stored and reported via a comprehensive student information system to all appropriate stakeholders
GOAL TWO Young men will become proficient in math within 3 years of enrolling at Gilchrist Academy to be prepared to enroll in a high performing high school.	Young men will demonstrate proficiency on the math portion of DCCAS. 70% of young men will demonstrate proficiency or higher as measured by DCCAS.	District of Columbia Comprehensive Assessment System (DC-CAS) DC BAS via quarterly benchmarks NWEA fall to spring benchmarks	. The baseline data will be obtained in spring 2013 administration of the assessment. Every 10 weeks Fall 2012 and spring 2013	Data will be collected, stored and reported via a comprehensive student information management system. Parents will be informed of their child's progress. Advisors will be required to encourage student progress and keep parents apprised of

MISSION The mission of Gilchrist Academy Public Charter Middle School is to empower urban, male students in grades 6 through 8 to achieve their full intellectual and social potential by providing a demanding, standards- based, and culturally relevant curriculum; sustaining a school culture that supports and promotes each student's trajectory toward academic achievement and character development; and engendering a college- bound perspective in each student.				
Goals Against Which the School's Success Will be Judged	Performance Indicators	Assessment Measures	Implementation Timeline	Collecting, Storing, Reporting Performance Data
				young men' strengths and weaknesses.
GOAL THREE Young men will demonstrate proficiency in the knowledge and application of technologies.	By the end of the 8 th grade, the young men will develop their proficiency in the use and application of varied technologies through the presentation of a digital portfolio. By the end of the 8 th grade young men will be able to use publishing and presentation software. They will link information residing in different applications.	Digital Portfolio is required as a promotion standard. Portfolio requirements outlined in attachments, Portfolio Presentation	Computer Technology classes will begin school year 2013-14 for incoming 6 th grade class.	Data will be collected, stored and reported via a comprehensive student information management system. Parents will be informed as to their child's progress. Advisors will be required to encourage student progress and keep parents apprised of young men' strengths and weaknesses.
GOAL FOUR Young men will demonstrate proficiency in a world language (Spanish).	Percentage of young men achieving proficiency in a world language as measured by a nationally recognized norm referenced exam. By the end of the 8 th grade, 70 % of the young men will achieve proficiency in second language as measured on a nationally recognized norm referenced exam.	Nationally recognized norm referenced exam Quarterly benchmarks End of semester comprehensive exams	Baseline data to be established in the beginning of school year 2012-13 for incoming 7 th grade class.	Data will be collected, stored and reported via a comprehensive student information management system. Parents will be informed every 5 weeks as to their child's progress.

MISSION

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Goals Against Which the School's Success Will be Judged	Performance Indicators	Assessment Measures	Implementation Timeline	Collecting, Storing, Reporting Performance Data
				Advisors will be required to encourage student progress and keep parents apprised of the young men' progress.
GOAL FIVE Young men will demonstrate a respect for others and themselves by demonstrating altruism, integrity, accountability, self-esteem and a work ethic.	During the three year course of study, the young men will participate in a Rites of Passage Program.	Mentors' Report Completion of all aspects of the Rites of Passage Program.	Fall 2012 to Spring 2015	Data will be collected, stored and reported via a comprehensive student information management system. Parents will be informed as to their child's progress. Advisors will be required to encourage student progress and keep parents apprised of young men' strengths and weaknesses.
GOAL SIX Teachers will receive professional development to ensure standards-based instruction, culturally relevant	Student academic performance Professional Development Calendar Classroom observations	Formative and summative assessments	August 2012 for orientation and during the school year and subsequent years	Data will be collected, stored and reported via a comprehensive student information management system.

MISSION

The **mission** of Gilchrist Academy Public Charter Middle School is to empower urban, male students in grades 6 through 8 to achieve their full intellectual and social potential by providing a demanding, standards- based, and culturally relevant curriculum; sustaining a school culture that supports and promotes each student's trajectory toward academic achievement and character development; and engendering a college- bound perspective in each student.

Goals Against Which the School's Success Will be Judged	Performance Indicators	Assessment Measures	Implementation Timeline	Collecting, Storing, Reporting Performance Data
instruction and male focused instructional methodology.				
GOAL SEVEN Young men will participate in identifying potential careers that aligned to their inherent abilities.	Myers Briggs results	Myers Briggs results	2012 -2015	Data will be collected, stored and reported via a comprehensive student information management system.

E. Certifications

F. Budget

1. Pre-opening Expenses

2. Two-Year Operating Budget

3. Estimated Five-Year Budget Projections

4. Capital Budget

5. Cash Flow Projection for Year 1

G. Resumes, Board Member Agreement, and Statements of Interest and Qualifications

H. Conflict of Interest

I. Demographic Analysis Form

2011 Application Review Process

Name of the Proposed School: Gilchrist Academy PCS

Proposed Location: Ward 7 and/or Ward 8

(Address or general location-NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Young men Expected to Enroll:

- a. **In 2012-2013** From age_11_/grade_6__to age 12/grade _6_ Number of young men: 100
- b. **At Full Capacity:** From age_11_/grade_6__to age__14_/grade__8__ Number of young men:300

1. Please provide the following information for schools that serve *the same age/grades* as you propose and are located in the neighborhood where you propose to establish your charter school: *(Note: The percentage of highly qualified teachers was requested from the Chancellor's Office , but not provided.)*

Table 23: Demographic Analysis

Name	Ward	Projected Enrollment Capacity 2009-2010	Actual Enrollment 2009-2010	Type	% Low Income	DCCAS (% Proficient) SY 2009-10 [ALL]	DCCAS (%Below Basic) BOYS ONLY	DCCAS (%Basic) BOYS ONLY	DCCAS (% Proficient) BOYS ONLY	DC CAS (% Advanced) BOYS ONLY	% of Highly Qualified Teachers
DISTRICT OF COLUMBIA PUBLIC SCHOOLS MIDDLE AND JUNIOR HIGH SCHOOLS SERVING GRADES 6-8											
Kramer MS	8	Not published	323	DCPS	97.39	MATH					
						11.22	38.15	43.93	16.18	1.73	
						READING					
						18.87	40.22	39.66	20.11	0.00	
Sousa MS	7	Not published	263	DCPS	99.10	MATH					
						42.15	18.42	41.23	31.09	5.26	
						READING					
						37.55	17.54	45.61	32.21	2.63	
Ronald Brown MS	7	Not published	232	DCPS	97.51	MATH					
						30.97	20.16	50.39	26.36	3.10	
						READING					
						12.20	46.72	48.91	4.38	0.00	
Johnson JHS	8	Not published	293	DCPS	98.30	MATH					
						14.49	54.48	36.57	8.96	0.00	

Name	Ward	Projected Enrollment Capacity 2009-2010	Actual Enrollment 2009-2010	Type	% Low Income	DCCAS (% Proficient) SY 2009-10 [ALL]	DCCAS (%Below Basic) BOYS ONLY	DCCAS (%Basic) BOYS ONLY	DCCAS (% Proficient) BOYS ONLY	DC CAS (% Advanced) BOYS ONLY	% of Highly Qualified Teachers
DISTRICT OF COLUMBIA PUBLIC SCHOOLS MIDDLE AND JUNIOR HIGH SCHOOLS SERVING GRADES 6-8											
						READING					
						12.20	46.72	48.91	4.38	0.0	
Jefferson MS (CS)	6	Not published	324	DCPS	97.03	MATH					
						37.67	11.63	32.56	42.44	13.37	
						READING					
						67.69	7.36	47.85	41.72	3.07	
Hart MS*	8	Not published	415	DCPS	99.63	MATH					
						17.15	36.92	44.62	18.46	0.00	
						READING					
						19.42	28.35	52.58	17.53	1.55	
Eliot-Hine JHS (CS) ¹	4	Not published	270	DCPS	97.96	MATH					
						39.62	16.98	33.21	39.62	10.19	
						READING					
						32.08	11.70	50.57	32.08	5.66	
Kelly Miller MS	4	Not published		DCPS	97.38	MATH					
						16.55	46.08	36.41	14.29	3.23	

