

EXECUTIVE SUMMARY

Surrounded by the hysteria and immediacy of reform in public education in the District of Columbia, elementary schools' data continues to result in limited student achievement in reading and math based on the DC CAS state assessments. The 2010 DC CAS elementary schools' data depicts a decrease in student performance. The decrease is not limited to one specific area of the city, but the decline is most prevalent in Ward 8, thus our reason for focusing on this Ward of the city. In addition, the NCLB Report Card indicates that 55.63% of elementary students attending the District of Columbia Public Schools scored basic or below basic in reading and 56.84% scored basic and below basic in math.

The disaggregated data shows that students of African American parentage are performing much lower than their White and Asian counterparts. 40.22% African Americans scored proficient in reading, while 77.59 % Asian and 89.14% White students scored proficient. In math 38.16% African American scored proficient while 81.40% Asians and 87.86% Whites scored proficient. This reality is unacceptable and must to be urgently addressed. The No Child Left Behind (NCLB) law provides assistance to parents by providing opportunities for them to transfer their children to high-performing schools; however this remedy becomes problematic due to the need for transportation and the occurrence of overcrowding at many of the high-performing schools. Receiving a quality education for all children is a plight that families whose children attend these low performing schools face because the appropriate provisions are not readily available. The result is a continuous increase in the population of students who are unprepared for middle, high school, and even college.

Poverty also poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school. Research has suggested that growing up in poverty can negatively impact children's mental and behavioral development as well as their overall health, making it more difficult for them to learn (Duncan, Brooks-Gunn, and Klebanov 1994; Pollitt 1994). As a result, many African American students have deficits in reading and math and are not able to read on grade level by the third grade. As a consequence, many of the students are placed in Special Education, and data has shown that their achievement is below that of their grade-level peers due to low expectations and the inability of schools to meet their emotional and academic needs adequately. Data from The District of Columbia Government and OSSE Ed Server indicates that African Americans represent more than 15% of students in Special Education and of those students 37.8% are boys. This data is catastrophic and requires an immediate response.

The overall goals of GPS STARS Academy is to meet the needs of all students by creating a school that provides a solid foundational approach; and ensures that all students receive a high quality education on a consistent basis;

- To implement a curriculum that is rigorous and relevant to the real world and provides students with opportunities to successfully compete with other students within the continental United States and the world.
- To utilize data to drive instruction and assessments, and set goals for instructional improvement, to differentiate and modify the instruction as it becomes necessary to meet the needs of all students; and continuously reassess student learning and instructional practices, and
- To engage parents in the instructional process to increase parental responsibility, accountability and pride.

The GPS STARS Academy believes that all students can learn, therefore, the Academy will implement innovative, research-based teaching practices that directly affect student learning; and opportunities for students to be successful and reach their highest potential to become STARS in their own right.

The GPS STARS educational plan is developed around the National Common Core State Standards and an inquiry-based curriculum. It is also designed to infuse technology, support teachers pedagogically to directly affect instruction, support teacher collaboration in instructional planning, provide targeted professional development, and review curricula based on the standards; monitor student progress continuously and make adjustments using daily student progress that include benchmark assessments, observations and instructional protocols.

Gerry P. Stephens's lifelong dedication to educating young people is the inspiration for this school. Like Eleanor Roosevelt, Gerry P. Stephens believed that *"The future belongs to those who believe in the beauty of their dreams"*. At GPS STARS Academy we would like to offer our students and parents the opportunity to enjoy the fulfillment of their dreams 'utilizing a holistic, well-rounded, challenging, standards-based educational program that is developmentally appropriate, rigorous, promotes self-discipline and individual responsibility.

All stakeholders will be involved in creating a professional learning community that meets the needs of all students both academically and socially; engagement with families and the community; working within collaborative learning communities; and teachers' professional identities will embrace the centrality of relationships and inquiry. We will also encourage stakeholders to take ownership of the community in which we live by engaging in community-based activities that will develop self-awareness and responsible citizenry.

We will also promote *green awareness* by implementing lessons on energy and the importance of energy efficiency. Students will participate in activities that will teach them to use a diagnostic toolkit that assesses the energy usage in the school. The school building will become a learning lab for students to apply science math, and language arts, to solve a global problem. Students

will also participate in a recycling program, which includes composting and developing a community garden.

Our program will replicate the community school approach to education, which promotes a culture of full partnership with families and the business community to address the needs of the whole child. GPS STARS Academy will partner with organizations that provide medical, mental health, dentistry, social services, as well as act as a resource to assist our families in habilitating healthy lifestyles. Selected parents and members of the community will have opportunities to become employed, as well as volunteer at the school.

A. Educational Plan

1. Mission and Purpose of the Proposed Charter School

a. Educational Needs

Although the District of Columbia has been widely recognized as a leader in education reform, the Office of the State Superintendent (OSSE) and the No Child Left Behind data indicates that students in the District of Columbia are still falling behind statistically in student achievement in reading and math. Most importantly, students receiving special education services scored far below the expected standard of achievement. The Office of the State Superintendent Report Card reports that 82.56% of students receiving special education services scored in the basic and below basic rankings. (% student sin SPED, % that are black, % that are boys). This disparity is consistent across throughout the system, and the District of Columbia State snapshot reports a widening achievement gap in the results of the NAEP Reading Assessments (2008-2009). 11% African American students scored proficient while 75% White students scored proficient; and in math 50% African Americans scored proficient, while 99% White students scored proficient.

Title I, Part A of the ESEA is designed to offer all children the opportunity to obtain a high quality education and to achieve proficiency in core educational areas, particularly in reading and math. No Child Left Behind requires that all students gain proficiency in reading and math by 2013-14 and that all limited English proficiency speakers reach English proficiency. Revisions to the ESEA also permit parents to relocate their children from failing schools to public schools that provide a high quality education.

1. Under title I part A of the ESEA, 2,439 elementary students living within the projected enrollment area of the proposed GPS STARS Academy are eligible for public school choice.
2. According to the 2010 OSSE AYP reports of the 11 DCPS elementary schools in Ward 8 only two schools achieved above the state proficiency standard in one subject area only.
3. The overall ranking of DCPS schools in Ward 8 is of great concern to residents of the area who have school age children.
4. High mobility rates make it difficult for the schools to address the educational needs

of a transient student population. Because of the struggles faced by the elementary schools in Ward 8, there is the need for a school such as GPS STARS Academy to reach the population of this region. There is a great need for improved education at both the elementary and middle school levels, and GPS STARS Academy Board strongly believes it can increase the educational options available to the student population and help improve the education students receive.

Data from the District of Columbia Department of Health Center for Policy, Planning and Epidemiology and the report on the state of Washington DC's neighborhood indicates that:

- Ward 8 is predominantly African-American community, where almost 40% of the population is 19 years old or younger.
- Compared to other District Wards, residents of Ward 8 are about 11% less likely to work in the city's labor force.
- The median income is 38% lower in Ward 8, as compared to other District Wards.
- The percent of families in poverty is almost twice as high in Ward 8, as compared to the District overall.
- Ward 8 has the highest participation rate (37 %) of families receiving Temporary Assistance to Needy families (TANF) in the city.
- 56% of families in Ward 8 receive Food Stamps.
- The greatest number of public school students enrolled in elementary grades (pre-Kindergarten through 5) lives in Wards 8.
- Ward 8 had the lowest average share of students testing at required standards – only 23 percent in reading and 15 percent in math.

The following charts shows a list of schools in the proposed GPS STARS Academy enrollment area, indicating the schools meeting the proficiency norm determined by the 2010 DC CAS State Assessments results.

Year	School	Reading	Math
2010	Garfield Elementary	No	No
	Hendley Elementary	No	No
	Ketcham Elementary	Yes	No
	M.L. King Elementary	No	No
	Leckie Elementary	No	No
	Terrell McGogney Elementary	No	No
	Malcolm X Elementary	No	No
	Moten Elementary	No	No
	Orr Elementary	No	No

	Turner Elementary	Yes	No
	Stanton Elementary	No	No

Clearly there is an academic need in Ward 8. The performance of these schools indicates the need for an institution that enables students to receive individualized attention, small class sizes to promote the best possible learning environment, carefully selected faculty and staff rooted in collaboration to achieve goals, and a curriculum designed to enhance the level of academic achievement for a targeted population of at-risk students. The GPS STARS Academy will offer all this and more, including the following:

- An emphasis on student literacy
- A proven, rigorous college preparatory curriculum
- Implementation of an Individual Learning Plan for each general education student (similar to the Individual Educational Plan for special education students)
- Teachers who are creative, innovative and receptive to new theories and concepts
- Technology integration in instruction
- Professional development that will link theory to practice,
- Professional development and training for para-professionals, parents and board members as it applies
- Strategic partnerships between the school community and community-based business and social organizations,
- More individualized academic attention and
- Willingness to address the social and emotional needs of students and families, as this too may adversely affect student achievement.

GPS STARS academy will be open to register all eligible students that reside in the District of Columbia. The school will not be discriminatory on the basis of race, religion nor ethnicity. Our school will be non-sectarian in its programs, admissions policies, employment practices and operation. No fees or tuition will be charged except for the fees charged by other public schools allowable by law. GPS STARS Academy will meet all applicable federal and local, health, safety and civil rights requirements. We will adhere to and not violate the applicable anti-discrimination found in federal and District of Columbia statutes.

GPS STARS Academy will serve 200 students at capacity in grades Pre-Kindergarten through three. We are currently in the negotiating process with our Lady of Perpetual Help at 1600 Morris Road to occupy the building previously used as a school on their grounds.

GPS STARS Academy anticipates serving a student body functioning on the basic and below basic levels in reading and math. We anticipate that at least 20% of our students will require special education services and less than 5% will be English Language Learners. Our school will ensure that the needs of all students, special education, English Language Learners, and students in the general education population are met in an integrative environment that propels them to proficiency in all disciplines. Opportunities for professional development will be made available on a weekly basis for the teaching staff including teachers' assistants; whereby teachers will be able to become aware, apply and practice research-based instructional practices. We will create a professional learning community where each individual is held accountable for their role in meeting the needs of students. Elementary schools set the foundation for students' learning. Students' experiences at this level set the tone and are a pre-cursor to attitudes and behaviors exhibited in middle and high school. .

The Bill and Melinda Gates Foundation's Education Policy Paper states that: "We know what good schools look like. They engage students in learning. They encourage students to struggle with complex problems and ideas. And they reward students for competence rather than seat time." Distilling the research on successful schools, GPS STARS Academy will align with seven key attributes needed for high quality education:

- Common focus – Staff and students share a personal commitment to the mission.
- High expectations – Teachers are dedicated to helping students exceed local, state and national academic standards.
- Personalization – Students have an individualized learning plan that guides the curriculum and directs their instruction.
- Climate of respect and responsibility – The environment is facilitative, safe, ethical and studious. Responsible and respectful behavior is an expectation of all staff and students toward themselves and others.
- Time to collaborate – Teachers have time to work collaboratively with one another to meet the needs of all students.
- Performance-based – Students advance to the next instructional level only when content mastery has been achieved.
- Technology as a tool – Appropriate technologies are used to design learning opportunities and communicate with the public about performance.

The founding board of GPS STARS Academy ascribes to these views and beliefs. Therefore our vision for GPS STARS Academy is a new model of education designed for the 21st century that incorporates all the research regarding the attributes of successful schools.

b. Mission and Philosophy

Our school honors the name of a community activist and an individual who advocated for the attainment of education to young adults. Gerry P. Stephens shared his life with the community in which he resided. Born Gerald Prince Stephens, he worked furiously to assist individuals to be the best they can be in everything they did. He supported young students by enrolling them in programs that would later prove to be beneficial to them. He served as a deacon, a counselor, a teacher, an education advocate, and a community leader. Gerry died on December 12, 2009; he was a man of integrity, honesty and one who cared for humanity. An educational scholarship was developed to honor his name; The Gerry Stephens Scholarship Fund awarded its first scholarship to a student at Howard University. This school is also in honor of Gerry P. Stephens, and we hope to provide our students with all the values that he would have instilled in them.

Mission: The mission of GPS STARS Academy is to cultivate every student's academic and social learning potential through a rigorous academic program, innovative instructional techniques, and partnerships with all stakeholder groups.

Philosophy:

At GPS STARS Academy:

1. We believe that all students can learn, and will provide opportunities for students to become successful learners.
2. We believe that parents are the first teachers and would make every effort to partner with them, and provide resources for them to ensure our students perform at their highest potential.
3. We take responsibility to provide students with a curriculum that is rigorous, attainable and one that will promote high student achievement.
4. We believe that our teaching staff must be well learned in their field and able to implement the curriculum utilizing innovative methodologies. We will therefore provide professional development on an ongoing basis.
5. We believe that each stakeholder must be responsible for the role they play in achieving our goal of high student achievement, therefore students will be taught to be responsible for their learning.
6. We believe in green technology, maintaining an environment that is clean, energy efficient and implementing a recycling program.
7. We believe that the community is our partner and will reach out to our community partners to meet the needs of our students and their families.

c. Educational Focus:

The focus of GPS STARS Academy is to provide the students of the District of Columbia with an education that is the equal to that found in effective schools. It will be a rigorous, college preparatory curriculum with emphasis on creating and ensuring student literacy and mastery of basic skills. We will prepare our students for entrance into college and to meet and exceed all state standards for education.

The overall goal of educational reform is to improve education; the goal of *No Child Left Behind* is to ensure that students are meeting high standards in core content areas by 2013-14. By teaching our students to achieve to the levels of proficiency in the core curriculum areas, we will meet the more tangible goals of NCLB and will also meet the goal of reform. GPS STARS Academy will improve education for the students who attend GPS STARS Academy by providing them with an education that will enable them to pursue their own dreams in life. GPS STARS Academy will also contribute to the overall goal of educational reform by showing other groups of interested parties that this goal of improving education CAN be accomplished.

GPS STARS Academy's core curriculum is aligned to the content standards of National Common Core Standards which defines what students should know and perform at each grade level, pre-K through 8, in four content areas (reading and language arts, mathematics, science, and social studies). The National Common Core Standards defines the grade by grade measurable objectives that are assessed by the District of Columbia Assessment System.

The District of Columbia has adopted these new, more challenging learning standards designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The new learning standards in reading/English Language Arts (ELA), mathematics, physical education, health, and the arts are among the best in the nation and are the cornerstone of the school system's commitment to provide an excellent education to each student. English Language Arts Content strands include:

Language Development	Informational Text	Literary Text
Discussion (LD-D)	Expository Text (IT-E)	Understanding Text (LT-U)
Questioning, Listening, and Contributing (LD-Q)	Document and Procedural Text (IT-DP)	Genre (LT-G)
Oral Presentation (LD-O)	Argument and Persuasive Text (IT-A)	Theme (LT-T)
Vocabulary Development (LD-V)		Fiction (LT-F)
		Poetry (LT-P)
		Connections (LT-C)
		Style and Language (LT-S)
		Drama (LT-D)

		Literary Nonfiction (LT-LNF)
		Traditional Narrative and Classical Literature (LT-TN)

The mathematics learning standards for prekindergarten through grade 12 are organized by grade level and presented in five strands:

Number Sense and Operations

Number Sense (NSO-N)

Fractions, Decimals and Percents (NSOF)

Estimation (NSO-E)

Computation and Operations

Patterns, Relations, and Algebra

Geometry Measurement

Data Analysis, Statistics, and Probability

Pre calculus and Trigonometry

For the academic core, GPS STARS Academy will use the Calvert Curriculum from the Calvert School in Baltimore, Maryland. The Calvert School is internationally recognized. Its courses are approved by the Maryland State Department of Education and accredited by the Middle States Association of Colleges and Schools, as well as by the Commission on International and Trans-regional Accreditation.

The foundation of the Calvert experience is the high-quality, research-based, standards-aligned curriculum. The Calvert experience begins with a placement evaluation to determine the best course of study for each student. The placement exam includes both objective questions and a written composition to evaluate concept knowledge and skills application.

Calvert uses a blend of traditional and 21st-century learning tools and teaching techniques, including direct instruction, hands-on exploration, online instruction and educational games for creative learning. Instruction is sequenced in manageable steps, often supplemented by multimedia experiences to address various learning styles. Students practice skills for mastery and use critical thinking to apply learning to real-world problem solving.

To ensure student literacy and greater achievement on tests of reading, GPS STARS Academy will use the Literacy First Process to address the areas cited in the report of the National Reading Panel: Phonemic Awareness, Phonics, Vocabulary, Spelling, and Comprehension. The Literacy First Process has been approved by the federal government for use with Reading First Grants or Comprehensive School Reform Grants. Our literacy process will be firmly grounded in the latest research on learning and on the brain. When using the Literacy First Process in schools with at-risk populations, schools have reported increases in excess of 70 percent of students achieving proficiency on state reading tests.

d. Goals

Goals for GPS STARS Academy include educational improvement, parental involvement and empowerment, and integration of the school into the larger community.

Academic Goals

GOAL #1: Students will demonstrate progress toward greater academic achievement in all areas tested by the District of Columbia State Assessment (DC CAS) and in accordance with the provisions of the *No Child Left Behind* Act.

GOAL # 2: All students will reach high standards in core curricular areas, at a minimum attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics. GPS STARS Academy will meet this goal by providing an academically rigorous college preparatory curriculum (the Calvert Curriculum). We will stress achievement in the core areas with particular emphasis on student literacy through the implementation of the Literacy First Process. Periodic diagnostic assessments will allow teachers and school staff to prescribe work individually for each student, ensuring that all students, and all ESEA subgroups, attain proficiency. This data will drive all instructional decisions at the school.

GOAL #3 All English Language Learners will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

GPS STARS Academy is implementing instructional practices that are effective with the ELL population of students. We will provide academic depth for these students while stressing literacy in English. Many of the techniques that research recommends for work with ELL students are already a part of the Literacy First Process. Our diagnostic assessments will allow us to tailor instruction to the specific needs of each ELL student.

GOAL # 4: All students will be taught by highly qualified teachers. GPS STARS Academy will only hire highly qualified teachers for our students. All students will be supported by qualified educational coaches/consultants within the professional learning community.

GOAL #5: All students will be educated in environments that are safe, drug free, and conducive to learning.

GPS STARS Academy will use all resources available to us to create a school that is a safe haven for students. The safety needs of the students must be met before they can turn their attention to the job of learning.

- We will have a safety plan and an emergency management plan.
- We will have on-site security.
- We will have a sign-in policy for all parents and visitors on the school premises; no one will be allowed in the school without signing in.
- Identification badges will clearly mark school staff from visitors.
- The school will have "no tolerance" policies for drugs and violent behaviors.
- Our academic program will give students success. Students who are successful in their work at school are less likely to be disruptive in classes.
- We will partner with community groups, including law enforcement, to make GPS STARS Academy a safe haven and to ensure that drug influences from outside GPS STARS Academy do not enter.
- Personal safety will be taught as part of our health curriculum.
- We will develop an awareness of safety in both students and staff.
- Any grounds and/or maintenance staff (employee or contractor) will be required to have training in safety issues for schools.
- We will perform regular safety inspections of the school building and the grounds (including playground) surrounding it. If a hazard is found it will be eliminated or repaired.