Name	Ward	Projected Enrollment Capacity 2009-2010	Actual Enrollment 2009-2010	Type	% Low Income	DCCAS (% Proficient) SY 2009-10 [ALL]	DCCAS (%Below Basic) BOYS ONLY	DCCAS (%Basic) BOYS ONLY	DCCAS (% Proficient) BOYS ONLY	DC CAS (% Advanced) BOYS ONLY	% of Highly Qualified Teachers
DISTRICT OF COLUMBIA PUBLIC SCHOOLS MIDDLE AND JUNIOR HIGH SCHOOLS SERVING GRADES 6-8											
						READING					
						16.93	36.99	46.58	12.33	4.11	
DISTRICT OF COLUMBIA PUBLIC CHARTERSCHOOLS MIDDLE SCHOOLS SERVING GRADES 6-8											
Maya Angelou MS Campus	7	187		PCS	99.12	MATH					
						33.86	25.00	43.48	31.52	0.00	
						READING					
						28.95	20.65	46.74	32.61	0.00	
Cesar Chavez Bruce Prep Campus	1	147		PCS	99.46	MATH					
						54.62	6.14	28.95	50.00	14.91	
						READING					
						41.94	9.82	41.07	41.07	8.04	

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

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

3 Not applicable to private, parochial, and independent schools

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

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

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

√ I will locate primarily focus my recruitment efforts in targeting specific populations of young men, regardless of their neighborhood. Please describe the target population the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.) - **The primary focus of our recruitment strategy will be to target young males and their families, seeking admission to the 6th grade. In addition, our recruitment strategy will target male graduates of area elementary public charter, parochial and DCPS schools who reside in Wards 7 and 8.**

— I will conduct a citywide recruitment efforts for my school.

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

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

Recruitment of Young men

Gilchrist Academy founders understand and acknowledge (as it relates to the recruitment of young men) that the initial (Year 1) ‘competition’ for 6th graders (especially to a newly chartered middle schools) will be formidable. However, our research and demographic analysis of the District affirms that there is a statistically significant and high interest in single-gender specific (boys), 6th through 8th grade, middle school academic programs-- in the targeted wards by parents. Additionally, our research strongly suggests that there is a significant niche market of and for parents of boys that are extremely interested in a rigorous academic program, and culturally relevant curricula that offers educational and social options.

Recruitment of Highly Qualified Teachers:

Gilchrist Academy PCS will recruit highly qualified teachers both locally and nationally using on-line sources (e.g., Idealist.com, Agent K-12, Teach for America, National Alliance of Charter Schools, etc.), college/university teacher recruiting fairs, advertising via university and college Career Services departments and via the alumni associations of the founders, Advisory members. In addition, to insure that Gilchrist Academy can and will be competitive among the many other charter schools seeking to recruit qualified faculty—we will provide a competitive benefits (i.e., 403b, disability, etc.), and compensation (competitive with areas like-sized LEAs) package. Additionally, the school’s professional development ‘program’ of weekly teacher and staff roundtables, weekly in-service training, recognizes and institutionalizes support and guidance that promotes sharing of best practice, current events in education and address school-specific areas of concern with teachers.

During our planning year, we will specifically participate in Howard University Educator's Fair(s) to recruit highly qualified teachers and administrators.

Securing an adequate facility:

Gilchrist Academy founders have been promised incubator space from Building Hope.

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

The Gilchrist Academy PCMS recruitment strategy will have four (4) points of penetration: print media, broadcast/radio, and on-line/electronic, and Founder 'meet and greets' in the targeted wards. This focus or penetration 'points' will be employed regardless of the eventual location. The founders do recognize the unique and robust ward 'tradition' in the District and will also direct/target its recruitment strategies at relevant religious (clergy), political (ANCs), business (associations), other educational and non-profit stakeholders (should we be unable to locate in the proposed location). We feel that the long-term impact of this strategy will allow us to totally saturate the market and serve to expand the number of relevant parties/communities/residents 'reached.'

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

Currently there are no existing gender-specific male 6th-8th grade public/DCPS or charter public school (middle school), offering a culturally relevant standards-based curriculum in the targeted wards. Should a similarly focused school be approved and located in the same Ward, we are confident that the school's mission specific goals and objectives and the administrative, business, financial and educational experience of its founders will allow the school to be successful and viable. The presence of an all-male middle school would conversely provide an educational option in Ward 8 for the parents of younger (elementary) male young men seeking an all male option for their rising 5th graders.

K. Required Documents

Algebra Syllabus (8th Grade)

Wk No	Approx. Dates	Topic	Assessments
1	Sept 8-11	Review: Expressions and Equations	Pre-Assessment on Order of Operations and Evaluation of Arithmetic Expressions
2	Sept 14-18	Linear Equations	
3	Sept 21-25	Linear Inequalities	
4	Sept 28- Oct 2	Linear Functions – Graphs. Review	Test 1: Linear Expressions, Equations, Functions
5	Oct 5-9	Axioms and Properties of Operations and Numbers	
6	Oct 12-16	Powers and Exponents	
7	Oct 19-23	Properties of Powers	Test: Exponents and Powers
8	Oct 26-30	Monomials. Like Monomials. Addition and Subtraction of Monomials	
9	Nov 2-6	Monomials. Multiplication and Division of Monomials	Test 2: Monomials

Algebra Unit (8th Grade)

Course Title: Grade 8 Algebra		
Unit 5	Month: January	Unit Title: Quadratic Equations
School Standards/ Skills and Knowledge By the end of the unit young men will be able to: <ul style="list-style-type: none"> Recognize and solve Quadratic Equations using: factoring, completing the square, quadratic formula Write quadratic equations with given roots Use quadratic equations to solve word problems Model real life situations using quadratic model Simplify expressions with radicals Estimate radicals 		
Other Skills and Knowledge: Young men will be able to: <ul style="list-style-type: none"> Graph Quadratics function. Apply quadratic equations to area problems. Understand that an irrational number cannot be expressed as a quotient of two integers. Demonstrate understanding that the square root of 2 is an irrational number. Advanced level: <ul style="list-style-type: none"> Prove, by completing the square, that the quadratic formula gives roots of Quadratic equation. Use the divisibility rules and the proof by contradiction to show that the square root of 2 is irrational. Use the properties of geometric progression to show that a number is irrational if and only if it cannot be written as a repeating or terminating decimal. 		

Course Title: Grade 8 Algebra		
Unit 5	Month: January	Unit Title: Quadratic Equations
Standards Addressed: 8. N.2. Define, compare, order, and apply frequently used irrational numbers, such as π AI.P.9 Find solutions to quadratic equations (with real roots) by factoring completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods.		
Possible Assessments: Quiz on radicals Mini-quizzes on different ways to solve quadratic equations Test on quadratic equations and word problems		
Resources: Heath – Algebra 1 and Integrated Approach (Chapters 9,10); Reading materials, textbooks, software, etc.		

World Literature Syllabus (7th grade)

Wk No	Approx. Dates	Topic	Assessments
1	Sept 8-11	Classroom and school expectations; summer reading overview; Greek mythology: Ancient Greek gods. Appreciation of the language and sounds of myths.	Reading comprehension
2	Sept 14-18	Each god/goddess presents the values of the ancient culture. Reading, discussing and writing about the Greek gods. Vocabulary, choice words	
3	Sept 21-25	Writing a coherent essay with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. Determine the meaning of unfamiliar words using context clues and knowledge of common Green and Latin roots, suffixes and prefixes.	Essay on Greek mythology
4	Sept 28- Oct 5	Introduction to Roman Mythology; Pantheon of Gods. Using knowledge of genre characteristics to analyze a text. Identifying similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).	
5	Oct 5-9	Write your own myth. Literature as a means of self-expression and explanation, Roman Lyric Poetry	Test: Compare and Contrast –Venn Diagram

World Literature Unit Plan (7th Grade)

Course Title: Grade 7 World Literature		
Unit Sequence: ONE	Month: September	Unit Title: Roman Mythology
Essential Questions: <ul style="list-style-type: none"> What are the characteristics of Greek mythology? How did Roman mythology evolve from Greek mythology? What are the characteristics of Roman mythology? 		
Learning Standards: Young men will be able to: Basic Level <ul style="list-style-type: none"> Explain the Pantheon of the Gods Make connections and differentiate between Greek and Roman mythology 		

Course Title: Grade 7 World Literature		
Unit Sequence: ONE	Month: September	Unit Title: Roman Mythology
<ul style="list-style-type: none"> • Develop and write a myth • Define text vocabulary terms • Summarize themes and central ideas • Identify and explain and make connections between cultural values, beliefs, and customs of ancient Greek and Roman society <p>Basic Level – Extra Credit: Advanced Level – mandatory</p> <ul style="list-style-type: none"> • Make connections between ancient, <i>Cupid and Psyche</i>, and contemporary literature – C.S. Lewis, <i>Til We Have Faces: A Myth Retold</i> • Analyze theme and characterization • Compare and contrast author’s purpose, points of view, characters, setting plot, symbolism between stories. • Write a formal response to both literary stories. 		
<p>Standards Addressed:</p> <p>8.22: Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes)</p> <p>16: Identify, analyze, and apply knowledge of the themes. Structure and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding</p> <p>16.7 Compare traditional literature from different cultures.</p> <p>16.8 Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths).</p>		
<p>Assessment:</p> <p>Reading comprehension tests. Writing a myth. Class work. Homework. Compare and contrast essay.</p>		
<p>Resources:</p> <p>Cupid and Psyche; Mars and Mercury; Selected Roman myths</p> <p>Advanced Level: C.S. Lewis, <i>Til We have Faces: A Myth Retold</i></p>		

English Language Arts Curriculum Map (Scope and Sequence) Grade 6 SY 2011-2012

Skills/Genre	Unit 1 Realistic Fiction	Unit 2 Mysteries Novel Study	Unit 3 Fantasy, Science Fiction Novel Study	Unit 4 Non-Fiction	Unit 5 Fairy Tales Myths Fables	Unit 6 Biography	Unit 7 Poetry
Reading Skills/ Genre	Narrative elements (plot, theme, character, conflict, etc) to determine theme	Main idea Supporting details Setting	Sensory details Character traits	Types of nonfiction Features of nonfiction (organizational structure)	Mood Tone Cultural comparisons Moral of story	Making inferences Fact vs. opinion Gathering and analyzing relevant information	Figurative language (simile, metaphor, etc.) Rhyme scheme Types of poetry
Writing Skills/ Genre	Open response The writing process Personal narrative	Topic sentence Revising Peer editing	Compare and contrast Descriptive paragraph	Persuasive Writing	Theme Imaginative writing Voice	Informative and expository writing Summarizing important information	Writing various types of poetry
Grammar Skills	Nouns Pronouns Compound and simple sentences	Verbs Interjections Compound and simple predicates	Proofreading	Adjectives Adverbs Conjunctions	Root words Prefixes Suffixes	Use of dictionary, thesaurus, reference materials Citing sources	Formats in poetry (i.e. capitalization, punctuation, rhyme scheme)
Vocabulary	Synonyms Antonyms Homophones	Vocabulary from text	Vocabulary from text	Vocabulary from text	Vocabulary from text	Vocabulary from text	Poetic terminology

ALGEBRA Curriculum Map

(MJ: Math Notebook/Journal

BB: Bulletin Board

PH: Prentice-Hall)

Unit	Power Standards	Supporting Standards	Instructional Activities	Assessments	Resources
These activities and resources apply across units.			<p>Math notebooks/journals (MJ) should be kept all year and include vocabulary, example problems, properties, definitions, etc.</p> <p>Math Bulletin Boards (BB) that include vocabulary, concept walls, and exemplary student work are important part of learning environment.</p> <p>Comprehensive sites with resources on most algebraic topics.</p> <ul style="list-style-type: none"> ▪ http://www.agmath.com/1952.html A full on-line Algebra book. ▪ http://teachers.henrico.k12.va.us/math/HCPSAgebra1/modules.html A full Algebra I course, complete with units, lessons, games, and assessments. ▪ http://www.learnnc.org/ Research-based lessons for the major topics of mathematics <p>Cooperative learning improves achievement. This website (http://www.co-operation.org/) and this paper (http://www.co-operation.org/pages/overviewpaper.html) provides a comprehensive overview to get started.</p>	<p>Every lesson has a “Lesson Quiz” that can be used as a pre-assessment, quick-check for understanding, or warm up on a subsequent day.</p> <p>Every chapter has mid-chapter checks and chapter tests, but few of the chapters align well to the standards, so the chapter tests would need to be “dissembled.”</p> <ul style="list-style-type: none"> ▪ http://www.shodor.org/interactivate/activities/ On-line games, activities, and assessments. <p>http://nrich.maths.org/public/ Good application problems. This rich site has hundreds of problems and a decent search engine. Many of the problems are “non-routine.”</p> <p>http://www.doe.mass.edu/frameworks/math/2000/all.asp?id=a109</p>	<p>Here are sites that provide information about math notebooks & journals:</p> <ul style="list-style-type: none"> ▪ http://gallery.arnegiefoundation.org/collections/sites/hurlemary/pdf/mhrubric2.pdf ▪ http://class.guhd.net/userfiles/files/P170/notebook.pdf ▪ http://www.mrsbrownsmathclassonline.com/cip/ciphome.htm ▪ http://www.geocities.com/kaferico/writemat.htm#A <p>http://nlvm.usu.edu/en/NAV/vlibrary.html This site has all sorts of virtual manipulatives.</p>