The safety of students and staff who attend GPS STARS Academy is of the utmost importance. The perimeter of our facility will be well lit, with monitored security cameras at all outside doors. If necessary to ensure the well being of the school community, GPS STARS will employ a security guard.

GOAL # 6: All students will graduate from high school.

GPS STARS Academy will, at full implementation, contain grades K-5. As our contribution toward helping GPS STARS Academy meet this goal, we will fully prepare our students for success in the middle school and high school that they choose to attend. Our ultimate goal is to prepare students to be accepted into the higher education or career path of their choice. Our students will be prepared academically and personally for the challenges of high school; our goal is to have 100 percent of our students graduate from high school and be prepared for post-secondary education or employment.

Non- Academic Goals

Goal #7: The quality of the school system service delivery will be enhanced by improving management effectiveness, efficiency, and accountability

- GPS STARS Academy is committed to effectiveness, efficiency and accountability in management as well as instruction. The Board of Directors is extremely well experienced in matters of educational management; the size of GPS STARS Academy will not encourage a bureaucratic system, nor will the Board of Directors allow one to develop.
- It is important to note that GPS STARS Academy is not affiliated with any charter school management company. The school will be exclusively under local control. That local control welcomes accountability and will be accountable to the students who enroll, their families/guardians, and to the GPS STARS Academy Board of Directors.

Goal #8: To create a culture of parental empowerment and ownership of the school where parents and/or guardians are involved in the school, are supportive of their child's education, and feel welcome and supported in their efforts to remain involved with their child's education . Family, school, business and community relationships will be strengthened to support improved student achievement.

- This is one of our major goals. We believe that the community, parents, families, and the school must work together to provide the quality education that we want our children to receive. We believe in shared decision-making and in encouraging parent and community ownership and empowerment in our school. GPS STARS Academy will strive to be a viable community partner where we can "give back" to the community in the form of service projects within the community.
 - To accomplish this goal we will have ongoing communication with all of the parents. We will offer parent orientation, parent literature and parent workshops, which will provide examples of how parent involvement leads to increased student achievement, academically, socially, and emotionally. Workshop topics may include how to model learning at home; helping children study at home; and test preparation, motivating children and highlighting parent responsibilities.

Clear, timely, and effective communication is key to building and maintaining the relationship that GPS STARS Academy seeks with its community. The Board of Directors is committed to ensuring that this communication is put into place as soon as possible.

Parents will be required to participate in parent/teacher conferences within the school, some of which would include the student during the school year. To facilitate this, GPS STARS Academy will provide seminars to parents and teachers on how to have effective parent/teacher conferences. And GPS STARS will provide curriculum information and notices in parents' native languages.

- Parents will also be requested and encouraged to perform volunteer service. There will be many opportunities for such service, such as mentoring, classroom helper, fund-raising, chaperone, tutoring, special cultural presentations, parent advocate mediator, the parent/teacher organization or school governance on committees or boards. All parents/guardians will be contacted by school leadership with a personal invitation to participate in school events and activities.

Through the involvement of parents in the academic life of their child, we will be building a support system at home for the students.

GOAL #8: To create and maintain a school that is a viable and a fully functioning partner within the larger community and that contributes to the improvement and development of that community.

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GOAL #9: To create an environment in which students have room to learn and receive individualized attention.

The ultimate goal of GPS STARS Academy is to graduate a well-rounded child, fully-schooled in the core curriculum (reading, mathematics, science, social studies) and broadened by aesthetic and physical development. GPS STARS Academy is committed not only to bettering all students' academic achievement but instilling positive character, a sense of community, and purposefulness at the same time.

2. Charter School Curriculum

a. Student Learning Standard

The District of Columbia is one of the many states that have adopted the Common Core State Standards. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators. The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live. These standards define the knowledge and skills students should have within their K-12

education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

The standards were developed in collaboration with teachers, school administrators and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. GPS STARS Academy will take the helm and begin our focus with the implementation of the Common Core State Standards which like the current DC Standards, our students are required to meet and or exceed.

GPS STARS Academy, PCS will use the content area standards as identified in the National Common Core Standards for our core subjects: language arts, mathematics, social studies and science. We will also align the rigors of the Calvert Curriculum to these standards as appropriate in each grade level. Calvert's curriculum developers work diligently to provide academics that challenge and inspire students. Through collaboration with experts in the field, best practices, and continuous research, they have developed a diverse suite of academic resources and tools including literature classics, hands-on science activities, and game-based math.

Through the use of this framework, GPS STARS Academy, PCS will integrate effective approaches to teaching literacy and mathematics across the curriculum. Students will be encouraged to explore and question as they master content standards at each grade level. Teachers will have the flexibility to be creative in the lesson planning as well as create authentic connections across content areas. GPS STARS Academy will work to define grade level standards for students and parents.

Literacy/Reading

The importance of literacy to the students cannot be overemphasized. The goal of the reading program at GPS STARS Academy is that all students will be able to read by the end of the third grade. To ensure student literacy and greater achievement on tests of reading, GPS STARS Academy has chosen to also use the Literacy First Process. Our literacy process will be firmly grounded in the research findings from the National Reading Panel that cites the necessity of five essential components in teaching literacy: phonemic awareness, phonics, fluency, vocabulary development and comprehension. The Literacy First Process guarantees that if a student is

taught with the Literacy First process for 3 years, he or she WILL be an accomplished reader by the end of third grade.

Results from schools using the Literacy First Process have shown positive results:

- Turi T. Small Elementary, Volusia County, Florida (85% of students qualify for the free/reduced lunch program, 90% are African American): 85% of students are on grade level on reading FCAT (a Florida standardized test). State grade of A;
- Northern Elementary, Fayette County, Kentucky (80% Free/Reduced): 89% of students on grade level reading according to KCCT (Kentucky standardized test);
- 29 Literacy First Schools in Oklahoma outperformed all schools with similar demographics and performed better than the state average on nationally normed reading assessments;
- Principals in Literacy First schools in Florida, North Carolina and Washington all report a significant increase of students passing state or nationally normed assessments as a result of implementing the Content Area Process from Literacy First..

The Literacy First Process is completely research-based and has been approved by the federal government for use with Reading First Grants or Comprehensive School Reform Grants.

The Literacy First Process uses classroom libraries of fiction and non-fiction rather than a basal reading series. The assessments of the Literacy First Process, the P.A.S.T. (Phonological Awareness Skills Test), The Literacy First Phonics Assessment, The Bear Spelling Inventory and/or the Multidimensional Fluency Scale are given on a regular basis during the year so that teachers can see precisely what skills need to be taught to a given student. Teachers will be expected to use small, flexible skill groups in instruction to be able to systematically and explicitly address student needs.

Some of the topics to be addressed in the GPS STARS Academy Reading curriculum (which are also a part of the National Common Core Standards) are as follows:

- Associating ideas and logical sequence
- Discrimination of letters
- Rhyming words
- Story telling
- Vocabulary building
- Memory
- Similarities and differences
- Motor control
- Letter sounds
- Sequencing
- Auditory discrimination
- Visual discrimination

- Classifying
- Word analysis
- Synonyms, antonyms
- Word parts, syllables
- Compare/contrast
- Predict/infer
- Drawing conclusions
- Cause/effect
- Summarizing
- Topic/main idea/detail
- Differentiating between fact and opinion
- Generalization

Writing

Research has shown that active readers typically become competent writers; thus, writing will be a part of all content areas, including mathematics, music, and other "special" classes.

GPS STARS Academy students will be taught, through direct instruction and modeling, to compose expressive, informative, and persuasive writing, as prescribed by the state and national standards. Through the act of writing and instruction, students will learn the principles and rules of Standard English in writing and in communication. The development of speaking and listening skills will be integrated into the GPS STARS Academy language arts curriculum.

Students will reflect upon and write about what they read, and students will write on a daily basis as they progress through the academies. Activities will include creative writing activities, research and reporting, expressing points of view, sharing information and writing as an avenue of self expression.

Mathematics

GPS STARS Academy will provide students with in-depth mathematics content that is standards based and reflects the best thinking of mathematicians and teachers.

Calvert Mathematics is an award winning program. It teaches basic math skills and how to apply them in everyday life situations. The program also places emphasis on higher-level thinking skills and problem solving skills necessary for success in school and in life. Students will also be required to write about mathematical functions and to be able to communicate the problem solving process to others, and justify the decisions made during the process. Mathematics will also be connected to other subject areas by all teachers who will point out uses of mathematics in

other subject areas. A natural connection is the relationship of mathematical knowledge to musical knowledge.

GPS STARS students will be grounded in a mathematical curriculum as outlined in the National Common Core State Standards and the mathematics curriculum. The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel Report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-3 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year. Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Activities and topics that will be included in the GPS STARS Academy curriculum are as follows:

- Recognizing numbers
- Math vocabulary
- Shapes
- Number ideas
- Matching patterns
- Measurement
- Money
- Understanding data from pictures
- Properties of addition and subtraction
- Problem solving
- Graphing
- Ordering numbers
- Place value
- Probability
- Fractions
- Solid and place shapes
- Equivalency
- Fact families
- Finding Perimeter

- Finding area
- Time
- Sets
- Properties of multiplication and division
- Decimals
- Pictographs
- Rounding
- Roman numerals
- Fluency and accuracy in mathematics
- Mixed numbers
- Geometry (points, lines, rays, angles)
- Percentages
- Integers
- Ratio
- Variables
- Equations
- Absolute value
- Sine/cosine/tangent
- Rational/irrational numbers
- Number theory
- Permutations
- Surface area

It is our goal to ensure that every student receives the essential skills needed for mathematical literacy.

Music:

We believe that this music curriculum will nurture creativity, encourage productivity, promote appreciation of diverse cultures, and cultivate a love of beauty and great works. Masterpieces by great musicians will be introduced and studied by students as a means of understanding themselves and others. Students will view, listen to, participate in, and discuss the aspects of musical expression from different periods and perspectives.

Participation in performance activities will enhance their ability to communicate with others in imaginative and creative ways, as well as a vehicle to engage parent participation. Our students will gain a true appreciation of music as an important reflection of our past, present, and future.

Research has found (Anderson, Henke, McLaughlin, Ripps & Tuffs, 2002; Dryden, 1992; Lewis, 2002) that music can enhance student learning in all groups of students, but particularly in at-risk populations. Our students will have the opportunity to perform musically by singing, playing instruments and moving with the music; will learn to listen critically to music; will have

the opportunity to compose, read and notate music; and will learn to apply their musical knowledge and understanding to their own lives in an appreciation of many forms of music.

Science

Science in the Calvert Curriculum includes science kits for hands on learning, and McGraw-Hill science texts. This curriculum aims to nurture students' interest in earth, science, physical science, chemistry, and life science. The common State Standards will again underpin the GPS STARS Academy science curriculum. As such, it will guide instruction so that students will learn about:

- Skills and Processes
- Earth/Space Science
- Life Science
- Chemistry
- Physics
- Environmental Science

The topics to be addressed in the GPS STARS Academy (Calvert) curriculum are as follows:

- Seasons
- Animals
- Five sense
- Space
- Weather
- Natural resources
- Tress
- Sky
- Matter and energy
- Growth and change
- Experimental method
- Environment
- Sound
- Light
- Health/human growth/human body
- The sun and planets
- Machines
- Scientific classification
- Conservation
- Reproduction/heredity
- Motion/forces/energy

Our students will demonstrate the practice of scientific inquiry, critical thinking, applying concepts of science to solve problems, and using models and technology. They will have

knowledge appropriate to their grade level and age level about the natural forces and cycles of the environment, Earth, and the universe. They will be able to use scientific skills and processes to explain and to make predictions.

Social Studies

Social Studies is not just one discipline, but a combination of many. Studies of geography and history stimulate the students' interest in their world and their heritage. Included is the history of the District of Columbia its civics and indigenous peoples.

The requirements of the Common Core State Standards for Social Studies are:

- History
- Geography
- Economics
- Political Science
- Peoples of the Nations and World

The study of history will present students with a personal and a global perspective, as the students prepare to live in a world of rapid change. History should build on students' prior knowledge of their own lives and communities by introducing them to lives and communities in other places and in other times. By integrating their own experiences with those of other cultures, children construct meaning, develop a sense of history, and learn important concepts that help them to link the past and the present, and to pose questions about the future.

Our students will develop the understanding that geography is a powerful force that motivates human behavior and influences movement, cultures, beliefs and values. In learning to use geographical tools and technologies, students gain valuable, practical skills for a world that becomes figuratively smaller day-by-day.

The study of economics enables our students to become wise consumers and make good financial choices. Activities that tie economic understanding to events in history, geography and civics, establish a strong foundation of basic economic principles that prepare our students to participate in the worldwide marketplace.

Our students will study political science starting with the most basic concepts about the necessity for rules in a society. Students will also learn about varying political philosophies and the symbols and processes that are uniquely American. They will analyze our system of government, and learn about and practice the skills of democracy. Students may have elections in their own classroom. Most importantly students will learn about the rights and responsibilities of being a citizen of a society, whether it is local national or global. Coupled with that will be the importance of being a participating citizen. Students will have the opportunity to practice this participation in the class and in the school.

In studying people of the world our students will learn about different cultures, including the indigenous people of the District of Columbia. Students will discuss the conflicts or cultures and beliefs; study the varied religions and philosophies of the world; and investigate how groups of people interact. Student will learn the beauty and the value of diversity from this strand of the curriculum.

Some of the topics to be addressed in the GPS STARS Academy curriculum are as follows:

- Where people live/habitats
- American colonization
- American Revolution
- Westward expansion
- Civil war
- Industrialization
- Natural resources
- Roman civilization
- Study of China, India, Greece
- Relationship between the past and the present
- Tools of historians
- Political, economic and social changes from ancient times to the American Revolution.
- Modern America
- U.S. role in world events
- Waterways/transportation
- Climate

Overall, students will receive instruction and participate in activities that will enable them to understand, to analyze, and to participate in their community, in the nation and in the world.

Foreign Language

Instruction in Spanish for all children will be offered and provided in response to the growing Hispanic/Latino population of the neighborhoods and greater DC area. Spanish is a world language as well, and by learning it students will be able to participate in multicultural experiences and assist them with becoming sensitive to the differences of others.

This study will also broaden the children's cultural horizons and introduce them to the structure of a language that many students hear every day. Students will participate in multicultural experiences through the study of Spanish that exposes them to the traditions and the heritage of culture other than their own. They will learn about people, places, and times through high-interest activities. As students progress through the academies, their lessons will become more sophisticated and allow for more diverse experiences. Students will have opportunities to communicate with native speakers in language circles where they can practice talking in real life

simulations. Relevant materials and resources, state of the art technology, and dynamic teaching methods will all enhance the Spanish language program. Spanish will be included as a part of the students' studies beginning in Kindergarten, taking advantage of the facility of the young child in learning languages.

Technology

GPS STARS Academy is dedicated to using technology as a tool in the classroom to supplement the teaching of the school's children. We feel that there is an important place for technology in our students' education. In today's technological age, mastery of computers, as a tool for learning and communication, is not an option, it is a necessity. Technology plays an integral role in all walks of life. We therefore intend to infuse all aspects of our educational program with it. We view technology as a means to an end – a way to better accomplish research, communication, learning – we will therefore integrate its use into our instruction of all subjects. We will augment classroom studies with interactive, self-paced technological learning tools. Examples of this type of software are Success Maker, Plato or Study Island interactive web-based software.

Technology is used in many different ways, however: as a student/administrative database tool, a parent academic information tool, a communication tool, a research tool, but most importantly as another integrated part of our curriculum with many different kinds of curriculum-based software.

Character Education

Respect and responsibility are just two of the values at the heart of the GPS STARS Academy teachings in character education. We live in an age where technology and social concerns dictate the need for a deepening concern for character. The principles of character education are utilized as basic principles for an integrated character education program. The program includes but is not limited to: the teacher as model and mentor; activities that promote values and ethics; encouraging moral reflection; discussion of issues and answers, problems and solutions; conflict resolution; foster parent and community involvement; and learning to serve other through service projects. An important part of this character education will be to teach students to work together as a team.

Career Exploration

GPS STARS Academy will provide opportunities for students to explore their possible careers. We will do this by taking students into the community to observe various people and professions at work. We will also invite and welcome community members to come in to the school to talk about careers and how to prepare for them. We feel that the combination of this exposure and the world class education will prepare students for any avenue of adult life.

Health

Health topics are closely linked to science content as well as physical education. Concepts include:

- Basic hygiene and health habits
- Nutrition
- Function of body parts and systems
- Disease prevention
- First aid and safety
- Dangers of substance abuse
- Benefit of exercise.

When looking for a food service provider we will seek a vendor who provides more healthful meals than are sometimes served in schools.

Physical Education

The physical education program helps our students keep fit through a variety of organized activities that focus on:

- Control and coordination of movement
- Rhythm, agility, and balance
- Simple sports skills
- Basic games and exercises
- Fitness
- Respect for rules
- Sportsmanship
- Proper use of equipment
- Strategy
- Competitive and noncompetitive sports
- Lifetime sports

Service Learning

Service learning is defined as curriculum-based community service activities (National Center for Educational Statistics, 1999). Each grade will participate in a service oriented project. These projects can be as simple as ensuring an area is kept clean or more complex and span the course of the school year. Grade level teams will determine the projects which will be designed to integrate knowledge, application, and personal reflection. Projects include:

- Planning a community garden
- Developing a recycling program
- Participating in a green energy project

All service learning projects will documents through time, celebrated and assessed. All students that are involved will have an opportunity to evaluate his/her contribution and the contribution of their classmates.

b. Resources and Instructional Materials

The Calvert Curriculum provides all instructional materials as well as resources for the program. The Calvert Curriculum includes: a list of all materials and books needed for each day's lesson; an assignment summary which highlights the day's work at a glance and provides a checklist for the completion of all work provided. The Curriculum Planning Team and the Principal will develop a scoring guide to assess each curriculum and develop an alignment to the National Common Core Standards. The team will select additional textbooks, audiovisual and trade books that will be used as resources to support the learning standards and serve as a parent library. Step-by-step instructions to lessons guide teachers and students through daily instruction. The lesson plan guides will also provide clear examples, when needed, as well as questions to guide students' thinking, discussions and reflections. Each student is provided an online portal in the Calvert i-Library, an Online Lesson Manual, embedded links, study resources, and texts necessary for implementation.

The focus of GPS STARS is to provide the students of the District of Columbia with an education that is the equal to that found in effective schools. It will be a rigorous, college preparatory curriculum with emphasis on creating and ensuring student literacy and mastery of basic skills. We will prepare our students for entrance into college and to meet and exceed all state standards for education.

The overall goal of educational reform is to improve education; the goal of *No Child Left Behind* is to ensure that students are meeting high standards in core content areas by 2013-14. By teaching our students to achieve to the levels of proficiency in the core curriculum areas, we will meet the more tangible goals of NCLB and will also meet the goal of reform. GPS STARS Academy will improve education for the students who attend GPS STARS Academy by providing them with an education that will enable them to pursue their own dreams and goals in life. GPS STARS Academy will also contribute to the overall goal of educational reform by showing other groups of interested parties that this goal of improving education CAN be accomplished.

Literacy: There is skill, complexity and beauty inherent in the development and structure of language. Through a variety of instructional methodologies, students at GPS STARS Academy will develop skills in phonics, reading fluency, comprehension, language arts, spelling and vocabulary. Resources from Literacy First along with the Calvert Curriculum will be used to provide phonological awareness, and beginning reading skills. Each year will build on each other, recognizing students' individual strengths and learning styles.

Math: The goal of the mathematics program at GPS STARS Academy is to cultivate each student's confidence and increase their proficiency levels in mathematical concepts and reasoning in preparation for entering middle and high school. Calvert Curriculum provides the scope and sequence for the math program along with texts, materials, resources, manipulatives, lessons and objectives. Students will also utilize their online student portals and online manuals to complete online assignments and math games.

Social Studies: Social studies is not just one discipline, but a combination of many. Studies of geography and history stimulate the students' interest in their world and their heritage. Included is the history of the District of Columbia its civics and indigenous peoples. Students will also study government, economics, religion, art, anthropology, technology, and sociology.

Science: Science in the Calvert Curriculum includes science kits for hands on learning, and McGraw-Hill science texts. This curriculum aims to nurture students' interest in earth, science, physical science, chemistry, and life science. The goal is to provide a solid foundation of understanding of scientific principles, while developing an interest in scientific inquiry and discovery. The common State Standards will again underpin the GPS STARS Academy science curriculum.

c. Methods of Instruction

At GPS STARS we understand that culture, language, race, class, ethnicity, and intelligence play an integral role in how students learn, therefore to assist students to reach their highest potential, we will employ various researched-based teaching methodologies that match students' learning styles. Research dictates that when instructional methods match students' learning styles, students have more positive attitude towards school and learn more (Jackson & Davis 2000).

The most effective and innovative strategy that we will be using is the implementation of the **Literacy First** process. This is an entirely research-based process, which was approved for use with Reading First and Comprehensive School Reform monies. This process has shown great gains in reading scores on state accountability tests. All areas of recommendation by the National Reading Panel will be addressed (Phonemic Awareness, Phonics, Comprehension,

Vocabulary Development and Spelling) using research based instructional techniques. Some of the specific techniques used in the Literacy First process and in other subject areas are:

- **Cooperative Learning.** This technique allows learning to occur as a result of interactions between members of a group of students (two or more). Cooperative learning promotes all students' high achievement through sharing their strengths and helping each other to overcome their weaknesses. It also promotes metacognition, as dictated by research.
- **Graphic Organizers.** These are tools that help students to sort, organize, summarize, retain, and recall important information. Since most students are visual learners, graphic organizers provide a great alternative to print for a more conceptual, big picture. These tools also foster effective group brainstorming techniques.
- **Activating Prior Knowledge.** This strategy promotes the integration of students' previous understandings to the new skill or information. In this way students build new knowledge on existing knowledge, giving that new knowledge a solid foundation. When using prior knowledge, students are more likely to make connections and draw analogies. Students feel confident in learning because they feel that they already possess some of the knowledge, feel confident to ask questions, make predictions and draw conclusions or generalizations. Using prior knowledge empowers students to be motivated to learn more. Activating prior knowledge is a basic component of every Literacy First lesson.
- **Manipulation of Lesson Content.** In other educational eras this may have been referred to as "experiential learning" or "hands on" learning. GPS STARS Academy believes in the principle that "children learn best by doing." Manipulation of the content can be an activity ranging from a puzzle or a sorting task in the classroom to a simulated life experience in a subject areas. What is important is that the students interact with the content of the lesson, because this helps retention, time on task, and achievement and motivation.
- **Small School Size.** Based on research that has found a positive relationship between small school size and increased student achievement (Bickel, & Howley, 1999, 2000; Howley, 1999; Bickel, 1999; Raywid, 1999; Irmsher, 1997; Huang, & Howley, 1993), with a maximum of 200 children, GPS STARS Academy complies with the small school research.
- **Looping.** Research indicates that children benefit from remaining with the same teacher over two to three grades—a practice commonly called "looping." The research on looping is clear about its benefits, including that children feel more secure and less anxious moving to the next grade level, and teachers are able to develop stronger relationships with students and parents (Grant, Johnson, Richardson, & Fredenburg, Eds., 1996).

- **Rigorous Curriculum Devoted to Basics.** Challenging instruction in core subjects improves student performance (America's Challenge: Accelerating Academic Achievement, National Assessment of Educational Progress, 1990). This report indicates that systematic and rigorous exposure to fundamental knowledge in core subjects is associated with higher scores on standardized tests for reading, writing, math, and science. Teachers at GPS STARS Academy will instruct students in reading (Literacy First), writing, and mathematics every day without exception. The reading will be literature-based and integrated in other content areas and drawn from classroom libraries and authentic materials.
- **Differentiated Instruction.** Learning tasks given to students are based on the levels of achievement and learning strengths of the child. This will be the result of specific assessments, (addressed in Academic Goals and Individual Learning Plans), that allows teachers to identify the specific skill and level that each student requires. Teachers will use small flexible skill groups to meet the full spectrum of student needs.
- **Teaching to Multiple Intelligences through Multiple Modalities.** GPS STARS Academy recognizes that students have different strengths or "intelligences" as described by Dr. Howard Gardner. This theory acknowledges that while all students may not be verbally or mathematically gifted, children are likely have expertise in other areas, such as music, spatial relations, or interpersonal skills. We will approach and assess learning using a wide range of strategies that use different modalities (visual, auditory, motor/kinesthetic) as a vehicle to educate students in the manner in which they learn best. Our program seeks to capitalize on children's various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed.
- **Use of Technology.** GPS STARS Academy is dedicated to using technology as a tool in the classroom to supplement teaching. In today's technological age, mastery of computers, as a tool for learning and communication, is not an option, it is a necessity. Technology plays an integral role in all walks of life. We, therefore intend to infuse all aspects of our educational program with technology. We view technology as a means to end – a vehicle to better accomplish research, communication, and learning – and will therefore integrate its use into the instruction of all subjects. We will augment classroom studies with interactive, self-paced technological learning tools. Examples of this type of software are Success-Maker, Plato or Study Island, which are interactive software programs.

For many students, technology is a motivational tool as well. One can just reference the facility and affinity that students have with technology in their lives. To be able to utilize technologic tools can serve as an incentive or motivation towards increased attendance and an increased level of engagement.

- **Individual Learning Plans (ILP)** In a coordinated analysis of assessment test results, inventory of student learning styles and current learning levels, parent input, student self-analysis, and any requirements delineated in existing IEPs, staff at GPS STARS Academy will design personalized learning plans for every student. These plans become the basis for monitoring individual student achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to consistently document and reflect on learning successes or on-going needs.
- **Flexible Groupings** Students will be grouped in ability and mixed ability settings according to the requirement of the content. These groups create a balance in students academic achievement, interests and skill level. Students can work cooperatively, create projects, conduct research, or perform experiments.
- **Reciprocal Teaching** Using reciprocal instruction, a teacher introduces a concept and then reinforces it in later lessons by using repetitions and practice to increase understanding, reflection and maintenance of skills and concepts learned..
- **Scaffolding** The teacher, with the assistance of diagnostic assessments, will be able to begin a student's instruction at the most effective level, then systematically increase the difficulty of the skill/concept and the depth of learning.
- **Enriching After-School Experience.** Students will have an opportunity to attend an extended school day for tutoring, extra assistance, or enrichment activities. We believe that by being actively involved in our program, each child will have increased opportunities for developing social, psychological and academic growth.

d. Students with Exceptional Needs

GPS STARS Academy will provide quality education to all students, including students with disabilities. We will provide the necessary services for students with disabilities, offering a full range of potential programs and services. While GPS STARS Academy is committed to educating students in the least restrictive environment to the fullest extent possible, we also recognize that some students require programs and services with specialized attention. GPS STARS Academy will operate special education programming (such as Resource Rooms) that meets the requirements set forth by state and federal regulations governing special education. Ancillary services will be provided to students based on need as outlined on their Individualized Education Plans (IEPs). We realize that children have varying abilities and will accommodate their

differences through personalized learning plans, use of tutorials, adaptive curriculum-based software, and teaching practices.

All students with disabilities will be assessed at the same intervals as students without disabilities. How students are assessed will be determined at the IEP team meeting. Testing at the state level will take place by either taking the DC CAS/DC CAS with accommodations (as specifically determined by the IEP team and specified on the student's IEP), or assessment by ALT-DC CAS (as determined by the IEP team if all criteria are met). In addition, students at GPS STARS Academy will be assessed using a Fall Terra Nova pre-test (some may be provided standard accommodations based on their disability as discussed by the IEP team and specified on their IEP) and Literacy First assessments. Oversight of assessment administration will be provided on site by the school's Principal or special education teacher.

At GPS STARS Academy, the SPED Coordinator and the Special Education teacher assigned to provide services will be responsible for the implementation of each student's IEP. The Principal will designate instructional staff for general education and special education instruction..

GPS STARS Academy will have a defined pre-referral intervention team (often referred to as a "General Education Intervention Team or Student Support Team-SST") made up of general education staff, special education staff, and administrative staff and parents to review cases of students who need academic or behavioral intervention in the general education setting. Often such interventions can provide the support needed for a student to be successful in the general education setting without special education intervention. Students will be identified as needing referral to special education evaluations from this committee as part of the Child Find process after documented interventions. Parents will be involved in all steps of these processes. Other Child Find activities to locate and identify students needing special education services include parent referral, notices to parents of students enrolled as to the services available (full spectrum of services based on need), educational screenings and review of educational files and history.

Other plans to assist all students, including those with special needs, include the offer of after school tutoring (by both peers and teachers) and homework clubs. Eventually, an onsite family learning center, available after school and one Saturday each month, will enable parents and guardians to increase their own literacy, work on their resumes, or help the child with homework under a knowledgeable and qualified mentor.

The goal of special education at GPS STARS Academy is consistent with the goal of general education -- to support students in developing the knowledge and skills they require to live meaningful, self fulfilling lives with as much independence as possible in their communities. We will support the education of students with special learning needs within the regular classroom as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part time or full time basis be considered.

GPS STARS Academy will also work to create public awareness of special education opportunities and advise parents of the rights of children with disabilities. We will provide written procedures to assure that information regarding the rights of children with disabilities is made available in language and phraseology understandable to parents regardless of their ethnic, linguistic or cultural background.

GPS STARS Academy will seek teachers who meet all District of Columbia licensure and/or certification requirements (at least provisionally) that apply to the area in which the individuals are providing special education. We will provide an appropriate number of special education teachers according to the population of students that enroll in GPS STARS Academy. This teacher's job requirements include:

- Administer and interpret individual formal and informal assessments.
- Write goals and objectives for IEPs
- Provide progress reports to parents as stated in the IEP
- Provide staff and parent consultations
- Organizes and maintains, in student files, all required documentation of services
- Participates in IEP meetings
- Ensure compliance with federal and state regulations
- Follow through with parent and staff requests
- Coordinate services for students
- Participate in faculty meetings
- Participate in onsite and offsite professional development

All personnel who provide related services (e.g. speech-language pathologist, psychosocial counseling provided by a psychologist, social worker or mental health professional) to students in the school shall meet all District of Columbia licensure and/or certification requirements (at least provisionally) pertaining to their area of related services.

GPS STARS Academy will develop screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, individualized educational programs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of disabilities

GPS STARS Academy will adhere to all provisions of state and federal law relating to students with disabilities under the IDEA, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

GPS STARS Academy will adhere to all provisions of state and federal law relating to students with disabilities under the IDEA, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act requiring that all students with disabilities receive a Free and Appropriate Public Education in the Least Restrictive Environment.

e. English Language Learners

Students for whom English is a second language will be provided appropriate ongoing special assistance to develop English language skills and maintain academic growth. GPS STARS Academy will include individualized instruction in all classrooms that will be appropriate to developing language growth and academic content progress.

To correctly identify potential ELL students, all parents and guardians will be required to complete a home language questionnaire at the time of enrollment. This questionnaire will be designed to determine whether the dominant language at home is a language other than English and whether the child is bilingual. All students entering GPS STARS Academy will be given a screening assessment in order to identify those who may need to receive additional instructional strategies and techniques to improve their English proficiency. Certified ESOL teachers will conduct evaluations to identify and plan for students with limited English proficiency. For non-native speaking families, school communications with parents about their child's education and opportunities for community resources will be available in the parents' native language to the greatest extent possible.

Services for ELL students will be provided in a timely manner and appropriate ELL plans will be established and maintained. An inclusion model will be the primary methodology. Self-contained programs will be provided where needed to meet students' learning needs. Teachers will be provided training in ELL curriculum and instruction, ELL testing and evaluation, and ELL methods.

No LEP\ELL student will be assigned to a program for disabled students based upon his or her lack of facility with the English language. Placement in special education programs will *only* be made to address a specific learning disability in accordance with procedures outlined below. GPS STARS Academy will conduct its ELL programs in compliance with state and federal regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 197

Inclusion is our model of choice for instruction to English Language Learners. If the student's deficiency in the language is severe, self-contained and/or individualized programs will be provided, with return to the regular classroom as soon as possible. Linguistic research and the practical experience of language learners reveals that the most effective way to learn a language is to use it on a regular basis.

Regardless of the delivery model, GPS STARS Academy will provide equal instruction for the development of listening, speaking, reading, and writing skills of non-English speaking students through the standards based curriculum. The standards based academic content will be taught in

ways designed to make the content and performance expectations comprehensible to ELL students.

The Literacy First Process model for literacy in English applies equally as well to English Language Learners. Their literacy skills will be explicitly assessed so that the teachers – ELL and classroom -- will be able to tailor instruction to specific needs.

Today's classroom presents teachers with the challenge of educating students of diverse language backgrounds. To meet the challenge, the school will provide a variety of multimedia experiences for bilingual students and for students whose first language is not English. These learning experiences cover a range of interdisciplinary topics designed to help ELL students function in a school and daily life. Audio and video features help students develop listening and reading comprehension as they build speaking and writing skills. Technology will assist English language learners students to "discover" English through entertaining animation, colorful graphics, and engaging audio.

The ELL programs will also promote character education and will offer opportunities and activities to share language and culture; raise expectations for language minority youth; identify more LEP students for gifted and talented programs; develop cognitive/academic language proficiency; view students as active learners; develop communicative competence; accept students' home language; and extend it to the school environment.

The Principal will have a master list of all students identified as ELL. The Principal and teaching staff will monitor the progress of all ELL students over the course of the school year and make modifications and adjustments to the individualized learning plans as needed.

At least one professional staff member at GPS STARS Academy will be ELL-certified. Fluency in a second language will be considered a strong asset when hiring teaching, professional, and support staff members. Specific facility space will be designated for providing ELL instruction. This facility space will be comfortable and flow with the natural environment of the school building.

The development of language proficiency is the primary goal. GPS STARS Academy's ELL curriculum will focus on developing a successful bilingual, bicultural, and bi-literate student equipped to meet challenges of the 21st century.

No students will be excluded from curricular or extra-curricular activity participation due to language barriers. To the contrary, GPS STARS Academy will encourage participation from all students in these activities. For students with limited English abilities, full participation with their English-speaking peers will encourage English skills development, provide a forum for cultural sharing, and develop overall positive student relationships.

f. Strategies For Providing Intensive Academic Support

At GPS STARS our curriculum and instruction is designed to enable all students to meet high standards. Our goal is to close the achievement gap between ethnically and socio-economically diverse students and set in place the necessary support structures for all to achieve. Therefore, it is essential that those students whose literacy and numeracy skills are below grade level succeed in our school. Teachers will use effective instructional methods that meet students where they are. It is expected that exemplary classroom instruction reflecting best practices and an accessible and challenging curriculum will ensure that all students will achieve academic success. The Literacy First Process teaches the basics of reading comprehension and the Calvert Curriculum reinforces effective approaches to teaching literacy. Additional strategies include:

Longer School Day – The school day will begin at 8:00 a.m. and end at 4:30 p.m.

A Balanced Calendar—At GPS STARS Academy The number of instructional days per year will be distributed in four semesters with an additional summer semester, mandatory for at risk students.

Individualized And Small Group Tutoring GPS STARS Academy will partner with community organizations for volunteer tutoring and mentoring opportunities for students. A goal for GPS STARS Academy is to work in tandem with community organizers to break barriers to learning, improve relationships and create opportunities for students and their families to be successful.

Balanced Literacy Approach Research tells us that a Balanced Literacy approach to Literacy provides students with multiple opportunities to become successful readers and thinkers. We will employ this approach to literacy which includes guided, independent and shared reading and writing. Research also tells us that reading to young students promotes an interest in reading for early learners. Therefore, all teachers will facilitate an Interactive Read Aloud each day for each student. The following table indicates the balanced literacy components.

Read-Alouds	Helps students learn sentence structure to assist with the development of an understanding of story and text structure, builds prediction skills, creates mental images, makes cognitive connections and provides them with a strong model of proficient reading in context of either literature, informational text or expository material
Guided Reading	Helps them to develop comprehension skills. Students with similar needs are grouped and provided explicit instruction to help build basic reading skills that promote comprehension.
Shared Reading	Teacher models proficient and fluent reading for students. Teacher utilize "thinks aloud" to assist students in developing and organizing fluent patterns of speech when reading to assist with effective comprehension of text.
Independent Reading	Helps to build confidence, fluency, vocabulary, stamina, interest and provides students with opportunities to practice comprehension and decoding strategies learned.
Shared Writing	Students learn the mechanics of writing, vocabulary and connecting reading and writing in context and purposefully.

Nutritional Meals At GPS STARS, we will serve a nutritious breakfast, lunch, snack and supper to students each school day. These meals will be served family style. The family Style method of serving meals is similar to that of Head Start Programs in DCPS and promotes a sense of community, among our students and faculty. It will also serve to teach etiquette and appropriate table manners to our students.

Small School The small school size of GPS STARS is essential to our philosophy. This provides opportunities for our faculty and staff to build supportive relationships not only with their colleagues, but also with our students and families. All members of the faculty are held accountable for the growth and development of all students. Research has shown that small schools in general are safer, result in higher attendance rates, and better participation rates in a range of school activities (Faber 1998) (Bickel, & Howley, 1999, 2000; Howley, 1999; Bickel, 1999; Raywid, 1999) Students attending small schools have higher achievement levels, positive attitude toward school, appropriate social behavior, stronger inter-personal relationships, higher self-esteem and feelings of belongingness (Cotton 1996). Students from low income families have been found to benefit the most from being educated in a small school (Farber, 1998, Bickel, 1999; Raywid, 1999).