Unit	Power Standards	Supporting Standards	Instructional Activities	Assessments	Resources
Unit 1: <i>Keeping it Real: Tools of Algebra</i> (2 weeks)	AI.N.1. Use the properties of operations on real numbers, including the associative, commutative, identity, and distributive properties, and use them to simplify calculations.	AI.N.2. Simplify numerical expressions , including those involving integer exponents or the absolute value, e.g., $3(24 - 1) = 45$, $4 3 - 5 + 6 = 14$; apply such simplifications in the solution of problems.	<p>PH 1-2: Exponents & Order of Operations (Expressions with & without grouping symbols) Emphasize the structure of math, not just the rules.</p> <p>MJ: Order of Operations pg 10 (have students include own example)</p> <p>BB: Properties on pg 86 illustrated by student examples.</p> <p>PH 1-3: Exploring real numbers (defines rational numbers & absolute value "Math Background." Pg 17 sidebar is excellent.)</p> <p>MJ: Sketch graphic of real numbers on page 18. Students use own examples.</p> <p>PH 2-1: Adding rational numbers (introduces adding matrices, which is not in standards)</p> <p>MJ: Record properties on pg 56 with own examples. Leave room to add additional properties.</p> <p>PH 2-2: Subtracting rational numbers (this one takes time for students to understand and automatize). If students are having difficulty, consider:</p> <p>"Walking a number line" – Tactile approach to understanding adding & subtracting rational numbers, which provides extra support for some learners (explained here: http://mathforum.org/library/drmath/view/57871.html)</p> <p>PH 2-3: Multiply and divide rational numbers</p> <p>Distributive property: http://www.purplemath.com/modules/orderops.htm</p>	<p>Every lesson has a "Lesson Quiz" that can be used as a pre-assessment, quick-check for understanding, or warm up on a subsequent day.</p> <p>http://teachers.henrico.k12.va.us/math/HCPAlgebra1/Documents/1-Review/ExpProp.htm</p> <p>This is an on-line assessment where students match the Properties and numerical examples, which could easily be turned into a paper/pencil assessment.</p> <p>Probing Understanding:</p> <ul style="list-style-type: none"> Explain how to solve the problem $21.5 + (-15) = x$ using the number line. Solve $3 - (4 - 7) + 1 =$ and justify each step in the process. Without using a calculator, order the following on a number line: $\sqrt{82}$, 3π, 8.9, 9, $\frac{37}{4}$, 9.3 <p>PH pg. 50, questions 3 to 12 for mixed assessment.</p> <p>http://www.shodor.org/interactivate/activities/OperationsQuiz/</p> <p>This is an online quiz applying the order of operations. Group Project: Work in pairs or small groups to create posters that define the Properties of Numbers, with different groups tackling different</p>	<p>Each PH has a "Mixed Review" that will go a long way toward keeping skills fresh.</p> <p>http://www.purplemath.com/modules/numbprop.htm</p> <p>This site explains the basic number properties. Students need to understand how and why they work so they can remember them and internalize the structure of math.</p> <p>http://msteacher.org/epubs/math/algebraic/expressions.aspx</p> <p>Selection of computer games that provide skills practice on:</p> <ul style="list-style-type: none"> Adding integers Evaluating expressions Order of operations Balancing expressions Understanding Algebraic factoring <p>http://www.purplemath.com/modules/orderops.htm This page has several lessons and worked out examples of order of operations. http://thinkmath.edc.org/index.php/Number_Line</p> <p>This site discusses the power and importance of the number line as a model.</p>

Unit	Power Standards	Supporting Standards	Instructional Activities	Assessments	Resources
			http://www.shodor.org/interactivate/activities/OrderOfOperationsFou/ This site provides order of operation practice	properties. Unit Assessment: A.2 Mini Challenge (doc) (pdf)	
Unit One continued	AI.N.4. <u>Use estimation to judge the reasonableness of results of computations</u> and of solutions to problems involving real numbers, including approximate error in measurement <u>and the approximate value of square roots</u> . (Reminder: This is without the use of calculators.)	AI.N.5. Understand the concept of n th roots of positive real numbers and of raising a positive real number to a fractional power. Use the rules of exponents also for fractional exponents.	Use the resources on the <i>Assessment Resource Bank</i> site (listed in resources) to provide lessons and student experiences that cover types of estimation and practice with estimation in multiple contexts, including square roots. BB: Properties of real # system (with student examples) are a good addition to bulletin board pg 86 – 87 Mathopolis site can be used for practice of square roots.	Problems on page 57 @ http://www.doe.mass.edu/frameworks/math/2000/all.asp?id=a109 http://www.shodor.org/interactivate/activities/EstimatorQuiz/ Online estimation quiz of whole number addition. Other types of estimation also available. Performance Task: “John’s Field” http://www.rda.aps.edu/mathtaskbank/pdfs/tasks/6-8/t68johns.pdf Group Project: Work in pairs or small groups to answer: <ul style="list-style-type: none"> How many drops of water in a bathtub? How many feet around the exterior of the school? (Students need eye droppers, measuring cups, yard sticks) 	http://arb.nzcer.org.nz/suppportmaterials/maths/concept_map_estimation.php#repertoire . This site has a complete overview of types of estimation, how students use estimation , ideas on teaching estimation . http://www.mathopolis.com/list/mind-numbers.php Practice estimating addition, subtraction and square roots.

Unit	Power Standards	Supporting Standards	Instructional Activities	Assessments	Resources
Unit 2: <i>It's Just an Expression: Linear Thinking</i> (2 weeks)	<p>AI.P.9. Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms, factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$), identifying and canceling common factors in rational expressions, and applying the properties of positive integer exponents.</p> <p>AI.P.1. Recognize, describe, and extend patterns governed by a linear, quadratic, or exponential functional relationship or by a simple iterative process (e.g., the Fibonacci sequence).</p>	<p>AI.N.2 Simplify numerical expressions, including those involving integer exponents or the absolute value, e.g., $3(24 - 1) = 45$, $4 3 - 5 + 6 = 14$; apply such simplifications in the solution of problems.</p> <p>AI.P.2. Use properties of the real number system to judge the validity of equations and inequalities and to justify every step in a sequential argument.</p> <p>AI.P.8. Add, subtract, and multiply polynomials with emphasis on 1st- and 2nd-degree polynomials.</p>	<p>PH 1-1: Using Variables</p> <p>The lessons in this unit from Virginia completely cover the material in Unit 2. Each of these links includes lessons, activities, and practice for students.</p> <p>Variables and Expressions Order of Operations</p> <p>Open Sentences</p> <p>Identity and Equality Properties</p> <p>Distributive Property</p> <p>Commutative and Associative Properties</p> <p>Module Review</p> <p>Accelerated</p> <ul style="list-style-type: none"> Interactive notes: Writing equations – notes and workout problems at Math.com Interactive notes: Writing inequalities – notes and practice problems at Math.com Application: Baseball Math Worksheet Glencoe word problems <p>PH Lab: Distributive Property, pg 78</p> <p>PH 1.4 Writing function rule using input/output table; independent/ dependent quantities; domain and range.</p> <p><u>MJ Prompts:</u></p> <ul style="list-style-type: none"> Properties: Do you believe that you understand the 	<p>Clicking on the following descriptions will link to the described assessments.</p> <p>Pre-Test: <u>Warm-up: Commutative & Associative Properties</u> (doc)</p> <p>Quizzes</p> <ul style="list-style-type: none"> <u>Variables and Expressions</u> <u>Order of Operations</u> <u>Open Sentences</u> <u>Identity and Equality Properties</u> <u>Distributive Property</u> <u>Commutative and Associative Properties</u> <u>Writing Equations and Formulas</u> <p>Final Exam: <u>Final Exam on Commutative & Associative Properties</u></p> <p>Performance Task: “The Tale of the Scale” can be found at http://www.rda.aps.edu/mathtaskbank/pdfs/tasks/6-8/t68tale.pdf</p>	<p>http://teachers.henrico.k12.va.us/math/HCPsAlgebra1/module1-1.html</p> <p>This is the url for the module on linear expressions.</p>

Unit	Power Standards	Supporting Standards	Instructional Activities	Assessments	Resources
			<p>properties described in this module? Which properties were easiest for you to understand? List any properties that give you difficulty and explain why.</p> <ul style="list-style-type: none"> Opinion: What do you hate for a math teacher to do? Is there something I need to know about teaching math? <p>Here are some class games to use for practice:</p> <ul style="list-style-type: none"> Expressions Jeopardy Review (ppt) Expressions Jeopardy Review #2 (ppt) Game: Project Graduation Property Cards (doc) (pdf) 		

Cultivating Character Lessons

Lesson 1: Respect: Effects of Peer Pressure on Decision Making

Focus:

- Understanding the ramification of peer pressure.
- Recognizing how peer pressures can affect relationships and friendships.

Lesson Objectives:

The students will:

- Understand the effects of peer pressure in their decision making.
- Understand how peer pressure can have negative effects upon decision making.
- Be able to look beyond peer pressure in making decisions.

Procedures:

Tell students that today they will learn about peer pressure and its effects.

Activity 1:

Facilitate a whole class discussion about peer pressure and its effect. Have students share real-life examples of friendships and instances of peer pressure. The students should also reflect on their personal experiences with forming friendships and responding to peer pressures.

Activity 2:

Distribute a copy of the 2 activity sheets. Organize the class into small groups. Have each group select a facilitator and a recorder.

Reflection:

Conduct a class discussion on lessons learned.

LESSON 1: ACTIVITY 1

Friendships and Peer Pressure

How do you select friends? Which are good ways? Which are not good ways?

- 1.
- 2.
- 3.
- 4.
- 5.

What is peer pressure?

Describe an instance when peer pressure caused you to do something that you should NOT have done. What was the consequence of your inappropriate action?

How should you handle peer pressure?

LESSON 1: ACTIVITY 2

Scenario One

Friendships

There's a group of popular kids in school that you would like to join their group. They wear the most popular clothes, and they hang out together on the weekend. After many months, they finally start liking you and inviting you along when they go out, but they don't like your best friend. They don't think that your best friend fits in with the group. The members tell you that you must stop hanging around with our best friend if you wish to be a part of the group. You have been best friends for years. What will you do?

Discussion Focus: Friendship/Peer Pressure/Relationships

1. You have a decision to make. What are your options?
2. What are the consequences of keeping a long-time friend?
3. What are the consequences of joining the group and giving up your long-time friend?
4. What decision will you make? Explain why you made this choice.
5. How is peer pressure having an effect upon your decision?
6. Who must be given respect in making the decision?

LESSON 1: ACTIVITY 2

Scenario Two

Peer Pressure

You have been friends with 3 students in your school for a long time. You sometimes dress alike and you often hang out together. For the most part, your mother likes your friends and she approves of you going out with the group. One weekend, after a long discussion among the group members, everyone decides to get the same pattern of a large tattoo that extends down the right arm. Your friends say their mothers will approve of the tattoo. You know that your mother will not approve. Further, you are aware of another friend who got a tattoo but became very ill as a result of the procedure. What will you do?

Discussion Focus: Peer Pressure

1. You have a decision to make. What are your options?
2. What are the consequences of not getting the tattoo?
3. What are the consequences of getting the tattoo?
4. What decision will you make? Explain why you made this choice.
5. How does peer pressure affect decision making in this situation?
6. Who must be given respect in making the decision?

Lesson 2: Respect- Empathy: Caring/Fairness

Focus:

- Understanding the value of empathy and caring.
- Recognizing fairness.

Lesson Objectives:

The students will:

- Be able to distinguish between playful behavior and potentially criminal offenses towards others.
- Understand that behavior perceived by one person as playful could be perceived by another as violent and harmful.
- Be aware of how violence and intimidation affect people.
- Be able to understand how violence and intimidation in the school setting can interfere with other students' learning.

Procedures:

Tell students that today's lesson will deal with the virtue of empathy as it relates to specific situations.

Activity 1:

Facilitate a whole class discussion about the meaning of violence and intimidation in the school setting could lead to criminal charges through the police department. Explain that there are school penalties imposed upon students for acts of violence and intimidation in the school setting. Distribute the Activity 1 Worksheet.

Explain that violence and intimidation in the school setting has a very negative effect upon the offending student as well as all other students who are aware of the suffering of the offended students.

Activity 2:

Organize the class into small groups of four to five members. Have each group select a facilitator and a recorder. Give students a copy of the Activity 2 worksheet. They should be allowed a 30 minute work period to complete the activity sheet. The students are expected to discuss each situation and determine which acts are violent, which are intimidations, and which could lead to criminal charges through the police department.

After the students have completed the small group work to prepare responses to the problem situations, a whole class discussion should be held. At that time, review and properly classify each problem situation.

Reflection:

Discuss feelings about the various types of offenses. Ask the following questions:

- How does it make you feel to see someone intimidated?
- What should you do if you are aware of someone being intimidated?
- What should you do if you see an act of violence perpetrated upon another student?
- If you are the offender, what should you do if you have committed an offense?
- Why do some people choose to intimidate or commit acts of violence upon others?

LESSON 2: ACTIVITY 1

Violence/Intimidation/Criminal Offenses

Problem Situation: Deliberately lying to get someone in trouble



Is this violence?



Is this intimidation?



Is this a criminal offense?

LESSON 2: ACTIVITY 2

Violence/Intimidation/Criminal Offenses

Directions: Read each problem situation. Within your small group, discuss whether this situation is an act of violence. Then determine if each situation could be considered intimidation. As the third step, determine if the situation could be classified as a criminal offense. Write a summary comment in each space to explain your group response.

SITUATION	IS THIS VIOLENCE?	IS THIS INTIMIDATION?	COULD THIS BE A CRIMINAL OFFENSE?
A big kid keeps a smaller kid from getting into the lunchroom by physically blocking the entrance.			
A boyfriend and girlfriend are having a disagreement and when she tries to walk			

SITUATION	IS THIS VIOLENCE?	IS THIS INTIMIDATION?	COULD THIS BE A CRIMINAL OFFENSE?
away, he grabs her arm and won't let her go.			
You physically force another person to do something against their will.			
You shove somebody out of your way in the hallway.			
You spit at somebody.			
You beat somebody up.			
You threaten to beat somebody up.			
A couple of kids corner another kid in the lavatory and demand that he or she give them money.			
A kid is walking to school and two or three other kids follow behind yelling nasty insults.			
You deliberately voice hurtful insults at another person, including racial and ethnic slurs.			
You yell angrily at another person.			

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APPENDIX A

Daily Lesson Plan

Teacher:

Day:

Course:

Date:

(Attach exams and appropriate materials)

OBJECTIVE: What will your students be able to do by the end of class?	
Essential Question:	
STANDARDS:	
DO NOW: (constructive or extended response)	
ASSESSMENT: How will you know concretely that <u>all</u> of your students have mastered the objective?	KEY POINTS: What three to five main ideas or steps will you emphasize in your lesson?
	1. 2. 3. 4. 5.
MATERIALS	

HOMEWORK ASSIGNMENT

Appendix B

Teacher Informal Observation Checklist

TEACHER:		COURSE/ GRADE:	
EXPECTATIONS	EVIDENCED		COMMENTS
	YES	NO	
INSTRUCTION			
Lesson is explicitly written.			
Objective linked to standard.			
Lesson's objective is clearly defined for young men.			
Instruction adheres to lesson plan.			
"Motivation" incorporated at the beginning of the lesson.			
Instruction includes introduction of skill/concept.			
Instruction includes guided practice.			
Instruction includes independent practice.			
Instruction involves group work or other instructional opportunity to aid learning.			
Instructor monitors young men/ groups as they work independently.			
Instructor completes an assessment of student learning.			
CLASSROOM MANAGEMENT			
Instructor allows for student questions.			
Instructor responds to student questions.			
Instructor monitors student chatter.			
Instructor redirects student's attention when needed.			
Instructor maintains an environment for learning.			
All young men are actively engaged.			
Directions are explicitly stated.			
Young men are given clear directions.			