Individual Learning Plan (ILP) Each school year an Individualized Learning Plan (ILP) will be developed for each student. Plans will be developed by the grade level team, social worker, and SPED teacher (as necessary) and discussed with parents prior to implementation. Each plan

will contain goals in academics, behaviors, health and wellness. Academic goals will be modified after each quarterly assessment, and the plan will be discussed and updated during parent teacher-conferences.

Faculty Planning Time The National Center for Public Education and Social Policy states that teachers need four to five hours of common planning time per week to affect student outcomes positively (Jackson & Davis, 2000). A teacher planning period will be scheduled for all instructional staff each day. Grade Level Teams, supported by the school's Curriculum Coordinator will have at least two collaborative planning periods each week. Additionally ten (10) days have been built into the school calendar to provide professional development and lesson planning and design. Professional Development will be led by the schools's Curriculum Coordinator and qualified Educational Consultants based on teacher needs and topics.

- **Curriculum materials**

(See Appendix D)

3 Student Performance

a. Student Progress and Achievement

GPS STARS Academy will implement a broad range of measurements to track student achievement and to make adjustments to our educational program. These assessments are aligned with our proposed curriculum, and assessment results will be documented in students' Individualized Learning Plans. Results of standardized testing, including pre- and post-test results, are shared with parents during parent/teacher conferences. Additionally, individual test results will be mailed to parents or guardians with appropriate explanation.

GPS STARS Academy will incorporate results analysis, from school-wide performance results, and comparisons with similar schools, into its School Improvement Plan. This will set the tone for teacher training. We will work in teacher trainings to focus instruction, to further align standards in academic areas of need, to promote effective teaching practices, and to analyze class and student groupings. On an individual student level, Individualized Learning Plans will document the history of students' assessed results, in addition to indicators of goals met and areas of need, and support provided.

GPS STARS Academy will administer the DC CAS Assessments in grade 3 as required. Using scores in the first year of the school as our baseline, we will compare data in each year with the administration of the DC CAS. We will compare current year scores with previous year scores to show the academic progress of the school, including information regarding each of the required subgroups.

To provide more accurate and timely data, we will perform our own internal establishment of baseline data by administering a pre-test from the Calvert Curriculum as a diagnostic to determine the areas of student strengths and weaknesses, and to assist the teachers to plan the most effective instruction. This will be done by the second week of school in the fall. Each spring all students will take the DC CAS Assessments to show individual growth within that school year. The fall pre-test will be completed each year, as research has shown that there is a reduction in level of achievement over the summer months. We wish to be as explicit as possible in our teaching, so that we not only assess the exact level of achievement for each student in the fall, and also the students reach academic proficiency based on state's standards.

Informal Assessments will also be used on a systematic and a daily basis to inform instruction:

- ***Literacy First Assessments:*** The Literacy First Process requires assessment three times yearly on the P.A.S.T. (if appropriate), the Literacy First Phonics Test (if appropriate) and the Oral Reading Fluency Scale. These assessments will show mastery of literacy skill elements throughout the year. Teachers and parents will be able to see mastery of these skills clearly, and the need of the students can be immediately addressed.
- ***Technology supported data-driven decision making:*** Teachers will use both computer-based and scan-able assessment tools to monitor student growth on priority academic issues, assess the impact of teaching decision, and plan teaching method and learner tasks.
- ***Classroom assessments*** may also include: standard-based unit tests, class observations, quizzes, demonstrations, portfolios, work products, essays, and performances. Classroom assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data for decisions with regard to mastery of competencies.

Baseline rates compared to academic progress achieved

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available. Continuing longitudinal examination of the levels of academic achievement will be performed to establish rates of academic improvement of the same students while attending GPS STARS Academy. Achievement of all ESEA subgroups will be analyzed. Student performance data on the DC CAS will be compared to the student result at the county and state levels.

We will also compare rates of academic improvement of individual students in GPS STARS. We will continue this process longitudinally in subsequent years.

Evaluation of progress comparison

Based on data provided by The District of Columbia we will identify schools that are demographically comparable to GPS STARS. We will determine rates of progress based on comparable measurements and compare the results from the school with those from other schools. Comparable populations will be determined by the following variables: ethnicity; gender, school size; LAP; ESE; and free and reduced lunch populations as required by NCLB; and similar academic achievement based on the same assessment instruments at the same grade level in reading writing and mathematics.

Determining and evaluating psychometric properties of assessment instruments

GPS STARS will use the same standardized assessments as other DCPS and public charter schools in order to make comparisons of academic achievement easier.

The Common Core standards that we will be following were written to comply with ESEA *No Child Left Behind*. We anticipate that our increase in scores and progress toward AYP will exceed that of the other schools where we will be located. The intent of ESEA No Child Left Behind is to ensure that all children receive the education that they deserve. This is the intent of the founders of GPS STARS Academy also.

Student Participation in Statewide Assessment Programs

GPS ATARS Academy students will participate in all state tests mandated by *No Child Left Behind* and we will work to ensure that GPS STARS Academy achieves Adequate Yearly Progress. All students will participate in some form of the District of Columbia Comprehensive Assessment System (DC CAS) or the Alternate Assessment (DC CAS ALT). Participation in the Alternative Assessment will be determined by the student's Individualized Education Plan (IEP).

Identifying Educational Strengths and Needs

Assessment is the heart of teaching and learning. Our assessments will be used to inform students, teachers, parents and guardians about where a student is succeeding and what needs strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will keep teachers, parents and guardians informed about student progress.

Teachers and students at GPS STARS Academy will be trained to use assessments as a focused tool to accelerate achievement. In our classrooms, assessment will be:

- Timely; given while learning is in progress
- Systematic; given at regular intervals during the school year

- Focused on the current learning tasks
- Specific about improvement needs
- Used to expand student understanding and mastery of content.

Assessment at GPS STARS Academy

Our assessment program is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. It is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. The schools teachers will be expected to use a variety of assessments. Moreover, they will be expected to know how to apply and integrate assessment data to improve student performance on our standards based curriculum requirement.

Teachers will be expected to use assessment strategies to help ensure continuous progress of students. For example, teachers will be expected to diagnose students' readiness to learn, modify instruction based upon assessed student performance, employ effective strategies to ensure learning, and to review assessment results to improve students' academic performance.

The assessment program will set the stage for the development of an Individualized Learning Plan for every student. This learning plan will be developed through the collaborative efforts of parents, guardians, teachers and students. This living document will reflect factors including teacher observations and assessment outcomes. The Individualized Learning Plan (ILP) will be modified based on classroom performance and attainment of student goals; and will be evaluated at the end of the school year for student articulation purposes.

The DC CAS Assessment

The DC CAS will be given in grades 3-5 as required. The Common Core standards that we will be following were written to comply with ESEA *No Child Left Behind*. We anticipate that our increase in scores and progress toward AYP will exceed that of the schools where we will be located. The intent of ESEA *No Child Left Behind* is to ensure that all children receive the education that they deserve. This is the intent of the founders of GPS STARS Academy also.

The Calvert Curriculum Pre- and Post-Tests

GPS STARS Academy will give a pre- and post-assessment aligned with the Calvert Curriculum to each student. Students will take the pre-test within the first two weeks of school in the fall, or upon entering if they are midyear enrollees. In that way we will have an accurate representation of the students' ability levels in the Fall. We will then administer the post test in the spring, and we will be able to compare the spring achievement against the fall. This will tell us the specific

student achievement during that school year. Further, we will be able to correlate the achievement on the Calvert post-test with the results of the DC CAS given in the spring.

Literacy First Assessments: The Literacy First Process requires systematic and explicit assessment of students. The assessments are **diagnostic** with a goal of allowing the teacher to meet the students' instructional needs explicitly. The assessments to be used in the Literacy First Process are:

- **The Phonological Awareness Skills Test (P.A.S.T.).** The P.A.S.T. measures the following Phonological Awareness Skills:
 - Concept of Spoken Word
 - Rhyme Recognition
 - Rhyme Production
 - Syllable Blending
 - Syllable segmentation
 - Syllable blending
 - Phoneme isolation - initial sound
 - Phoneme isolation - final sound
 - Phoneme blending
 - Phoneme segmentation
 - Phonemic deletion - initial sound
 - Phonemic deletion - final sound
 - Phonemic deletion - first sound in blend
 - Phoneme substitution - initial and final sound

The data from the P.A.S.T. is used to form flexible skill groups for instruction.

- **The Literacy First Phonics Test.** The Literacy First Phonics Assessment is designed to determine which Phonics skills students have mastered and to determine the correct instructional level for these students. It is a diagnostic instrument. Once this information is obtained it can be an invaluable guide to group students for specific skill instruction. It also provides an excellent means of keeping track of the students' progress. The specific skills tested by the Literacy First Phonics Test are:

- Letter names and sounds
 - Consonant names and sounds
 - Vowel names
 - Vowel sounds - short
 - Vowel sounds - long
- CVC Words-short vowel
- Onset and Rhyme - short vowel
- CVCV - long vowel (silent *e*)
- Consonant digraphs - beginning
- Consonant digraphs - endings

- Consonant blends - beginning
 - Consonant blends - endings
 - Vowel digraphs-long vowel
 - Vowel digraphs
 - Vowel diphthongs
 - R- or L- controlled vowels
 - Multi-syllabic words - Closed syllables
 - Multi-syllabic words - Open syllables
 - High frequency words
- **The Oral Reading Fluency Scale.** This is a one-minute norm reference test that is used as a **diagnostic** tool and is used to monitor progress for fluency performance. This assessment is administered three times a year: Fall, winter and spring.
- **The Bear Spelling Inventory.** This assessment is given three times a year and is used to identify a student's spelling development. Analysis of errors features of student spelling allows the teacher to emphasize instructional needs of the students. This assessment identifies the stage of spelling at which the student is found:
 - Emergent stage
 - Letter-Name Alphabetic Stage
 - Within Word Pattern Stage
 - Syllables and Affixes Stage
 - Derivational Relations Stage

Specific spelling features assessed by this instrument are:

- Beginning and final consonants
- Short vowel digraphs and blends
- Long vowel patterns
- Other vowel patterns
- Syllable junctures
- prefixes and suffixes
- unaccented final syllables
- reduced and altered vowels
- bases, roots and derivatives

Technology supported data-driven decision making

The technology tools used across the curriculum to support both academic standards and technology literacy will also be used to guide assessment practices on a day to day basis.

Teachers use both computer-based and scannable assessment tools to monitor student growth on priority academic issues, assess the impact of teaching decision, and plan teaching method and

learner tasks. Real time data will guide teaching decisions, plan individualized interventions, and identify where "safety nets" are needed (e.g. tutorial, re-teaching, individualized learning plans, parent notifications and formation of special study groups).

Classroom based assessments

GPS STARS Academy defines classroom assessment as a process that monitors student achievement and provides timely feedback on teaching effectiveness and student progress. Classroom assessments will be an important part of the teaching and learning process. For assessment to be effective, teachers need to use assessment results to diagnose student progress, improve classroom practices, plan instruction, report student progress, and modify teaching practices.

Classroom assessments also include class observations, interviews, quizzes, demonstrations, portfolios, work products, essays, and performance tests. Performance based classroom assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to mastery or core curricular competencies. GPS STARS Academy teachers will use a variety of performance based classroom assessments to evaluate student achievement and guide learners to higher levels of achievement.

Standards Based Assessment Unit Tests

The unit tests are locally developed and designed to measure student achievement on the grade level standards based curriculum content which is taught to all students. Comprehensive analysis of unit test results will be conducted. Teachers will use unit test results as an ongoing guide to student instructional needs and to enhance student progress.

Rubrics

These documents describe the criteria used to assess student performance. They define critical elements needed for successful performance of the content standards and inform students of the specific criteria on which their work will be evaluated. Teachers at GPS STARS Academy will work collegially to develop rubrics that guide teaching and learning.

Student Work Folders

Student work folders provide a broad based view of student progress over time. They include representative samples of unit tests, graded and rubric-scored work products, long and short range assignments, quizzes, and writing samples which reflect key concepts studied in core subjects.

Student portfolios

Portfolios will be required at GPS STARS Academy. A portfolio is a systematic collection of student work on specific academic goals over time. Each student will produce and complete his or her own portfolio. Through the use of portfolios, students review their work, analyze elements of standards, and develop an understanding of quality performance. With teacher guidance they will fashion personal learning goals through careful examination of their own work. Portfolios will be used to demonstrate student progress on priority academic issues and to share learning experiences with teacher, parents, guardians, and peers in a formal setting. Portfolios build learner confidence by illuminating student growth and improvement and by helping students to set goals for future growth.

Additional school based assessment measures

GPS STARS Academy will use the diagnostic assessments mentioned in above. These assessments will help us identify students who are at risk of academic failure. These assessments will also allow the teacher to form effective flexible skill groups for instruction, and to create individual learning plans for students. These assessments will allow GPS STARS Academy to tailor instructional strategies to the students' specific needs.

Reporting Scores to Parents/Guardians

Report cards will be issued to students at the end of each quarter. Parents will come to school each time for a scheduled parent teacher conference. As a part of these conferences, standardized test results will be released to parents and discussed. Reports will also be mailed to parents and guardians. Parents will be encouraged to call the school, to visit and to have meetings with teachers as soon as they have a concern pertaining to the child. It is easier to address issues if done as soon as there is a concern on the part of either the parent/guardian or the teacher.

b. Gateway Measures

To be promoted students are expected to meet and or exceed knowledge of grade level content standards. At GPS STARS Academy the following criteria are used to determine qualifications for promotion/graduation:

- Review of scores on standardized assessments
- Grades on quarterly progress reports
- Student work folder
- Grade level team recommendations
- Principal Approval

Students below grade level will be expected to make measureable gains each school year. Students are expected to be at grade level at graduation time. Academic growth will be assessed through scores on quarterly assessments, anecdotal records, and student work samples. Students must also meet the stated goals on their Individual Learning Plans. Students at risk of retention will be identified in February of each year. A parent conference will be convened with the Principal and grade level team to discuss the possibility of retention. All meetings will be documented in the students Individual Learning Plan, and additional support will be provided. Parents will be provided a weekly update on the student's progress or lack thereof. After intervention is provided, if the determination remains that the student will be retained another parent conference will be convened to discuss retention and continued support for the next school year.

c. Leading Indicators

GPS STARS Academy plans to design a contract for parents of prospective students. This contract, which will be easy to read and presented in the language of the parent or guardian, will codify our shared commitment to daily attendance, good discipline, earnest completion (and monitoring) of homework, and classroom participation. We will require that parents and guardians attend each parent conference. The contract will stipulate parents' rights and responsibilities as well, and will strongly encourage parents to volunteer at the school a certain number of hours each school year. The attendance and discipline policy will be distributed with enrollment materials to ensure that all parents/guardians have an opportunity to review it prior to applying to enroll their children at the school.

4. SUPPORT FOR LEARNING

a. Parent Involvement

GPS STARS will involve families in the design and start-up of the school so that we have their feedback on needs and expectations for the school. For example, parents will serve on the Parent Advisory Board, and will participate on a character education task force. Parents who qualify can also apply for employment. After the school begins operations, we intend to involve family members according to their own comfort level, be it helping with homework, volunteering for onsite activities, or providing input on decisions. We hope to foster a home environment that supports children as students, teaching parents or guardians how to help their children learn at home.

GPS STARS Academy will encourage and/or mandate training activities to help school personnel communicate effectively with families. Effective communication is particularly critical for schools of choice and schools pursuing nontraditional programs. To sustain a family-friendly

atmosphere, public charter school leaders need to communicate about individual student and whole-school progress honestly and thoroughly. Our charter school aims to do this with:

- Cultural competency training;
- A family/student handbook that details school mission and policy;
- Periodic open houses;
- The offer of in-home visits for conferences or other meetings with individual parents and guardians who are unable to come to school;
- Parent-student-teacher conferences, phone calls, and written documentation of student achievement;
- Newsletters with descriptions of classroom activities, goals, upcoming plans, and recognition of individual students;
- Multilingual workshops, and materials available in Spanish, or other needed languages;
- A Parent Resource Center serving as a link between the school and home;
- A GPS STARS Academy emergency preparedness plan.

b. Community Participation

GPS STARS Academy will be a community school, serving as a magnet and anchor for children and families. At present we are working to cultivate partnerships within the community TAMAH will provide workshops for parents and members of the community in parenting, developing resumes etc

GPS STARS Academy will also form partnerships with metropolitan-area organizations representing the arts, science and technology, government and business. These partnerships will enrich the academic and real-world learning of our students.

c. School Organization and Culture

GPS STARS Academy will support families in the education of their children. We are committed to supporting every student We will offer students the opportunity to excel and acquire the knowledge necessary to be successful in a literate society. We believe all our students have the capacity to be successful learners and we willingly accept the responsibility to support their efforts and achievement.

A healthy school culture depends on the a challenging academic program that supports every student's learning; caring, personal relationships between students with their colleagues and their teachers, students feelings of connectedness to the school; and guaranteed student safety for students while in school (Jackson and Davis, 2003). As a small community school, opportunities are presented for students and staff to develop meaningful relationships, faculty

members will also be able to develop relationships as they meet in their grade level meetings. In creating a small community school environment, students will have access to more individualized instruction, greater adult interaction and a deep sense of belonging.

d. Extracurricular Activities

All students will be encouraged to participate in curricular and extra-curricular activities. No students will be barred from participation on the basis of a handicap or language skills. Extra-curricular activities will be formed on the basis of student and parent interest. A committee will be established to investigate and solicit recommendations for extra-curricular activities and parents, community members and school staff will lead school sports, clubs, and organizations. A fund-raising committee will be established to help support extra-curricular funding.

e. Safety, Order and Student Discipline

The safety and security of the students in GPS STARS Academy is of paramount importance to the Board of Directors. Therefore, GPS STARS Academy will use all resources available to us to create a school that is a safe haven for students. The safety needs of the students must be met before they can turn their attention to the job of learning.

- We will have a safety plan and an emergency management plan.
- We will have on-site security.
- We will have a sign in policy for all parents and visitors on the school premises; no one will be allowed in the school without this sign in.
- Identification badges will clearly mark school staff from visitors.
- The school will have "no tolerance" policies for drugs and violent behaviors.
- Our academic program will give students success. Students who are successful in their work at school are less likely to be disruptive in classes.
- We will partner with community groups, including law enforcement, to make PPCS a safe haven and to ensure that drug influences from outside GPS STARS Academy do not enter.
- Part of our health curriculum will be personal safety.
- We will develop an awareness of safety in both students and staff.
- Any grounds and/or maintenance staff (employee or contractor) will be required to have training in safety issues for schools.
- We will perform regular safety inspections of the school building and the ground (including playground) surrounding it. If a hazard is found it will be eliminated or repaired.

GPS STARS Academy will consult with, work with, and partner with local fire, police, ambulance and hospital services to provide safety and implement our safety plan. As we prepare for opening of the school we will modify the plan as necessary.

GPS STARS Academy will have a discipline policy that is compatible with the policies of DCPS. This policy will be in writing and will be distributed to all families and students to ensure that all parents/guardians have an opportunity to review it prior to applying to enroll, their children at the school.