Appendix C

Performance Standard Rubric

Standards	Performance Assessment
English Language Arts Demonstrate through role-playing appropriate use of formal and informal language.	<ul style="list-style-type: none">• Advanced: Young men differentiates formal and informal language appropriately, demonstrates sophisticated fluency in each form, is able to effectively use verbal and non-verbal techniques to support his communication, and to clearly explain the strategy behind his techniques.• Proficient: Student differentiates form and informal language appropriately, demonstrates good fluency in each form, and clearly articulates why each is appropriate in the given situation.• Needs improvement: Student can perform some of the activities describes above, but has difficulty with others. For example, she may be able to articulate why each is appropriate in a given situation but has difficulty demonstrating fluency in form.• Failure: Student has significant difficult in performing the activities described above. For example, she consistently cannot differentiate between formal and informal language appropriately and is also unable to generate reasons why one or the other would be appropriate in a given situation.
Mathematics Describe the characteristics and limitations of a data sample. Identify different ways of selecting a sample.	<ul style="list-style-type: none">• Advanced: Student is able to give a rich description of the characteristics and limitations of a data sample, develop a research strategy, identify different ways of selecting a sample, and apply this knowledge to a school or community based project.• Proficient: Student is able to describe all basic characteristics and limitations of a data sample, identify several different ways of selecting a sample, and apply this knowledge to a school or community based project.• Needs improvement: Student is able to perform some of the activities described above, but has difficult with others. For example, she ma be able to describe some basic characteristics of a data sample, without being able to identify its limitations.• Failure: Student is unable to satisfactorily perform the described activities above. For example, she can follow concrete directions about how to select a sample, but cannot yet identify for herself what would be involved in the process.

Appendix D

2012-2013 COURSE SYLLABUS TEMPLATE

Teacher:

Course:

Email:

Phone:

Course Description:

Standards to be Addressed:

Course Objectives

Essential Skills to be Taught and Assessed:

Prerequisites:

Textbook/ Resource Materials

Grading Scale:

- **Grades** are determined by using the following criteria:
 - 20% project
 - 10% class posture
 - 10% quarterly exam
 - 15% quizzes
 - 20% homework
 - 25% tests

Grading:

GRADE	LETTER GRADE	GRADE PT. AVG. (GPA)	EXPECTATIONS
100-97	A+	4.0	The students have a deep understanding of the subject matter and can complete their work independently with few or no mistakes. Student's work is exemplary in all aspects, showing knowledge, skills and effort of a high order and significant initiative in pursuing learning beyond the core expectations for the subject or activity. [Exceeds Expectations]
96-93	A	4.0	
92-90	A-	3.75	
89-87	B+	3.25	The students have a good understanding of the subject matter. Students' work is accomplished in all aspects, showing strong knowledge, skills and effort, and some initiative to learn beyond the core expectations for the subject or expedition. [Meets Expectations]
86-83	B	3.0	
82-80	B-	2.75	
79-77	C+	2.25	The students have a moderate understanding of the subject. Students' work is developing in most aspects, showing knowledge, skills and effort that are acceptable in most areas but may be incomplete in some. [Begins to Meet Expectation]
76-73	C	2.0	
72-70	C-	1.75	
69-55	F	0.00	The students have demonstrated little knowledge, skill, or effort and is considered unacceptable. [Fails to Meet Expectations]

Classroom Rules:**Behavior Expectations:****Safety Issues and Requirements:****Units of Instruction**

Schedule and Units Covered	Duration	Student Competencies

Academic Vocabulary:

TO BE COMPLETED AND RETURNED BY SEPTEMBER 7, 2012

I have read the Syllabus for _____ and have become familiar with the requirements and expectations for the course.

Student's Signature: _____

Parent/ Guardian's Signature: _____

Parent/Guardian's Printed Name: _____

Preferred method to contact parent/guardian (check as many as appropriate)

☐

Email Address: (Please print clearly)

☐

Cell Phone:

☐

Work Phone:

Appendix E

Teacher Formal Observation Form

1. The teacher connects students' prior knowledge, life experience and interest with learning goals.			
Indicators: Asks questions that illicit prior knowledge; connections are made to learning goals and objectives of the lesson; makes adjustments during the lesson to ensure that all students meet learning goals; links present content with past and future learning experiences; other subject areas and real world experiences/applications, provides interdisciplinary activities.			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher uses a variety of instructional strategies and resources to respond to students' diverse needs.			
Indicators: Provides learning experiences that challenge, motivate, and actively involve the learner; tailors materials to students' needs; instructional goals are developmentally appropriate and reflect high expectations and conceptual understanding; selects curricular materials that are accurate, current, and interesting; refines, customizes or creates materials when needed; uses strategies to engage students such as direct teaching, hands on learning, cooperative grouping, guided and independent practice			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher facilitates learning experiences that promote autonomy, interaction, and choice.			
Indicators: Seeks students input; uses effective questioning techniques; facilitates student ownership of learning; provides opportunities for students to summarize their learning			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.			
Indicators: Asks critical thinking questions to relate key facts and key concepts; supports all students in			

problem posing and problem solving; helps students consider multiple perspectives within and across subject matter			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher promotes self-directed, reflective learning for all students.			
Indicators: Provides opportunities for students to monitor their own work; supports students in reflection and discussion of their progress and process; enables students to set goals and criteria for evaluating and demonstrating work; provides opportunities for students to summarize their learning			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher demonstrates knowledge of subject matter content and student development.			
Indicators: Integrates central concepts, tools of inquiry, and higher level thinking skills; engages students and maintains student attention and interest, exhibits an understanding of and facility in explaining the subject area (s); links present content with past and future learning experiences, other subject areas, and real world experiences/ applications			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher organizes curriculum to support student understanding of subject matter.			
Indicators: integrates content standards in the core curriculum; provides remedial, enrichment, and extension activities; adapts and modifies instructional and assessment materials to accommodate various learning needs; adjusts instruction in response to student understanding; implements IEPs, Section 504 and other individual intervention plans to identified students			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher interrelates ideas and information within and across subject areas.			

Indicators: integrates key concepts, skills and underlying themes within and across curriculum to support standards; provides interdisciplinary activities			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher develops student understanding through instructional strategies that are appropriate to the subject matter.			
Indicators: Uses a variety of grouping strategies such as flexible , ability, or cooperative grouping that challenge all students; incorporates strategies that facilitate independent learning such as organizing, note-taking, test-taking, studying and researching; selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning and extend understanding			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher uses materials, resources, and technologies to make subject matter accessible to students.			
Indicators: demonstrates awareness of and provides instruction based on student ability, achievement, linguistic diversity, and/or learning styles; materials reflect diversity			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher establishes and articulates goals for student learning.			
Indicators: communicates clear performance expectations for student learning; goals reflect high expectations and challenge students at their level; activities for lessons are explained and connected to the goals			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher develops and sequences instructional activities and materials for student			

learning.			
Indicators: Develops lesson plans that are clear, logical, and sequential; uses district standards as the framework for planning and implementing activities that are clearly connected to instructional objectives; matches content and skills with overall scope and sequence of curriculum; uses clear explanations, appropriate language, and good examples to present material			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher establishes and communicates learning goals for all students.			
Indicators: gives performance feedback to students before, during, and after instruction; posts lesson objectives; articulates goals based on content standards; posts criteria for written work, including rubrics and exemplars; continuously checks for understanding			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher collects and uses multiple sources of information to assess student learning.			
Indicators: Uses multiple assessment practices including oral, written, student participation, performances, and other products; designs assessment materials to directly measure lesson objectives; adheres to grading policy; records students' grades and notes general patterns for future reference			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher involves and guides all students in assessing their own learning.			
Indicators: Has students set goals, self-assess, and know where they stand academically at all times; takes responsibility for students who are not succeeding and provides extra help; regularly posts students' work to make visible and celebrate their progress with respect to standards; supports students in reflection and discussion of their progress and process			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			

The teacher uses the results of assessment to guide instruction.			
Indicators: Uses pre/post assessment data to plan instruction and document learning gains; adjusts instruction while teaching based on informal assessment; organizes, maintains, and uses student progress records to make instructional decisions; uses data from interim assessments to adjust teaching, re-teach, and follow –up with failing students			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher communicates with students, families, and other audiences about student progress.			
Indicators: When necessary, refers students for specialized diagnosis or extra help; provides meaningful and timely feedback to students and parents about performance; gives performance feedback to students before, during, and after instruction			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher creates a physical environment that engages all students.			
Indicators: arranges and manages room for easy movement and access to resources; room displays represent current topics of study			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			
The teacher establishes a climate that promotes fairness and respect.			
Indicators: establishes and communicates a fair and consistent discipline policy; maintains caring, respectful, and equitable relationships with students; supports students in developing skills to respond to inequity and disrespect			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments:			

The teacher promotes social development and group responsibility.			
Indicators: Students share in classroom responsibility; encourages students to develop self-discipline, responsibility, and conflict resolution skills; uses incentives wisely to encourage and reinforce student cooperation; clearly communicates and consistently enforces high standards for behavior; promotes and supports student leadership both in and beyond the classroom			
<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Partial Evidence	<input type="checkbox"/> No Evidence	<input type="checkbox"/> Not Observed
Comments: 			

Budget Narrative

Gilchrist Academy anticipates receiving \$1,747,118 million dollars in revenue generated via the combined public per pupil (\$1,039,118) operating and non-residential per pupil facility (\$300,000) allocation for operating Year 1 (based on a planned annual enrollment of 100 6th grade student).

Revenue: Federal Entitlements

Revenue projections were generated from earlier calculations by the GoldStar Group, and using an annual inflator of 1.03% and is based on student enrollment growth expected (100 to 300 over 5 years). Over 80 percent of the student body is projected as being eligible for Title I funds; and 12 percent of the student body will be eligible for special education services. We also anticipate receiving Title III funding given the changing demographics of the target areas. This could be an additional revenue source if we enroll LEP or ELL young men. Other Federal funding sources include: Title V (b) funding in years one and two and the Federal lunch program supplement.

Bank Line of Credit

In order to protect against likely, flow imbalance due to re-payment schedule for federal grants, we will secure a line of credit from our bank as soon as possible after receiving the charter.

Other Grants

In Year 1, we anticipate receiving \$46,768 in Federal entitlements, and in Year 2 we anticipate receiving \$96,342 in other government funding/grants. Our budget reflects

Contingency Planning

We have constructed a conservative budget that assumes no substantial growth in key revenue sources such as the per pupil allotment rate, but does assume a growth in expenses, such as increasing salaries at 3 percent per year and site acquisition modification costs.

Our budget does not include non-public, grant funds and/or in-kind donations. However, should revenues be insufficient to meet this budget, we have the following contingency plans:

1. Attempt negotiations of current occupancy space and lease agreement with landlord.
2. We have budgeted for salaries above the local pay scales, and would consider reducing staff and salaries and stipends. We would consider increasing employee contributions to their health insurance plan and delaying the hiring of non-instructional staff.
3. If the shortfall were not chronic, we would also consider a short-term line of credit.

Additionally, we have asked the GoldStar Group to generate additional 1st and 2nd year operating budget projections in the event that enrollment in the first year is 10- 20 percent below projections. We believe that a lower pupil allocation based on enrollment will not compromise the integrity of the core curriculum and our goals of becoming a high performing college preparatory middle school.

Two-Year Operating Budget Worksheet: Year ONE
Gilchrist Academy

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	1,039,118		1,039,118	
2	Per Pupil Facilities Allowance	280,000		280,000	
3	Federal Entitlements	350,000		350,000	
4	Other Government Funding/Grants	46,768		46,768	
5	Total Public Funding	1,715,885		1,715,885	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	31,232		31,232	
10	Total Non-Public Funding	31,232		31,232	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$1,747,118			

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive Salary	90,000		90,000	5%
16	Teachers Salaries	265,000		265,000	15%
17	Teacher Aides/Assistance Salaries	0		-	0%
18	Other Education Professionals Salaries	286,800		286,800	17%
19	Business/Operations Salaries	65,000		65,000	4%
20	Clerical Salaries	35,000		35,000	2%
21	Custodial Salaries	0		-	0%
22	Other Staff Salaries	0		-	0%
23	Employee Benefits	117,278		117,278	7%
24	Contracted Staff	11,250		11,250	1%
25	Staff Development Costs	37,461		37,461	2%
26					0%
27	Subtotal: Personnel Costs	\$907,789	\$0	\$907,789	53%
28					
29	Direct Student Costs				
30	Textbooks	25,000		25,000	1%
31	Student Supplies and Materials	22,000		22,000	1%
32	Library and Media Center Materials	0		-	0%
33	Computers and Materials	5,000		5,000	0%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	32,000		32,000	2%
36	Student Assessment Materials	7,500		7,500	0%
37	Contracted Student Services	30,000		30,000	2%
38	Miscellaneous Student Costs	5,000		5,000	0%
39					0%
40	Subtotal: Direct Student Costs	\$126,500	\$0	\$126,500	7%
41					
42	Occupancy Expenses				
43	Rent	300,000		300,000	17%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	8,000		8,000	0%
47	Renovation/Leasehold Improvements	25,000		25,000	1%
48	Utilities	15,000		15,000	1%
49	Janitorial Supplies	6,000		6,000	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	20,000		20,000	1%

Two-Year Operating Budget Worksheet: Year ONE
Gilchrist Academy

52					0%
53	Subtotal: Occupancy Expenses	<u>\$374,000</u>	<u>\$0</u>	<u>\$374,000</u>	<u>22%</u>
54					
55	Office Expenses				
56	Office Supplies and Materials	19,000		19,000	1%
57	Office Furnishings and Equipment	31,868		31,868	2%
58	Office Equipment Rental and Maintenance	10,800		10,800	1%
59	Telephone/Telecommunications	5,400		5,400	0%
60	Legal, Accounting and Payroll Services	106,473		106,473	6%
61	Printing and Copying	2,500		2,500	0%
62	Postage and Shipping	1,500		1,500	0%
63	Other	4,500		4,500	0%
64					0%
65	Subtotal: Office Expenses	<u>\$182,041</u>	<u>\$0</u>	<u>\$182,041</u>	<u>11%</u>
66					
67	General Expenses				
68	Insurance	10,000		10,000	1%
69	Interest Expense	0		-	0%
70	Transportation	18,946		18,946	1%
71	Food Service	78,000		78,000	5%
72	Administration Fee (to PCSB)	6,596		6,596	0%
73	EMO Management Fee	0		-	0%
74	Other General Expense	0		-	0%
75	Unforeseen Expenses	32,324		32,324	2%
76	Subtotal: General Expenses	<u>\$145,866</u>	<u>\$0</u>	<u>\$145,866</u>	<u>9%</u>
77					
78	TOTAL EXPENSES	<u>\$1,736,196</u>			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by schoc	<u>\$10,922</u>			
82	Excess (or deficit) retained by EMC				

ASSUMPTIONS

Student Enrollment	<u>100</u>
Facility Size (square footage)	<u>20,000</u>
Average Teacher Salary	<u>53,000</u>
Teachers	<u>5</u>
Student/Teacher Ratio	<u>20 to 1</u>

NOTES:

Two-Year Operating Budget Worksheet: Year ONE
Gilchrist Academy



Two-Year Operating Budget Worksheet: Year ONE
Gilchrist Academy

Check			
GS	PCSB	Equal	
10,922	10,922	FALSE	

Two-Year Operating Budget Worksheet: Year TWO
Gilchrist Academy

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	2,145,382		2,145,382	
2	Per Pupil Facilities Allowance	560,000		560,000	
3	Federal Entitlements	445,400		445,400	
4	Other Government Funding/Grants	96,342		96,342	
5	Total Public Funding	3,247,124		3,247,124	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	64,338		64,338	
10	Total Non-Public Funding	64,338		64,338	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	\$3,311,462			
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Executive Salary	226,600		92,700	3%
16	Teachers Salaries	650,450		650,450	20%
17	Teacher Aides/Assistance Salaries	0		-	0%
18	Other Education Professionals Salaries	452,484		634,284	20%
19	Business/Operations Salaries	66,950		66,950	2%
20	Clerical Salaries	81,050		81,050	2%
21	Custodial Salaries	0		-	0%
22	Other Staff Salaries	32,500		32,500	1%
23	Employee Benefits	250,714		250,714	8%
24	Contracted Staff	0		-	0%
25	Staff Development Costs	56,659		56,659	2%
26					0%
27	Subtotal: Personnel Costs	\$1,865,306	\$0	\$1,865,306	57%
28					
29	Direct Student Costs				
30	Textbooks	25,750		25,750	1%
31	Student Supplies and Materials	45,320		45,320	1%
32	Library and Media Center Materials	0		-	0%
33	Computers and Materials	7,725		7,725	0%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	32,960		32,960	1%
36	Student Assessment Materials	15,450		15,450	0%
37	Contracted Student Services	61,800		61,800	2%
38	Miscellaneous Student Costs	5,150		5,150	0%
39					0%
40	Subtotal: Direct Student Costs	\$194,155	\$0	\$194,155	6%
41					
42	Occupancy Expenses				
43	Rent	309,000		309,000	10%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	8,000		8,000	0%
47	Renovation/Leasehold Improvements	0		-	0%
48	Utilities	15,450		15,450	0%
49	Janitorial Supplies	6,180		6,180	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	41,200		41,200	1%
52					0%
53	Subtotal: Occupancy Expenses	\$379,830	\$0	\$379,830	12%
54					
55	Office Expenses				

Two-Year Operating Budget Worksheet: Year TWO

Gilchrist Academy

56	Office Supplies and Materials	39,140		39,140	1%
57	Office Furnishings and Equipment	12,360		12,360	0%
58	Office Equipment Rental and Maintenance	16,686		16,686	1%
59	Telephone/Telecommunications	5,562		5,562	0%
60	Legal, Accounting and Payroll Services	120,161		120,161	4%
61	Printing and Copying	5,150		5,150	0%
62	Postage and Shipping	3,090		3,090	0%
63	Other	9,270		9,270	0%
64					0%
65	Subtotal: Office Expenses	\$211,419	\$0	\$211,419	7%
66					
67	General Expenses				
68	Insurance	20,600		20,600	1%
69	Interest Expense	0		-	0%
70	Transportation	56,852		56,852	2%
71	Food Service	160,680		160,680	5%
72	Administration Fee (to PCSB)	13,527		13,527	0%
73	EMO Management Fee	0		-	0%
74	Other General Expense	0		-	0%
75	Unforeseen Expenses	44,257		44,257	1%
76	Subtotal: General Expenses	\$295,916	\$0	\$295,916	9%
77					
78	TOTAL EXPENSES	\$2,946,626			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by schoc	\$364,836			
82	Excess (or deficit) retained by EMC				

ASSUMPTIONS

Student Enrollment	200
Facility Size (square footage)	20,000
Average Teacher Salary	52,036
Teachers	12.5
Student/Teacher Ratio	16 to 1

NOTES:

Two-Year Operating Budget Worksheet: Year TWO
Gilchrist Academy



Two-Year Operating Budget Worksheet: Year TWO
Gilchrist Academy

Check		
GS	PCSB	Equal
364,836	364,836	FALSE

**Five-Year Estimated Budget Worksheet
Gilchrist Academy**

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	1,319,118	2,705,382	4,152,143	4,251,507	4,353,852
Federal Entitlements	396,768	541,742	435,291	448,350	461,801
Income from Grants and Donations	-	-	-	-	-
Activity Fees	-	-	-	-	-
Other Income	31,232	64,338	99,402	102,384	105,456
TOTAL REVENUES	1,747,118	3,311,462	4,686,837	4,802,242	4,921,109
EXPENSES					
Personnel Salaries and Benefits	907,789	1,865,306	2,542,041	2,688,679	2,768,449
Direct Student Costs	126,500	194,155	260,981	200,052	208,628
Occupancy	374,000	379,830	699,019	827,066	851,422
Office Expenses	182,041	211,419	285,053	326,995	334,216
General Expenses	145,866	295,916	455,627	470,779	484,756
TOTAL EXPENSES	1,736,196	2,946,626	4,242,722	4,513,571	4,647,472
EXCESS (OR DEFICIENCY)	10,922	364,836	444,115	288,671	273,637

Monthly Cash Flow Projection - Planning Year
Gilchrist Academy

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Furnishings and Equipment		-	-	-	-	-	-	500	500	500	500	500	500	3,000
Office Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunications		-	-	-	-	-	-	500	500	500	500	500	500	3,000
Legal, Accounting and Payroll Services		-	-	-	-	-	-	3,083	3,083	3,083	3,083	3,083	3,083	18,500
Printing and Copying		-	-	-	-	-	-	333	333	333	333	333	333	2,000
Postage and Shipping		-	-	-	-	-	-	167	167	167	167	167	167	1,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Occupancy Expenses														
Rent		-	-	-	-	-	-	-	-	-	-	-	-	-
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs		-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services		-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														
Insurance		-	-	-	-	-	-	250	250	250	250	250	250	1,500
Interest Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses		-	-	-	-	-	-	-	-	-	-	-	1,950	1,950
6. Total Expenses	-	7,500	7,500	7,500	7,500	7,500	7,500	32,608	19,608	19,608	22,525	22,525	24,475	186,350
7. Fund Balance (end of month)	-	(7,500)	(15,000)	(22,500)	(30,000)	(37,500)	(45,000)	(77,608)	(97,217)	(69,325)	(44,350)	(19,375)	3,650	3,650

Monthly Cash Flow Projection

Gilchrist Academy

[illegible]

Monthly Cash Flow Projection
Gilchrist Academy

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	-	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	19,000
Office Furnishings and Equipme	3,000	31,868	-	-	-	-	-	-	-	-	-	-	-	31,868
Office Equipment Rental and														
Maintenance	-	900	900	900	900	900	900	900	900	900	900	900	900	10,800
Telephone/Telecommunications	3,000	450	450	450	450	450	450	450	450	450	450	450	450	5,400
Legal, Accounting and Payroll														
Services	18,500	5,498	5,498	5,498	5,498	10,998	5,498	11,331	11,331	11,331	11,331	11,331	11,331	106,473
Printing and Copying	2,000	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Postage and Shipping	1,000	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Other	-	-	409	409	409	409	409	409	409	409	409	409	409	4,500
Occupancy Expenses														
Rent	-	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000
Mortgage Interest Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs	-	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Leasehold Improvements	-	-	25,000	-	-	-	-	-	-	-	-	-	-	25,000
Utilities	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Janitorial Supplies	-	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Equipment Rental and														
Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
General Expenses														
Insurance	1,500	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	-	-	-	2,105	2,105	2,105	2,105	2,105	2,105	2,105	2,105	2,105	-	18,946
Food Service	-	-	-	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	8,667	-	78,000
Administration Fee	-	-	-	-	-	6,596	-	-	-	-	-	-	-	6,596
Other General Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses	1,950	-	-	-	-	-	-	-	-	-	-	-	32,324	32,324
6. Total Expenses	184,400	161,774	105,815	140,329	140,329	152,425	140,329	146,163	146,163	146,163	146,163	146,163	164,382	1,736,196
7. Fund Balance (end of month)	5,600	173,606	67,790	(63,872)	313,133	208,264	115,491	276,663	178,056	79,449	240,621	142,014	16,522	10,922