Parent meetings will be held to explain the discipline policy; letters, reminders and newsletters will be sent home for clarification, explanation, or to answer questions regarding the discipline policy. All discipline will be in line with IDEA and IEP. The discipline policy will be part of a complete parent handbook that will be distributed. The discipline policy of GPS STARS is as follows:

Student Discipline and Attendance Policy

The community judges a school by the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, any teacher's authority extends to all students, whether or not the student is in that teacher's class. These expectations largely apply to all students. Following are the procedures, therefore, for all students, with special note made where these vary for students with disabilities.

Students will be required to follow a code of conduct stipulated by GPS STARS Academy. They will also learn and live the GPS STARS Academy school pledge.

In-School Disciplinary Actions: Disruptive student behavior is subject to disciplinary action by the teacher and/or Principal. Action taken by teachers toward students who are disruptive may include but is not limited to:

- time out in the classroom or other secure, supervised area;
- a conference with the student;
- a reprimand;
- detention; and
- a conference with a parent.
-

When a teacher feels that a student's improper behavior cannot be corrected through the teacher's classroom management practices, a discipline referral should be sent to the Principal for the first year and in later years, to the dean of students. After consultation with the student and the teacher (if needed), the administrator/dean of students will determine the course of

action required to ensure a safe, secure school. Actions taken by an administrator/dean of students toward students who are disruptive may include but is not limited to:

- a conference with the student and/or the parents;
- a reprimand;
- entering into a behavioral contract between student, parent, and administrator;
- detention;
- in-school suspension (ISS) (up to three days)
- out-of-school suspension (OSS) (up to ten days)
- recommendation for long-term suspension (more than ten days); and
- recommendation for expulsion.

For a student who has been suspended for three or more days, the Principal will require the parent to meet with him/her to develop a corrective action plan which is signed by the parent, child, teacher, and Principal.

Notification. A letter from the Principal or his or her designee will be sent to the student's parent(s) when the student is assigned in-school suspension or out-of school suspension or is recommended for long-term suspension or expulsion.

The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
- A parent is expected to participate in a conference with the Principal in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- Appeal procedures shall be clearly stated in detail.

If a student is assigned in-school suspension, a parent will be expected to enter an agreement with the Principal that outlines the guidelines of the in-school suspension program.

The suspension notice for out-of-school suspension (fewer than ten days) shall include at least the following information:

- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;
- A parent must come to school for a conference with the Principal in order for the student to be readmitted to school;
- The student will not be allowed to participate in classroom and school activities during the suspension period;
- The student is not to go on school property;
- Appeal procedures shall be clearly stated in detail.

The suspension notice for long-term suspension/expulsion (greater than ten days) shall include at least the following information:

1. First Notice

- The reason(s) for a suspension are to be clearly stated;
- A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;
- A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the Principal or designee to present and hear information;
- The student will not be allowed to participate in classroom and school activities during the suspension; and
- The student is not permitted on school property.

Following the conference, the Principal will make a decision whether to move forward with a recommendation to the Board of Directors for long-term suspension or expulsion and inform the parent(s) and student. If the Principal moves forward with the recommendation, the Principal will write to the President of the Board and send a copy of the notice to the parent(s).

2. Second Notice

- The proposed action and reason(s) for the recommendation are to be clearly stated;
- The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designee(s) for long-term suspension and for expulsion recommendations; and
- The right to inspect the student's school records.

Subsequently, the Principal will notify the student and his/her parent or guardian of the time and place of the hearing with the Board of Directors or its designee and the rights parents have in the process.

Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation, for inappropriate behavior. The Principal may suspend a student with disabilities for short-term suspension. The Principal may suspend a disabled student from school for a total of fifteen days in a school year.

The Principal may recommend a student with disabilities for long-term suspension or expulsion (greater than 15 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.
- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

All requirements of ADA, IDEA and the individual IEP will be met.

Procedures for Appeal of Disciplinary Actions

In-school Disciplinary Actions: Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal to the Principal in writing or by arranging an appointment.

If the parent is dissatisfied with the result of the appeal to the Principal, the parent may appeal to the designee of the Board of Directors. Appeals must be filed in writing, within three school days of receipt by the parent of the Principal's notice of disciplinary action.

Out-of-School Suspension (ten days or fewer): Should the parent disagree with a suspension of ten days or fewer, the parent may appeal the decision of the Principal as follows:

Appeal requests must be made in writing by the parent to the designee of the Board of Directors. Such written request must be filed with the Principal within three school days of the notice of suspension, or the right to review and appeal is waived.

If the parent is dissatisfied with the designee's decision, he or she may appeal the decision to the Board of Directors by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Principal will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

Long-Term Suspension (more than ten days): Following a hearing, should the parent disagree with the Board of Directors designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Directors as follows:

- Appeal requests must be made in writing to the Principal. Such requests must be filed with the Principal within five calendar days of the suspension decision, or the right to appeal is waived.
- If the parent is dissatisfied with the decision of the Board's designee, he or she may appeal the decision to the full Board. The appeal must be in writing and must be filed with the Principal within five calendar days of the designee's decision or receipt of the decision by the parent of a student or the right to further appeal is forfeited.
-

Expulsions: Following the Principal's recommendation for expulsion, the Board of Directors will hold a hearing on the recommendation.

Reporting of School Crimes

Student rights and responsibilities and code of conduct will be part of the pre-service training for all teachers and administrators, and this training will include coverage of the school's responsibilities, in accordance state regulations.

GPS STARS Academy's Principal will be responsible for having a full understanding of these requirements and ensuring that they are met.

School Attendance Policies

All students are expected to be in their assigned classrooms promptly at 8:00 AM. Students arriving after 8:10 AM will be issued a late card. Students with consistent patterns of lateness (three or more consecutive latenesses) will be subject to disciplinary action which may include a recommendation to the Board for removal from the school.

Students shall follow their assigned daily schedules unless properly excused by the Principal or his/her authorized representative. Each student shall provide a satisfactory written explanation from his/her parent for any absence from class and for the release of a student from school during the school day. The Principal may, at his/or her discretion, accept a personal or telephone contact with the parent in lieu of a written excuse for the student's absence. Justifiable absences include those due to illness of the student, death in the family, medical or dental appointment, observance of a religious holiday, or other reasons acceptable to the Principal.

The GPS STARS Academy encourages families to support student attendance and the importance of educational achievement by limiting appointments and vacations to times outside of the regularly scheduled school day and calendar.

Vacation plans extended beyond three consecutive days during the school year require a formal application process in advance. Exceptions include family emergencies only.

The application process involves submitting an application to the Principal for approval no later than 30 days before the scheduled absence. The formal request must include the dates,

destination, and purpose of the trip, a description of the educational value, specific plans for enrichment, and arrangements that have been made for making up missed classroom work.

Students with excessive absences will be subject to disciplinary actions which may include a recommendation to the Board of Directors for expulsion.

In the event that an application is denied, an appeal may be made to the Board of Directors.

Appeals to the Board must be made prior to any absence. Any student missing more than three consecutive school days require a note from a physician.

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

GPS STARS Academy will provide its teachers with intensive staff training and professional development. Professional development plans will follow all state guidelines and ensure yearly focus on meeting state standards and implementing the School's Yearly Improvement Plan.

Opportunities for professional development will be an important component of GPS STARS Academy. Teachers will receive professional development prior to the start of the school year, with a focus on the delivery of our curriculum, particularly the implementation of the Literacy First Process. Ongoing training and support will be provided throughout the school year in response to needs assessments completed by teachers and achievement data. Teachers will also be trained to identify and respond to different learning styles. Knowing their own learning styles and those of the students will enable teachers to implement a variety of teaching strategies and assessments and will ensure the academic success of all students.

The objectives of our professional development program are to enable teachers to:

- Work effectively with all their students
- Teach an integrated curriculum that is accessible and challenging
- Recognize and use different leaning styles to accommodate all students
- Make productive use of all the resources that are provided to them
- Understand and implement the Common Core Standards
- Maintain professional certification

We will schedule staff workshops, seminars, interest group sessions, and individual sessions as appropriate to the topic, the school and the faculty. We will encourage and provide funds for teachers to attend professional conferences related to their teaching responsibilities. In the daily and weekly schedule, we will strive to provide time for informal, collegial discussions of teaching and learning. Our professional development program focuses on:

- Implementation and maintenance of the Literacy First Process
- Differentiated Learning based on content, process and product

- Use of flexible skill groups
- Integrating writing into all curriculum area
- Integrating reading into the content areas
- Building capacity for systemic improvement of teaching and learning
- Developing the instructional competencies essential to a standards-based curriculum
- creating a shared vision of a collegial learning community
- Unity building for faculty in a new school; developing positive culture
- Recognizing different learning styles and panning lessons that incorporate them
- Competencies, standard and skills in the curriculum
- Assessment: how to design and use assessment methods to determine if a skill has been learned, a standard has been met, and/or a competency as been mastered
- Classroom management techniques to develop a positive classroom community.
- The art of establishing productive relationships with parents.

In addition to professional development, the in-service training prior to the beginning of school will include and provide an introduction to the rules, procedures, and policies of GPS STARS regulations, and State and Federal rules and regulations that school site personnel will need to know. The Principal will review the Faculty Handbook with the faculty and will discuss such issues as attendance procedures, classroom management, fire drill procedures, and the procedures for reporting of suspected child abuse or neglect, and "safety nets" for students with particular needs that are preventing their success in school.

g. Structure of the School Day and Year

There will be a minimum of 180 instructional days in the GPS STARS Academy school calendar, and a minimum of 195 Teacher Professional Duty Days. The school year will begin on August 22nd in conjunction with the District of Columbia Public Schools.

The instructional school day will begin at 8:00a.m and end at 4:30p.m. GPS STARS Academy will offer after school enrichment activities, clubs, recreation and tutoring programs as the school grows. We plan to establish partnerships with local youth, arts; community based and sports organizations, to help provide a wide array of enrichment activities. Based on students academic need, they will be required to attend one hour tutorials between 4:30 and 5:30.

	Pre-Kinder garten	Kinder garten	Grade 1	Grade 2	Grade 3
Targeted Class Size ²	46	40	40	32	42
YEAR 1	2	1	1	1	1
YEAR 2	2	2	1	1	1
YEAR 3	2	2	1	1	1
YEAR 4	2	2	2	2	1
YEAR 5	2	2	2	2	2

The chart below details instructional time in core subjects in minutes per week. GPS STARS Academy's program is innovative and unique in its implementation of a 2 hour and 20 minute literacy block each day. Technology is integrated throughout the curriculum.

Level	Math	Reading/Language Arts/Writing	Science	Social Studies
Grade Pre-K	45	120	30	30
Grades K - 3	90	200	90	90

Proposed School Day Schedule

Grade Pre-K Instructional Schedule		
<u>Time</u>	<u>Instructional Foci</u>	<u>Specific Components</u>
7:30-8:00	Opening Exercises Breakfast	Homework Check
8:00-8:15	Psychomotor Warm-Up	
8:15-8:45	Morning Meeting	Character Education Community-Building Activity the 5C's (Cooperation, Consideration, Caring, Compassion, Communication)
8:45-10:45	Reading/Language Arts	Letter-Recognition Letter-Formation Pre-Reading Concepts Read Aloud Flexible grouping Vocabulary-Building Listening/Speaking Skills Comprehension Skills (visualizing, monitoring, clarifying, predicting)
10:45-11:30	LUNCH/RECESS	Recess 15min Lunch 30min
11:30-12:00	<i>Quiet Time</i>	
12:00-1:00	Self-Selected Work Centers	Written Expression Oral Expression Creative (ART) Expression Career PLAY
1:00-2:00	Mathematics	Cluster 1: Numeracy/Patterns/Geometry Cluster 2: Numeracy/ Measurement/Fractions Cluster 3: Numeracy/ Geometry (60 days for each cluster)
2:00-2:45	Special Curriculum	Spanish, Physical Education, Music, Art
2:45-3:00	Healthy Snacking (Building Community and Positive Character)	
3:00-3:15	Psychomotor Energizer	
3:15-3:45	Science or Social Studies	Integrated and Exploratory Learning
3:45-4:15	Closing Meeting	Review of the DAY Homework Assignment Review
4:15-4:30	Preparation for Dismissal	

Grade K-3 Instructional Schedule		
<u>Time</u>	<u>Instructional Foci</u>	<u>Specific Components</u>
7:30-8:00	Opening Exercises Community-Building Activity the 5C's (Cooperation, Consideration, Caring, Compassion, Communication) Breakfast	Morning Meeting (M/F) Character Education(M/W/F) Setting Goals for the Day Homework Check(M/F)
8:00-8:30	Intervention (based on student needs –ILP)	Small Group Instruction (based on diagnosed need) Enrichment Reading and Literature Circles
8:30-8:45	Spelling Patterns(M/F) Word Study (T/W/TH)	Structure of words/Alphabetic Principle Morphology Word Analysis/Usage
8:30-10:30	Reading/Language Arts	Flexible grouping Comprehension skill (Explicit/Practice) Fluency-building Vocabulary-Building Grammar
10:30-11:00	<i>Writing Workshop</i>	Structure of Writing (Narrative and Expository)
11:00-11:45	RECESS/LUNCH	Recess 15min Lunch 30min
11:45-1:00	Mathematics	Cluster 1: Numeracy/Graphing/Patterns/Geometry Cluster 2: Numeracy/ Measurement/Fractions Cluster 3: Numeracy/ Algebra/Geometry (60 days for each cluster)
1:00-2:00	Special Curriculum	Spanish, Physical Education, Music, Art
2:00-3:30	Science <i>or</i> Social Studies	Content Area Reading Integration of Identified Rdg Skill Research/Projects
3:30-4:00	<i>Independent Reading(M/T/W)</i> Buddy Reading(TH/F)	Teacher Conferencing for Reading Observation of Reading Behaviors(Checklist) Community-building Activity Listening Skill –building (Praise-Question-Polish)
4:00-4:20	Closing Meeting	Review of the Day's Goals Homework Assignment Review
4:20-4:30	Preparation for Dismissal	

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Margaret Stephens has worked in the Ward 8 community for the past six years. She has served in several urban school systems, in various capacities for more than twenty years. She has been a teacher, librarian, Assistant Principal and Principal, adjunct professor and education consultant. She has been recognized for her work in New York City, developing workshops and implementing balanced literacy programs for several schools.

Charletta Logan Generette: is a retired Principal of the Baltimore City Public Schools after 34 years of successful service. She has served 6 years as a principal, one year as a principal intern, 3 years as assistant principal, 5 years as master teacher, and 19 years as a demonstration teacher in elementary schools.

Donna Coakley: Currently serves as a counselor supervisor for students of Ward 8 and other neighboring communities. In her current position with the Department of Mental Health she services students from in kindergarten through grade three assisting them with making the adjustments from school to home as well as other existing challenges. Donna volunteers her services in several agencies including the DC Jail.

Beverly Smith: A Licensed Clinical Professional Counselor assists Ward8 families in habilitating healthy lifestyles. She plans and organizes forums, counsels families, created support groups, and facilitates all the necessary interventions for families in crisis.

Juanita Jefferson: A lifelong public servant has lived in the Ward 8 community all her life. She served as the Ward 8 Advisory Neighborhood Commissioner and has always been an advocate for her community. She has always been an advocate for young parents and their families. She currently works with families to encourage young parents to pursue their educational goals and assisting them in making that transition.

Arlene Jackson: Arlene Jackson is a licensed elementary school teacher, special education coordinator and placement specialist. She has served as an adjunct professor at Bowie State University teaching undergraduate and graduate courses in special education, elementary education and early childhood education. She currently serves as a special education coordinator in Ward 8.

AnneMarie Stephens: An entrepreneur and real estate broker has provided workshops to assist homeowners threatened by foreclosure, as well as provided educational tools and resources to renters in foreclosed homes. Ms. Stephens is also an events coordinator and has successfully

coordinated several large events including Northern California's largest multi-cultural event. She has also been extremely successful in developing and facilitating fund raising events.

Melanie Smallwood: Served as a Speech and Language therapist, as well as a special education teacher. She currently works as a Transition Specialist for the District of Columbia Public Schools. Ms. Smallwood is a caring professional who enjoys working with children with disabilities to empower them to make good choices as they move into adulthood.

Larry Jones: has served families of the District of Columbia in various capacities. He is a Licensed Professional Counselor and CEO of Larjon Counseling, where he provides counseling to families in need. He has served as a mental health consultant to public and charter schools, and managed several counseling and mental health programs throughout the metropolitan area.

Together the nine individuals worked in their area of expertise. The educational focus was discussed and determined then the three individuals on the education team wrote the education plan. After much research we decided to implement the Calvert Curriculum because it is a comprehensive and rigorous program that is aligned to the Common Core Standards and addresses all the requisite skills. It also includes the use of technology which serves as an incentive for students. In addition, because of the low reading levels of the student population in Ward 8, we chose to supplement the program by implementing a phonics-based program that only focuses on teaching reading. The Literacy first Program addresses phonics, phoneme-segmentation, and phonological awareness all components of word recognition which leads to reading, fluency, and comprehension. These are the basics fundamentals to improving reading achievement. In three years our students will read on grade level.

Other Board members worked on the various areas of the plan. We met on a weekly basis to discuss challenges and report on the progress of the work. Apart from the official Board members, we had the support of individual advisors who worked with the Board to develop the budget, locate facilities, and serve as our attorney during negotiations. The nine-member Board and advisors brings to the table a plethora of experiences, as it relates to school operations, pedagogy, mental health, real -estate and business, finance and law.

b. Planning Process

The philosophy for GPS STARS Academy evolved after a community meeting at the St. Johns Baptist Church in Ward 8. Community members thought it would be truly beneficial for children if there was a small community school that addressed the social and emotional needs of students in the community. The discussions focused on having small class sizes, two individuals in a classroom, and the use of technology in each classroom, as well as support for students with behavioral challenges. As other parents whose children attend public schools in the community joined the meeting the idea became more valid and was solidified. There was high interest in developing such a school; the decision was made to research the possibilities, how can such a

model be achieved? We attended the information session, and convened another meeting. At that meeting we agreed that we would begin writing the application. We formed an Academic Team and a Business Team. Individuals on both teams worked in their areas of expertise as it applied to the application.

c. Corporate Structure and non-profit Status of the School

Before submission of this application, GPS STARS Academy, PCS will apply to be incorporated as a non-profit corporation in the District of Columbia under the District of Columbia's non-profit Corporation Act and will meet all the requirements of that law. We will file our 501 (c) (3) tax exempt application with the internal revenue service in February 2011. Upon notification of the charter status, the bylaws will be revised and adopted by the Board of Directors.

2. Governance and Management

a. Board of Trustees

The ability of GPS STARS Academy to carry out its mission will depend on the strength of its Board of Directors. GPS STARS Academy will establish a process through which a continued series of qualified candidates for the Board of Directors will be identified and cultivated. The GPS STARS Academy Board of Directors will have a year round nominating committee whose responsibility will be to recruit, provide ongoing board development and conduct an annual evaluation of the Board. We have sought and continue to seek members with particular expertise in education, business, law, community relations, real estate, fundraising and volunteer experience; members with diverse perspectives; and those with the capacity to attract resources to the school. Two parent representatives will be included on the Board after the school charter has been established. The parent committee will nominate parent representatives for active participation on the Board. The number of members of the initial Board of Directors of GPS STARS Academy shall be nine (9). The number of members shall never be fewer than five (5) or more than nine (9) board members.

As GPS STARS progresses towards operations, GPS STARS will transition from a Founding Board to governance by a Board of Directors. The majority of Board members will be residents of the District of Columbia with the exception of the initial Board members. The Board of Directors will set the direction for the charter school in accordance with the Charter Application. The Board of Directors will set policy, is responsible for compliance with the charter contract and all applicable laws, and will help guide and promote the ongoing vitality of GPS STARS Academy, its staff, and its students. The term of each of the Board of Directors shall be (4) years, with the exception of the members first appointed, one third shall be appointed for a term of three years, one third shall be appointed for a term of two years, and the remainder shall be appointed for a term of one year. The Executive Director shall be a nonvoting member of the Board of Directors. Board members will elect officers by a majority vote of the board members in office. Board positions will include:

Chairperson: A senior leader of the GPS STARS Academy who presides at all Board and other meetings as required. The Chair is also an ex-officio member of all committee meetings. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained.

Vice Chair is the secondary leader of the GPS STARS Academy who also presides at all Board meetings and discharges the Chair's duties in his/her absence. The Vice Chair supports the decisions and activities of the Chair including sharing responsibilities as appropriate.

Secretary: Keeps the minutes of the Board Meetings and all legal documents pertaining to GPS STARS Academy

Treasurer provides direction for the financial management of the school and facilitates and reports on the financial acumen of STARS Academy.

The primary function of the Board of Directors is to oversee the education of students enrolled at GPS STARS Academy by setting policy. The responsibility of the Board is to pass the necessary resolutions to create policies and guidelines necessary for the effective operation of the school. These policies and guidelines include, but are not limited to the following:

- Educate students
- Ensure the safety and welfare of the students on campus
- Acquire and dispose of school property
- Determine matters relating to school employees and contractors
- Control the expenditure and receipt of school funds
- Make joining arrangements and cooperative arrangements
- Set the curricula and course for educating students
- Employ an education service provider responsible for management
- Coordinate decisions on daily operational issues

Planning

- Define a future vision for GPS STARS Academy and the means for achieving that vision.
- Define the mission of GPS STARS Academy
- Ensure that action steps are measurable and monitored for progress.

Financial Management

- A Budget and Finance Committee consisting of selected Board members, community members and the school's Principal will develop the annual budget. The Board of Directors will approve and monitor the annual budget, ensuring a balanced budget.
- Obtain and approve an annual audit.
- Periodically review insurance coverage to ensure assets are protected.

Human Resources

- Ensure compliance with laws regarding employers and assist staff in policy development.

- Approve personnel policies.
- Approve staff selection

Information and Technical Support

- Ensuing compliance with all policies, requirement, guidelines and recommendations of Office of State Education regarding technology.
- Assist staff in determining a needs assessment to make quality decisions.

Board Affairs

- Define the Board's composition and mission.
- Ensure Board continuity
- Institute Board governance training to help guide policy making and monitor effectiveness.
- Require Board members to be prepared for each meeting.

The Chair of the Board will have authority to establish committees proposed and approved by majority vote by the members of the Board of Directors. Authority of established committees will be defined and approved by the Board. Permanent committees will include:

Executive Committee

- Operate in place of the Board of Directors during times when the Board does not meet
- Provide counsel and be an assist the Principal when appropriate
- Set policy agenda
- Develop evaluation process and goal setting for the Principal
- Oversee general hiring, personnel and professional development policies; develop compensation philosophy and plan; review, counsel and support any termination decisions.
- Operate as a long range planning entity
- Oversee Board Secretary
- Develop Master plan
- Review and recommend all capital items not in annual budget.
- Form ad-hoc committees as necessary

Nominating Committee

- Maintain records of members in office to ensure appropriateness of demeanor and alert members of the end of their tenure; review Board applications, to ensure diversity in board members abilities.
- Solicit nominations for anticipated vacancies, share expectations with potential nominees, and maintain a file of potential board members.
- Prepare an annual list of new officers, and trustees for approval and election by the Board.
- Plan educational activities for the Board
- Assist in the orientation of new trustees

Personnel Committee

- Plan and attend hiring fairs to secure the best qualified employees
- Review all applications for qualifications and make recommendations
- Ensure that all vacancies are appropriately filled

Development and Strategic Planning Committee

- Set annual fundraising goals, oversee all fundraising activities
- Develop coordiante and monitor periodic capital campaingns
- Cultivate relationships beneficial to the school
- Community and Public Relations Committee
- Develop partnerships with community members
- Create and facilitate publicity campaigns for the school
- Seek out innovative educational partners
- Educational Programs/Accountability Committee
- Assess and monitor the performance of all school programs, curricular and extra-curricular,
- Serve as a forum for proposals from staff and the Executive Director /Principal regarding major policy and program changes.
- Evaluate climate issues utilizing the school survey
- Finance Committee and Audit Committee
- Review, analyze and arrange the annual audit, review the annual budget, the quarterly operating fund statements and balance sheets, advise the board of significant deviations from approved budget, and review requests from staff for non-budgetd items.
- Review investment policies, practices objectives and performances
- Review budget requests, analyze projections and initial budget drafts, prepared by administration, approve the budget after Board refinements, present budget to whole board, and recommend priorities for future expenditures for the annual and capital budget.
- Review employee benefits plans school insurance coverage and office procedures that relate to the financial status of the school.
- Consider sources of additional revenue for school

b. Rules and policies

The bylaws will contain the rules that guide the governance of the school. Our policies and procedures will include information that pertains to board governance, hiring and termination procedures, policies governing student conduct, grading and promotion policies, fire and safety procedures, and the procurement of supplies.

The following chart provides a timeline by which policies will be developed.

Policies and Procedures	Timetable
Handbooks	February -March
Develop student and parent handbook	February-March
Develop faculty handbook	February- March
Develop financial handbook	August-September
Develop standard operating procedures	April - May
Policy Development	
Employment	March -July
Uniform	March-April
Attendance	February -March
Homework	February-March

c. Administrative Structure

Our administrative staff includes:

Executive Director: reports to the Board of Directors, and works with the principal to carry out the strategic plans and policies as established by the Board of Directors. He/ She oversees operations of the school, implements plans, manages human resources, and executes the hiring process for permanent staff and the recruiting process for volunteers. He/ She manages the financial and physical resources, ensures staff and Board have sufficient and up-to-date information, interfaces between Board and employees, and between the organization and community.

Principal: reports to the Executive Director. Within the policy guidelines established by the Board of Directors, the Principal will be responsible for the day to day school operations, ensuring compliance to all district and federal laws and policies; develop the instructional program, work with curriculum planning team to select curriculum materials; provide administrative and educational leadership; have responsibility for public, community and parent relations and student discipline; enroll and dismiss students; collaborate with the business manager for procurement purposes

Business Manager: reports to the Principal, his responsibilities include developing all accounting financial activities of the school; management of the general ledger, accounts

payable, payroll, benefits, monthly budget reconciliation, and preparation of financial compliance reports and annual audits, procuring office/school supplies.

Social Worker: reports to the Principal, and provides counseling services and coordinate all student support services including social service referrals. Facilitate workshops for parents, teachers and students, and serve as a resource for students and their families. They provide services to students identified as in need.

Administrative Assistant: reports to the Principal and serves as the primary point of contact for the school. Responsibilities will include: front office management, maintenance of student records and management of Principal's calendar; preparing and organizing meetings, maintenance and updating of school databases, general record keeping, maintenance of student records for enrollment and attendance and other duties as determined.

Dean of Students: The dean of students will be hired in year two. This individual reports to the Principal and will provide support in the areas of student discipline and facilities management. The dean of students will assist in the coordination of extracurricular programs and field trips and will also assist in cultivating and maintaining community partnerships.

Special Education Coordinator: For the first two years, the special education coordinator will be hired on a part-time basis. He/she will be responsible for coordinating all meetings and evaluations pertaining to Individual Education Plans (IEP). The Special Education coordinator will also be responsible for ensuring compliance to the requirements on student IEPs.

Instructional Staff: Teachers and teachers' assistants will report to the Principal. Teachers will be responsible for implementing the curriculum, supporting student learning and parent communication, and maintaining accurate student records (grades, anecdotal notes, & attendance).

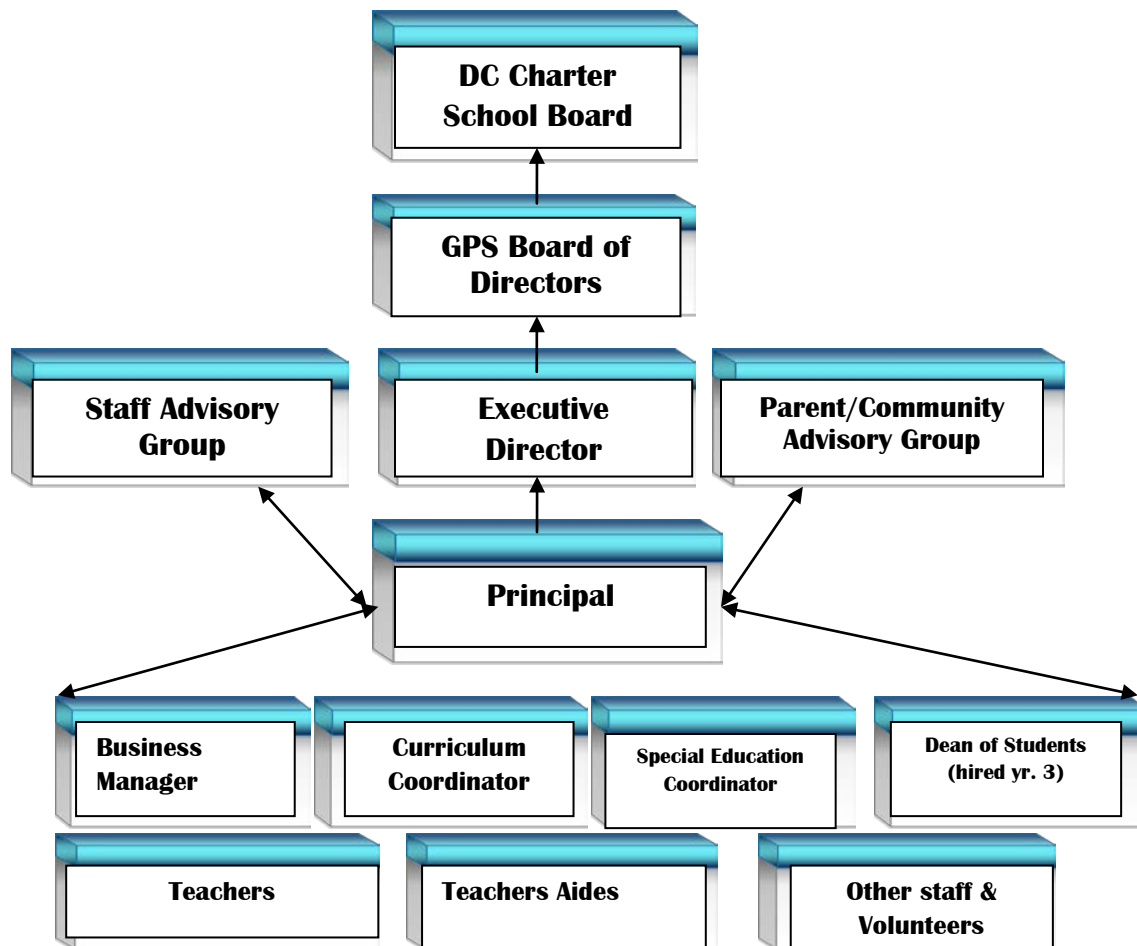
Curriculum Coordinator: Reports to the Principal. This individual will be responsible for completing entrance assessments and the development of Individual Education Plans for all students. He/she will also ensure that all resources and professional development in all curriculum areas are made available for teachers. He/she will also assist the Principal in the daily operations of the school.

Parents will be an integral part of the school's board and its advisory council. We expect that teachers will be effective team members, as we expect them to participate in all aspects of school life, including budget, administration, and parental interaction. This need for flexibility reflects the unique organizational structure of GPS STARS Academy, one that emphasizes full involvement in the school process versus overspecialization. Teachers and staff will therefore be fully involved in the decision-making processes that go into administration of the school

d. School Management Contracts

The Board of Directors of GPS STARS Academy, PCS will not enter into a contract with a school management firm to provide any services or funding in the operation of the school.

GPS STARS Academy will strive to be a true community school responding to the needs of the students who come to us. We will operate independent of any educational management company in our effort to be as responsive as possible to our community and our clients rather than to a third party organization. Our decision making policies will be inclusive, collaborative and focus on the continued improvement of our school operations and student learning.



3. Finance

a. Anticipated Sources of Funds

As a public charter school, GPS STARS Academy's primary source of funding will be from the federal and state funds. We will supplement the per pupil allocation and federal and state funds with contributions from external sources. We have developed a very conservative budget and plan to be very mindful of our expenditures. Our goal is to be conservative in our spending plan throughout our first years of operation in order to secure our own facility. We will facilitate a capital campaign in year three to support our effort. Costs and funds associated with this campaign are not included in the budget.

While we fully expect to conduct a successful fundraising campaign from private sources, which include corporations, foundations and individuals, and grants, we are not including those funds in our pre-planning, year one or year two budgets. We will demonstrate financial viability of the school without any additional sources of funding during that time. We will add items to the budget as we raise additional funds outside of local per pupil funding and federal entitlements.

If our school's enrollment is lower than our projections, we will revise the staffing and administration plan to accommodate lower enrollment numbers. We will also revise the administrative staffing plan according to the enrollment. We will monitor the enrollment before hiring the Special Education Coordinator, Social Worker, teaching staff, and the Dean of Students.

We also expect to receive federal funding, Title I, Title II, Title IV, Title V, and IDEA, along with per pupil allocation, and per pupil facilities allowance. We also anticipate receipt of the Title Vb. the Public Charter School Startup Grant as well as the Public Charter School Pre-Planning Grant.

b. Planned Fund Raising Efforts:

GPS STARS Academy, PCS Board of Directors Finance committee will lead our fundraising efforts. The committee will develop an annual fund raising plan and determine the projected annual goal according to our financial needs. We will focus on securing grants from foundations, corporations, individuals and grants available through the federal government. Fund raising strategies that may be employed include special events, grant writing, and solicitations from prospective donors.

c. Financial Management and Accounting

At all times the Board of Directors of GPS STARS Academy will have control over school finances, business, property, and other affairs of the school. To these ends, board responsibilities

and obligations will include engaging in its essential function as the school's principle policymaking body. The sound management and oversight of fiscal, functions will include:

- overseeing the effectiveness and efficiency of the management and operation of the school;
- reviewing monthly fiscal, academic and attendance reports;
- ensuring school compliance applicable laws and regulations;
- undertaking strategic short- and long-term planning, especially in the areas of program development, fundraising, grant-writing, community and public relations, and marketing;
- approving the yearly budget.

All financial records will be maintained in accordance with Generally Accepted Accounting Principles (GAAP). Additionally, a comprehensive audit of the revenues and expenditures of the proposed charter school will be conducted in accordance with generally accepted auditing standards by an independent certified public accounting firm selected by the Board of Directors. Computerized financial software will be used to monitor and document all budget activities and to develop the budget for succeeding years. The founding group will retain counsel to provide the Directors with legal representation and advice in (among other areas) real estate, not-for-profit, and tax law.

The school administrators will be held accountable for adherence to the budget, and, together with the Board, will take corrective actions with regard to revenues and expenditures when necessary. GPS STARS Academy, PCS is planning to contract with Lyons and Associates as a business management services provider. Lyons & Associates will be responsible for preparing our organization budget and statement of cash flows, budgeting and reporting of federal entitlements, monthly reporting, cash flow, accounts payable and accounts receivable and additional interim reports. They will also be responsible for departmental budgeting and reporting, additional grant budgeting and reporting, quarterly board presentations, and facility financing. Lyons & Associates will work with GPS STARS Academy, PCS Business Manager and will provide weekly bookkeeping services, including bill payment, and bank reconciliations.

In order to ensure adequate cash flow, we will establish a revolving line of credit. We are currently exploring financial relationships with PNC Bank and Wachovia Bank. We will also seek to negotiate payment terms with our vendors that will be consistent with our cash flow. GPS STARS Academy will contract with an approved independent auditor to conduct the annual audit and complete our 990 Federal Tax Return.

d. Civil Liability and Insurance

GPS STARS Academy will consult with Lyons & Associates to select the most appropriate and cost effective insurance provider. As required by the DC Public Charter School Board, GPS STARS Academy will maintain the following types and levels of insurance.

Type of Insurance	Required Coverage
General Liability	\$2,000.00 per occurrence
Director's and Officers' Liability	\$ 2,000.00 /aggregate
Educator's Legal Liability	\$1,000.00
Umbrella Coverage	\$ 5,000.00
Property/Lease Insurance	\$ 100% of replacement cost
Boiler and Machinery Insurance	\$ 1,000.00 (if appropriate or actual loss)
Auto Liability Insurance	\$ 1,000.00
Worker's compensation	\$ As required by law

e. Provision for Audit

GPS STARS Academy's Board of Directors will ensure an annual audit is conducted in a timely manner by a certified public accountant licensed in the District of Columbia and included in the Approved Auditors List for charter schools. The audit will be conducted in accordance with government auditing standards for financial audits issued by the Comptroller General of the United States. The audit will also follow the Generally Accepted Government Auditing Standards and DC Public Charter School Board policies.

4. Facilities

a. Identification of a Site

Board members and advisors of GPS STARS Academy, PCS is currently in the negotiating process for the lease of a facility located at 1600 Morris Road, S.E DC 20020; though our goal is to secure a facility with minimal need for renovations that does not seem plausible at this time.

b. Site Renovation

Once negotiations are complete, we will meet to discuss the required renovations of the building to comply with applicable building codes and requirements for occupancy permit. However if this does not come to fruition, we will seek to locate another facility immediately.

c. Financing Plans for Facilities

We intend to lease our initial facility. When we are granted charter approval, we will establish an account and require a revolving line of credit in support of our cash flow. We anticipate the ability to

save money in our first five years of operation through a fixed lease rate. Within three years, we hope to generate a budget surplus that will be applied to an investment fund for purchase of our own facility at the end of the lease agreement. We will finance our permanent facility with a capital campaign, bonds, credit enhancement funds, and the direct loan program. We will meet with representatives from Building Hope and the Charter School Development Corporation to learn how GPS STARS Academy, PCS may best utilize their services for future growth.

d. Building Maintenance

For the first year, we have budgeted \$25,000.00 for contracted building services and \$12,000.00 for janitorial supplies, maintenance, repairs and equipment. We have also budgeted \$18,000.00 for Custodial Services, and \$43,000.00 for utilities and garbage removal, \$ 51,697.00 or 3% of total expenses have been budgeted for contingency provisions. If another site is chosen this spending plan will still suffice.

5. Recruiting and Marketing

a. Outreach to the Community

GPS STARS Academy, PCS will recruit families from the surrounding areas who understand and value the schools mission and are committed to the schools instructional and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the school philosophy and will be given a copy or summary of the school's student related policies. Parents have already expressed interest in a community school that addresses the needs of their children and we are excited about the possibility of fulfilling this need in Ward 8.

b. Recruitment of Students

Student recruitment efforts will focus on students district-wide, with concentrated marketing efforts in the Ward 8 area. The unique and promising programming at GPS STARS Academy, PCS will offer an intriguing and unprecedented choice in Ward 8. Board Members will work to bring a network of community-based education opportunities to the doors of the school. These learning partnerships – with museums, businesses, science labs, etc. - will play an additional role in our marketing plan. To recruit students and educate parents, community members, and businesses, we plan to implement the following strategies:

- Hosting a series of well-advertised public informational sessions or "Open Houses". These will be scheduled on a three-part basis, with some repeats if warranted

- Session One: the first "Open House" will provide information to interested community members on the premise of charter schools. This will be followed by a question and answer session in order for participants to develop an accurate picture of how charter schools operate in the District of Columbia. This Open House will highlight information on the mission, goals and offerings of GPS STARS Academy. PCS. Session One will occur in late winter/early spring.
- Session Two: The second "Open House" will provide detailed information on GPS STARS Academy, PCS' curricula and programs, giving parents and community members the opportunity to learn and ask questions about particular aspects of what will be taught and how it will be taught (pedagogy). GPS STARS Academy PCS Board Members have found this to be a missing link for many parents searching for educational options. We want our parents to make informed decisions. Session Two will occur within two weeks of Session One.
- The final sequence in Open Houses will be an open "Question and Answer" forum. We will offer a public forum for interested parents to provide feedback on the design and implementation process of the school. This will also be a large push for enrollment as well as a time for early recruitment of parent volunteers. Session Three will occur within two weeks of Session Two. This series of Open Houses may be held several times.
- Publicizing in community (including ethnic and foreign-language) newspapers and area newsletters, and taking advantage of public notice opportunities and low-cost airtime from local radio and television stations (including cable);
- Widely distributing informational flyers at locales such as libraries; coffee shops; public announcement boards in apartment complexes; social clubs; houses of worship; and area businesses (*e.g.*, supermarkets, hair salons, laundromats, etc.);
- Sending announcements to local support organizations;
- Contacting the families and other individuals who expressed interest and provided us with contact information;
- Mailing letters of introduction to local publicly elected officials, government agencies with area offices, and local social services and cultural arts organizations and asking them to post an informational flyer; and

- Making announcements at community meetings

GPS STARS Academy, PCS will begin recruitment and publicity as soon as the school's application is approved. GPS STARS Academy PCS will hold several information sessions, at various locations within the community. These will be publicized in newspaper and radio advertisements, in community bulletins, and at service agencies. Parents will be able to apply at any and all information sessions. In addition, application forms will be made available throughout the community. We will begin to accept applications during an advertised two week open enrollment period. If seats are available following the open enrollment period the remaining seats will be filled on a first come/first served basis. This process will begin after the charter has been officially approved by the District of Columbia Charter School Board.

The publicity campaign at GPS STARS Academy, PCS will be broad and thorough. We will endeavor to provide information about the educational opportunities available at GPS STARS Academy, PCS to all segments of the population. We will communicate as needed in English, Spanish and other languages when possible in our continuing efforts to contact harder to reach families. Our goal is for GPS STARS Academy, PCS to build a strong sense of community. We will comply with the McKinney-Vento Homeless Assistance Act by identifying children and families in homeless situations and providing appropriate services. We will enroll students although there is a lack of the required paperwork for enrollment, such as school records, proof of guardianship, a birth certificate, immunization or other health records, and proof of residence. We will also serve as a resource for these families. Any child who is qualified under state law for admission to a public school is qualified for admission to GPS STARS Academy. We will establish a clearly understandable application process, translated into the language needs of the wider community to maximize applicant accessibility and numbers. The application will include a general description of GPS STARS Academy and a description of the educational program, including the highlights of the school's parent involvement components. School representatives will conduct tours on a monthly basis and hold a series of open houses during the school year for prospective parents. The deadline for submission of applications will be mid-May.

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. GPS STARS Academy will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the District. The admissions lottery policies and processes will be widely distributed and available to the public. Our admission lotteries will be witnessed and occur in a public setting. Lastly, a neutral party will conduct the lottery on behalf of the school.

The school will maintain a waiting list of the remaining applicants. GPS STARS will notify applicant families within one week of the lottery's end whether their children have been accepted. After all available spaces are filled; waiting lists will be maintained for each grade. There will be complete student files for each student on the waiting list. When a space becomes

available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (one week). If the space is declined, the next person on the list will be contacted. Every effort will be made by the office administrative staff to maintain full enrollment of at GPS STARS Academy.

Our recruitment strategies will target parents who have experienced a disconnect with their child's school and is looking for a school that is prepared to work with them in the capacity that they are able to assist in their child's education. Our school offers a unique program and we are sure that parents would be most interested in enrolling their children in GPS STARS Academy. In an effort to have the least impact on neighboring schools, GPS STARS Academy will pursue higher enrollment of Pre-K students who will be attending school for the first time. Because of the location of our school, the demographics of the community, and the primary school model of GPS STARS, we anticipate a full enrollment. However, in the event of low enrollment, we will adjust the number of staff members and the mission of the school will continue. We will move forward to meet the needs of the enrolled students, while we continue to strategize in our recruitment efforts.

c. Future Expansion and Improvements

Enrollment Targets at each grade level

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3
2011-2012	30	20	20	21	16
2012-2013	30	40	20	21	21
2013-2014	30	30	40	21	21
2014-2015	30	30	40	42	21
2015-2016	46	40	30	42	42

GPS STARS Academy, PCS will serve students in grades Pre-K through 3. Our plan is to open in the fall of 2011 and to increase our student population until full enrollment is reached in SY2016. GPS STARS will open in Year One (sy2011-2012) with a proposed enrollment of one hundred seven students, two pre-K classes, one class on each grade level from kindergarten, through grade three. Proposed enrollment for year two includes two pre-K classes, two kindergarten classes, and one class from grades one through three. For year three, the population will remain the same except in grade one where an additional class will be added. In year four, there will be two classes on each grade,

Pre-K through grade two and one class on grade three. By year five there will be three classes on the Pre-K level and two classes from grades Kindergarten through grades three. The capacity for Pre-K class will be sixteen students; in kindergarten through grade one the cap will be twenty students, the cap in grade two and three will be twenty-one.

The staffing plan for GPS STARS Academy PCS will provide fulltime classroom teachers and an assistant. During the first three years, physical education, art, music, and foreign language will be contracted to work on a part-time basis. By year five all part-time teachers will become full-time faculty with benefits. We will explore partnerships with community based organizations to provide supplemental services.

In year one the administrative team will consist of a full time executive director and Principal, a .5 business manager, a fulltime administrative assistant, curriculum and special education coordinators. In years 2-5, a school social worker will join the administrative staff. Lyons and Associates will be retained to provide financial management, and the business manager will supplement their services.

c. PLAN OF OPERATIONS

1. Student Policies and Procedures

a. a. Timetable for Registering and Enrolling

Date	Event
March-April	Develop school marketing materials
April-May	Develop Application Packets and Reproduce Required Forms
April-May	Marketing Campaign: Open House & Informational Sessions at School
May 31st	Application Deadline: Admission Lottery
June 15th	Letters of Acceptance mailed to families
June 30th	Signed Letters of Intent Due
June 30th	All Required Forms Due
June 30th	Residency verification due
July	Home Visits to All Incoming Students
July	Family and Student Orientation
August 22nd	First Day of School

We will begin to accept applications during an advertised two week open enrollment period. If seats are available following the open enrollment period the remaining seats will be filled on a first come/first served basis. This process will begin after the charter has been officially approved by the District of Columbia Charter School Board.

Beginning in the spring of its first year of operation, an admission lottery will be held for each grade level that receives more applications than there are places available.

1. Using the application database, student tickets will be sorted into different groups, one for each grade the school will operate in the upcoming school year.
2. Beginning with Pre-Kindergarten, 25 student tickets will be randomly drawn for each class roster at that grade level.
3. If the selected student ticket indicates that the child has older sibling(s), those sibling(s) will be placed at the first available positions in the class rosters for their grade levels.
4. If the selected student ticket indicates that the child has a same grade level sibling, that sibling will be placed on the roster immediately after the selected child.
5. After the Kindergarten classes are filled, the lottery moves on to the next grades levels and repeats the steps above.
6. If a selected student ticket indicates that the child has YOUNGER sibling(s) that were NOT selected during the drawing for their grade level, those sibling(s) will be placed at the first available positions in the waiting list for their grade levels.
7. After the class rosters have been filled for all grade levels, the remainder of the student tickets will be drawn to determine a position on the waiting lists for each applicant.
8. A similar procedure as described above will be used, except that the selected students will be placed on the grade level waiting lists, not on the class rosters.

GPS STARS Academy will mail letters within five business days to applicants informing them of their status: accepted or on the waiting list. Accepted applicants will also receive a registration packet informing them of the documents (e.g., immunization record, birth certificate, last report card, proof of residence, IEP if appropriate) required to register for the school.

Completed registration forms and all required documents must be submitted to complete enrollment. Applicants who do not turn in their forms and documents by the date specified will forfeit their place in the class. GPS STARS Academy may grant extensions of the published deadlines to applicants who request an extension in writing, and state good cause for needing it. If there are openings after this, wait-listed applicants will begin to be called to fill remaining class openings.

b. Policies and Procedures For Enrollment, Withdrawal, Suspensions , and Expulsion of Students

Admission packets will include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced-prices meals, forms for transportation (if applicable) and all other information/forms required by the District of Columbia charter school law and District of Columbia Public Schools. Applications will be closely monitored to ensure that the applicant pool reflects the demographic makeup of our area community.

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random lottery. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and students within walking distance of the school. The admissions lottery policies and processes will be widely distributed and available to the public. Our admission lotteries will be witnessed and occur in a public setting. Lastly a neutral party will conduct the lottery on behalf of the school. The school will notify applicants' families within one week of the lottery's end whether their children have been accepted. The school will maintain a waiting list of the remaining applicants

After all available spaces are filled; *waiting lists* will be maintained for each grade. There will be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (one week). If the space is declined, the next person on the list will be contacted, and reason for denial, date of contact will be documented. Once the parent has accepted the position for their child:

- The appropriate Request for Transfer form will be immediately sent to the school of origin.
- Qualifying parents will complete the application for free or reduced-priced lunches.
- The parent is given a copy of the school's Code of Conduct and asked to return their signed verification and agreement before the student enters the school.
- Parents will be required to attend school's orientation for review of contract requirements including volunteering requirements.
- Emergency cards are completed prior to the student's attendance. Parent is given a copy of the absentee/tardy policies of the school as well as any other office procedures (e.g., visiting the school, drop off and pick up sites, classroom protocol, etc.).
- Every effort will be made by the office administrative staff to maintain full enrollment of at GPS STARS Academy PCS.

For registration parents would be required to present documents listed as it applies to the student.

- ✓ Application (with name, address, emergency contact, relevant health/safety information, eligibility for free/reduced meals, forms for transportation (if applicable) and all other information/forms required by the state charter school law and local school districts, students who are in homeless situation will be exempt of this process (as applicable).
- ✓ Birth Certificate (copy)
- ✓ Current photo of student
- ✓ Copy of actual Social Security Card
- ✓ Copy of Up to Date Immunization Records
- ✓ Proof of Residency (Utility Bill, Tax Record, Lease, Drivers License)
- ✓ Most recent report card
- ✓ Educational Testing

- ✓ IEP (if applicable – these records will be maintained in a tighter security filing system)
- ✓ Physical/Health Certificate
- ✓ Parent request for file transfer of student records
- ✓ Volunteer forms
- ✓ Signed Home/School Compact
- ✓ Free and reduced lunch information

All records will have the student's name on each document in the upper right hand corner. The date of enrollment and any withdrawal dates will be clearly marked on the application.

Discipline Policy

The reputation/quality of a school is not only based on achievement data but also the actions of its students in and out of school. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, every teacher's authority extends to all students, whether or not the student is in that teacher's class. Following are the procedures, therefore, for all students, with special note made where these vary for students with disabilities.

- ***In-School Disciplinary Actions:*** Disruptive student behavior is subject to disciplinary action by the teacher and/or Principal. Action taken by teachers toward students who are disruptive may include but is not limited to:
 - time out in the classroom or other secure, supervised area;
 - a conference with the student;
 - a reprimand;
 - detention; and
 - a conference with a parent.

A discipline referral should be sent to the Principal/Dean of Students(in Year 3) when the teacher feels that the student's improper behavior cannot be corrected through the teacher's classroom management practices. After consultation with the student and the teacher (if needed), the administrator will determine the course of action required to provide a safe, secure school. Action taken by an administrator toward students who are disruptive may include but is not limited to:

- a conference with the student and/or the parents;
- a reprimand;
- entering into a behavioral contract between student, parent, and administrator;
- detention;
- in-school suspension (ISS) (up to three days)
- out-of-school suspension (OSS) (up to ten days)
- recommendation for long-term suspension (more than ten days); and

- recommendation for expulsion.

For a student who has been suspended for three or more days, the Principal will require the parent to meet with him/her to develop a corrective action plan which is signed by the parent, child, teacher, and Principal.

- **Notification.** A letter from the Principal or his or her designee will be sent to the student's parent(s) when the student is assigned in-school suspension or out-of school suspension or is recommended for long-term suspension or expulsion.

The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
- A parent is expected to participate in a conference with the Principal in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- Appeal procedures shall be clearly stated in detail.
- Work packet including instructional accommodations (if applicable).

If a student is assigned in-school suspension, a parent will be expected to enter an agreement with the Principal that outlines the guidelines of the in-school suspension program.

The suspension notice for out-of-school suspension (fewer than ten days) shall include at least the following information:

- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;
- A parent must come to school for a conference with the Principal in order for the student to be readmitted to school;
- The student will not be allowed to participate in classroom and school activities during the suspension period;
- The student is not to go on school property;
- Appeal procedures shall be clearly stated in detail.
- Work packet including instructional accommodations (if applicable to IEP) and date to be completed.

The suspension notice for long-term suspension/expulsion (greater than ten days) shall include at least the following information:

1. First Notice

- The reason(s) for a suspension are to be clearly stated;
- A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;

- A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the Principal or designee to present and hear information;
- The student will not be allowed to participate in classroom and school activities during the suspension; and
- The student is not permitted on school property.
- Work packet including instructional accommodations (if applicable to IEP), and date to be completed

Following the conference, the Principal will make a decision whether to move forward with a recommendation to the Board of Directors for long-term suspension or expulsion and inform the parent(s) and student. If the Principal moves forward with the recommendation, the Principal will write to the President of the Board and send a copy of the notice to the parent(s).

2. Second Notice

- The proposed action and reason(s) for the recommendation are to be clearly stated;
- The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designee(s) for long-term suspension and for expulsion recommendations; and
- The right to inspect the student's school records.

Subsequently, the Principal will notify the student and his/her parent or guardian of the time and place of the hearing with the Board of Directors or its designee and the rights parents have in the process.

Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation, for inappropriate behavior. The Principal may suspend a student with disabilities for short-term suspension. The Principal may suspend a disabled student from school for a total of fifteen days in a school year.

The Principal may recommend a student with disabilities for long-term suspension or expulsion (greater than 15 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.
- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.

- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

All requirements of ADA, IDEA and the individual IEP will be met.

Procedures for Appeal of Disciplinary Actions

In-school Disciplinary Actions: Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal to the Principal in writing or by arranging an appointment.

If the parent is dissatisfied with the result of the appeal to the Principal, the parent may appeal to the designee of the Board of Directors. Appeals must be filed in writing, within three school days of receipt by the parent of the Principal's notice of disciplinary action.

Out-of-School Suspension (ten days or fewer): Should the parent disagree with a suspension of ten days or fewer, the parent may appeal the decision of the Principal as follows:

Appeal requests must be made in writing by the parent to the designee of the Board of Directors. Such written request must be filed with the Principal within three school days of the notice of suspension, or the right to review and appeal is waived.

If the parent is dissatisfied with the designee's decision, he or she may appeal the decision to the Board of Directors by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Principal will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make- up assignments.

Long-Term Suspension (more than ten days): Following a hearing, should the parent disagree with the Board of Directors designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Directors as follows:

- Appeal requests must be made in writing to the Principal. Such requests must be filed with the Principal within five calendar days of the suspension decision, or the right to appeal is waived.
- If the parent is dissatisfied with the decision of the Board's designee, he or she may appeal the decision to the full Board. The appeal must be in writing and must be filed with the Principal within five calendar days of the designee's decision or receipt of the decision by the parent of a student or the right to further appeal is forfeited.

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Expulsions: Following the Principal's recommendation for expulsion, the Board of Directors will hold a hearing on the recommendation.

The administrative assistant will generate a weekly report that lists the current enrollment by class. The data should include current attendance information to assure that the figures include only students that are regularly attending and eliminates the "no-shows" from the numbers. Open enrollment will begin in early spring and end by late April or mid-May.

2. HUMAN RESOURCES

a. Key Leadership Roles

Persons responsible for the day-to-day operation of GPS STARS Academy PCS include the executive director, Principal, administrative assistant and business manager. The authorized agent of the school is the current Founding Board Chair. As school staff has yet to be hired, resumes and required documentation will be forwarded to the Charter Board during the interview process.

Executive Director: Dr. Margaret Stephens has held varied positions in the field of education; she earned her undergraduate degrees in Corporate Communication, and her graduate degrees in Special Education and Education Administration. She has served as a teacher, librarian assistant principal, principal, and an intervention specialist with the State Department. She has done post-doctoral work at Harvard University and has held leadership positions in many professional and community service organizations. Dr. Stephens has received awards for leadership and has been recognized for her community involvement efforts. She currently sits on the Board of the St. Johns Baptist Church Community Development Corp.

Curriculum Coordinator: Charletta Logan Generette is a retired Principal of the Baltimore City Public Schools after 34 years of successful service. She has served 6 years as a principal, one year as a principal intern, 3 years as assistant principal, 5 years as master teacher, and 19 years as a demonstration teacher in elementary schools. Ms. Generette has successfully led a restructuring community school to meet State's standards by incorporating effective school initiatives that included Reading First, Lesson Study, Data Committee Discussions, Active Research, Conflict Resolution, Health-Social/Emotional Community Partnerships, and classroom volunteers that included retired citizens. She will be a full time employee of GPS STARS Academy.

b. Qualification of School Staff

Professional, instructional and other staff will be hired upon approval of this charter by the District of Columbia Charter School Board. We will however seek individuals who are

entrenched in knowledge of early child development, and a passion for teaching and learning. Within the culture of GPS STARS Academy everyone will be held accountable for teaching and learning, knowing that children learn what they see all stakeholders are required to be role models that students can emulate.

Job Description

Executive Director

JOB GOAL:

- To implement the strategic goals and objectives of the organization
- With the chair, enable the Board to fulfill its governance function
- To give direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives.

SUPERVISES: All school staff including the Principal

PERFORMANCE RESPONSIBILITIES

1. Supports operations and administration of Board by advising and :informing Board members, interfacing between Board and staff, and supporting Board's evaluation of chief executive
2. Oversees design, marketing, promotion, delivery and quality of programs, products and services
3. Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations
4. Effectively manages the human resources of the organization according to authorized personnel policies and procedures that fully conform to current laws and regulations.
5. Assures the organization and its mission, programs, products and services are consistently presented in strong, positive image to relevant stakeholders

6. Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources, establishing strategies to approach
7. Researching funders, submitting proposals and administrating fundraising records and documentation

REPORTS TO: Board of Directors

Principal/Chief Administrative Officer (CAO)

REPORTS TO: Executive Director

SUPERVISES: All school staff and students

JOB GOAL: To provide school leadership to ensure excellence in teaching and learning, community support, and efficiency in operation.

PERFORMANCE RESPONSIBILITIES:

1. Provides instructional leadership and excellent student achievement focus on the four basic elements of curriculum, instruction, performance, and evaluation
2. Prepares schedules, assigns staff, sets job performance standards, and evaluates staff
3. Shares responsibility for development and implementation of the school's strategic plan
4. Communicates Board actions to staff, students, and parents
5. Develops policy recommendations for the Board's consideration and action
6. Files required reports with local, state and federal education agencies, Board of Directors
7. Maintains administrative records and student records/documentation.
8. Implements school budget, analyzes and controls expenditures with an understanding of the relationship between the instructional program and the budget process, and relies on cost benefit analyses for budgetary decisions
9. Generates public support for the school's program and education in general as the public information officer of the school and supervisor of the overall public relations program
10. Develops a Code of Student Conduct which defines responsibilities of administrators, teachers, parents, and students and which creates a safe, secure school for learning
11. Represents GPS STARS Academy, PCS at local, state, and national events
12. Develops effective staff and professional development programs that match school goals and individual goals to improve performance and model continuous professional improvement and teacher leadership

13. Uses technology effectively for administrative, instructional, and communications functions
14. Demonstrates adeptness with the curriculum and monitors its proper implementation and assessment
15. Schedules the use of time to protect academic subject blocks from disruptions to ensure efficient use of time
16. Knows school law, including the implications on the educational program and on liability, keeps abreast of developments and consults with the board members in times of uncertainty
17. Carries out marketing plans to attract students to GPS STARS Academy, PCS
18. Participates in Local and State Principals' Associations and the Association of Public School Charter Schools
19. Serves as a role model who acknowledges through actions and behaviors, the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose
20. Provides ethical leadership within the intellectual, cultural, economic, political, and governmental context in which the school operates
21. Assumes other responsibilities assigned by the Board of Directors

EVALUATED BY: Board of Directors

Dean of Students

JOB GOAL

- Collaborate with directors, teachers, parents, and volunteers to ensure that all students are successful in the academically rigorous setting.
- Work closely with the Principal and Curriculum Coordinator to run all aspects of the school program, including holding teachers accountable for their students' success.
- Think critically about ways to solve disciplinary issues, including academic and non-academic issues, in order to ensure that students are getting the support they need to maintain high levels of performance. Vision of excellence and equity for all students
- Understanding of social, academic and developmental needs specific to young children
- Build relationships with all GPS STARS Academy students and families to help create a positive and supportive community.

PERFORMANCE RESPONSIBILITIES:

- Communicate with families
- Handle discipline issues and contracts with students; maintain discipline log
- Support and regularly check-in with students regarding academic, behavioral, and social issues
- Implement and enforce homework and attendance policies
- Respond to and report on student issues and concerns
- Ensure student safety
- Observe classes with student issues in mind
- Schedule and participate in parent-teacher conferences
- Collect and review weekly student evaluations
- Monitor student growth and progress
- Plan and implement SST meetings (weekly meetings during which teachers discuss student issues)
- Serve as a member of the Administrative Team
- Participate the development of Individual Learning Plans
- Work with Mentor Teachers and teachers to ensure that students are being challenged in an academically rigorous setting

QUALIFICATIONS

- Bachelors degree

- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- High level of creativity, energy, and love of kids
- Great organization, attention to detail, strong work ethic, and ability to multi-task between projects
- Experience enforcing consequences and upholding high standards
- Experience working with urban elementary and/or middle school students and their families required

EVALUATED BY: Principal

Curriculum Coordinator

JOB GOAL To provide leadership in the development implementation and coordination of GPS STARS Academy curriculum.

PERFORMANCE RESPONSIBILITIES:

1. Coordinates development, implementation, and evaluation of curriculum and instructional services.
2. Assists in the development and coordination of the sections of the budget that pertain to curriculum and instruction.
3. Keeps abreast of developments in curriculum and instruction and furnishes leadership in determining their appropriateness for inclusion in GPS STARS Academy educational program.
4. Guides development, implementation, and evaluation of pre-service and in-service training programs for professional personnel.
5. Communicates the approved curriculum to the professional staff.
6. Works with Principals and teacher committees in organizing and coordinating grade level and departmental meetings.
7. Directs creation of and edits for publication all curriculum guides and materials prepared by and to be distributed among the instructional staff.
8. Maintains a curriculum library for staff use.
9. Provides staff leadership to ensure understanding of and promote the educational objectives of GPS STARS Academy, and plans and administers programs of professional development activities for instructional personnel.
10. Observes teachers in their classrooms upon request of teachers or administrators and offers insights for the enhancement of the teaching-learning situation.
11. Assumes responsibility for reviewing and evaluating results of GPS STARS Academy testing programs, and for other evaluative measures used by the school.
- 12.. Interprets the curriculum and its philosophy to the School Committee, the administration, the staff, and the general public.
13. Maintains liaison and active participation with educational leaders in curriculum and instruction at state, regional, and national levels.
14. Performs such other tasks and assumes such other responsibilities as may from time to time be assigned by the executive director.
15. Will pursue and oversee grant opportunities to supplement the financial resources supplied by the annual school department budget.

Evaluated by: The Principal

Teacher

REPORTS TO: Principal/CAO

SUPERVISES: Students, Volunteers, and Assigned Support Staff.

JOB GOAL: To provide students with a first class learning experience, which contributes to their development as enlightened and responsible citizens, and as leaders in their communities

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of the mission, goals, and objectives of PPCS
2. Accepts responsibility for the achievement of students
3. Guides the learning process toward achievement of curriculum goals and implementation of Personal Learning Plans of students
4. Demonstrates effective planning and organization for instruction
5. Selects appropriate materials for implementation of the curriculum and adapts materials and methods to learning styles and abilities of students
6. Uses creative instructional methods and procedures and adapts effectively to unusual situations
7. Motivates students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles
8. Uses resources effectively to support learning activities in the classroom, the school, and the community
9. Demonstrates exceptional classroom techniques which include the art of questioning, clarity of assignments, communications in large and small groups with individual students, an atmosphere of mutual respect, independent thought and expression, and student and teacher experiences
10. Works cooperatively with parents and generates parents' confidence in the teacher
11. Demonstrates genuine concern for students in a climate characterized by high personal and student expectations
12. Promotes good citizenship through actions as role model
13. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship and conflict management

14. Participates in the development of policies and regulations that affect instruction and conditions for success
15. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
16. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
17. Conducts himself or herself according to professional, ethical principles. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
18. Shares responsibility for marketing PPCS in the community
19. Displays personal qualities which reflect favorably upon the individual, the group, and the school
20. Displays pride in being a teacher and a member of PPCS team
21. Assumes other responsibilities assigned by the Chief Administrative Officer
22. Some teachers or other staff members may work overlapping or variable schedules to allow them to supervise the after-school tutorials.
23. Participate in professional development , parent teacher conferences, Lesson and Unit Planning, record keeping/documentation and action research to generate a repertoire of effective teaching practices.

Special Education Teacher

REPORTS TO: Principal/CAO

SUPERVISES: Students, Volunteers, and Assigned Support Staff.

JOB GOAL: To provide special education students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities, and is in compliance with IEP requirements.

PERFORMANCE RESPONSIBILITIES:

1. Shares a commitment to the success of the mission, goals, and objectives of PPCS
2. Accepts responsibility for the achievement of students
3. Administers and interprets individual formal and informal assessments.
4. Write goals and objectives for IEPs.
5. Provides progress reports to parents as stated in the IEP.
6. Provides staff and parent consultations,
7. Organizes and maintains, in student files, all required paperwork.
8. Participates in IEP meetings.
9. Ensures compliance with federal and state regulations.
10. Follows through with parent and staff requests.
11. Coordinates services for students.
12. Participates in faculty meetings.
13. Participates in staff development offered within the school as well as outside the school.
14. Guides the learning process toward achievement of curriculum goals and implementation of personal learning plans of students
15. Demonstrates effective planning and organization for instruction
16. Selects appropriate materials for implementation of the curriculum and adapts materials and methods to learning styles and abilities of students
17. Uses creative instructional methods and procedures and adapts effectively to unusual situations
14. Motivates special education students to achieve at their highest level of ability and potential through classroom activities, assignments, relationships, participation and feedback; holds high expectations and demonstrates sensitivity to different learning styles

15. Uses resources effectively to support learning activities in the classroom, the school, and the community
16. Works cooperatively with parents and generates parents' confidence in the teacher
17. Demonstrates genuine concern for special education students in a climate characterized by high personal and student expectations
18. Promotes good citizenship through actions as role model
19. Provides a classroom atmosphere based on the principles of firm, fair, and consistent practices, respect for individual children, and development of responsible citizenship
20. Participates in the development of policies and regulations that affect instruction and conditions for success
21. Uses technology effectively for instruction, record keeping and other administrative tasks, and communications
22. Shares responsibility for professional, cooperative staff relations and for out-of-class activities important to operation of school
23. Conducts himself or herself according to professional, ethical principles. Continually strives to improve classroom methods, teaching techniques, and interpersonal relationships
24. Shares responsibility for marketing PPCS in the Community
25. Displays personal qualities which reflect favorably upon the individual, the group, and the school
26. Displays pride in being a teacher and a member of PPCS team
27. Assumes other responsibilities assigned by the Chief Administrative Officer
28. Some teachers or other staff members may work overlapping or variable schedules to allow them to supervise the after-school tutorials.

EVALUATED BY: Principal

Paraprofessional (Teacher's Assistant)

REPORTS TO: Principal/CAO or Classroom Teacher

JOB GOAL: To assist the teacher or the school to provide students with a first class learning experience which contributes to their development as enlightened and responsible citizens and as leaders in their communities.

PERFORMANCE RESPONSIBILITIES:

1. Provide assistance to classroom teachers—especially with direct student instruction as determined by the teacher.
2. Assist in managing student behavior in playground, cafeteria, and hallways.
3. Provide clerical assistance in both the classroom and in the office as needed and assigned.
4. Provide general assistance for meetings, assemblies, fairs, productions and other special events.
5. Perform any assigned functions as directed by Principal or classroom teacher.

EVALUATED BY: Principal/CAO or Classroom Teacher

School Secretary / Administrative Assistant

REPORTS TO: Principal/CAO

JOB GOAL: To create a smoothly functioning office so that the Principal/school may concentrate its efforts on the educational improvement of the student.

PERFORMANCE RESPONSIBILITIES:

1. Manage, organize and staff the general office for the school.
2. Maintain office supplies and office equipment
3. Provide a warm welcome or greeting to any visitor to the school.
4. Supervise individually referred children until the Principal/CAO can provide appropriate follow-up.
5. Provide clerical support for the administrators and instructional staff.
6. Perform any additional function as assigned by the Principal/CAO.

EVALUATED BY: Principal/CAO

Custodian

REPORTS TO: Principal/CAO

JOB GOAL: : To create an environment and atmosphere that is safe, clean, and healthy for students, so that instructional improvement can be the focus of the school.

PERFORMANCE RESPONSIBILITIES:

1. Assumes responsibility for overall cleanliness of the school.
2. Responsible for floors in classrooms, hallways, common areas, and offices.
3. Responsible for cleaning and sanitizing lavatories.
4. Receive and store all deliveries.
5. Order necessary cleaning and toilet supplies.
6. Perform any other responsibilities as assigned by the Principal/CAO.

c. Staffing Plan

In Year One, GPS STARS Academy will serve grades Pre-K to grades three by Year Five, we will be at capacity.

Pre-Opening Staff: GPS STARS Academy's Executive Director, Principal and Administrative Assistant and Curriculum Coordinator will be hired in July, 2011. A part-time Business Manager will be hired in August, 2011.

Classroom Teachers for Years 1-5: The staffing plan for The GPS STARS Academy, PCS will provide full-time teachers and teachers' assistants in each classroom. Students will also have special education and English as a second language support, as needed. See table below for planned student/teacher ratio.

School Social Worker: A full-time school counselor will be hired in Year Two. To provide flexibility in the delivery of counseling services, we will hire a licensed clinical social worker or licensed professional counselor specializing in school counseling. During the first year we will partner with Ascensions Psychological and Community Services Inc. to provide services if and when necessary.

Art, Music, and Physical Education Staff for Years 1-5: In Year One, art, physical education, and music teachers will be contracted to work up to 15 hours per week, by Year Three, all teachers will become full-time faculty with benefits.

Foreign Language Staff: In year One, a foreign language teacher will be hired on a part-time contractual basis. This teacher will work at the school for 15 hours a week. In Year Three, the foreign language teacher will become a full-time faculty member with benefits.

Administrative Staff for Years 1-2: At GPS STARS Academy, PCS we will open with a full-time Executive Director, Principal, Administrative Assistant, and Special Education Coordinator; and a half time Business Manager. In year five, a Dean of Students will be hired to monitor student behavior and assist the Principal in administrative tasks, as necessary. Lyons and Associates will be retained to conduct the majority of our business services, and a Business Manager will supplement their services on-site.

Instructional Staffing with Student/Teacher Ratio

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3
2011-2012	30	20	20	21	16
2012-2013	30	40	20	21	21
2013-2014	30	40	20	21	16
2014-2015	30	40	40	42	16
2015-2016	46	40	40	42	32
Classroom Teacher	1	1	1	1	1

Instructional Assistants	1	1	1	1	1
Ratio	15:2	20:2	20:2	21:2	21::2

We will employ a half –time teacher for ESL in the opening year and a full-time teacher by Year Two. We will open with a full-time Special Education Coordinator and have a full time special education teacher in Year Two.

d. Employment Policies

Salary and Benefits: GPS STARS Academy PCS will attract highly qualified faculty and staff by providing both a competitive salary and benefits package. We anticipate offering salaries competitive with the current DCPS salary schedule, and surrounding public school districts.

Professional Salaries Chart Base Salaries

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	\$105,000	105,000	105,000	105,000	105,000
Principal	85,000	85,000	85,000	85,000	85,000
Administrative Assistant	\$45,000	45,000	45,000	45,000	45,000
Business Manager	\$28,000	28,000	28,000	28,000	28,000
SPED Coord.	52,000	52,000	52,000	52,000	52,000
School Social Worker	\$0	48,000	48,000	48,000	48,000
Dean of Students	\$0	48,000	48,000	48,000	48,000
Instructional Staff	\$48,000	48,000	48,000	48,000	48,000
Curriculum Coordinator	\$80,000	80,000	80,000	80,000	80,000
Instructional Assistant	\$30,000	30,000	\$30,000	\$30,000	\$30,000

In addition, we will offer a 100% employer-paid premium in a comprehensive Health Maintenance Organization (HMO) that includes medical, prescription, vision and dental coverage. Our Business Manager will negotiate with regional HMO's for competitive rates. All employees may choose to participate in a 403(b) retirement plan. We will contribute 3% of the employee's salary toward that plan. Staff electing not to participate in the retirement plan may choose to have an amount equal to the retirement contribution applied to an eligible student loan. Former DCPS teachers who elect to remain in the District of Columbia Employees Retirement System will receive contributions through payroll deduction at the current specified rate. The school will comply with all agreements as outlined in the Memorandum of Agreement Concerning Eligible Public Charter School Employees' Participation in the District of Columbia Employees Retirement System.

In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, Section 2-1401.01, *et seq.* (Act), the District of Columbia Public Charter Schools does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex. Age, marital status, personal appearance, sexual orientation, family status, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary up to and including termination of employment.

Evaluation of Staff

Personnel from 24 state education agencies and representatives from various professional associations drafted the standards, which state a common core of knowledge dispositions, and performances that link leadership to productive schools and enhances educational outcomes (CCSSO, 1996).

Evaluation Criteria for Principal's Performance:

The Interstate School Leadership Licensure Consortium, a program of the Council of Chief State School Officers, has developed Standards for School Leaders (CCSSO), 1996). Personnel from 24 state education agencies and representatives from various professional associations drafted the standards, which state a common core of knowledge, dispositions, and performances that link leadership to productive schools and enhanced educational outcomes (CCSSO, 1996).

Standards for School Leaders (CCSSO, 1996)	
Standard 1	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standard 2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standard 4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.
Standard 5	A school administrator is an educational leader who promotes the success of all students of all students by acting with integrity, fairness, and in an ethical manner.
Standard 6	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Teacher Assessment:

Teacher assessment will be linked to the school's professional development plan. The Principal will formally conduct one observation each trimester. Informal observations will be unannounced and occur regularly. Teachers will complete a self-assessment that asks teachers to rate themselves and to provide evidence of that rating. The Principal will work with each teacher to create professional goals. The Principal will be responsible for securing resources that help teachers achieve their goals. Teachers' goals will be directly linked to student achievements in their classrooms. Teacher assessment will evaluate whether teachers are effectively delivering instruction that meet curriculum standards in their classrooms, and in what ways teachers could better support student achievement.

The teacher assessment process and its accompanying documents will be developed before and will be published in the GPS STARS Academy Faculty and Staff Handbook. The process will be drafted after additional research of existing models. GPS STARS Academy will have a process of improvement and support for teachers who are not performing well. Policies will be developed with the assistance of an attorney that will meet federal and District law.

The Principal will immediately dismiss any faculty or staff member for performance that is dishonest, illegal, and abusive or endangers the well-being of our students. An interim teacher will be hired until a permanent replacement can be found. All faculty and staff contracts will specify the conditions for which there may be an immediate dismissal.

In addition to hiring full-time and part-time teachers, the school will recruit substitute teachers before our August opening. GPS STARS Academy will try to hire outstanding retired teachers for these positions. The hiring of all substitute teachers will be subject to background checks.

GPS STARS Academy will be an equal opportunity workplace and will work to find faculty and staff who are ethnically diverse. Having a diverse staff will be beneficial for our students and our school. The Principal and members of the Board of Directors will develop a faculty and staff handbook that details our policies and procedures. Our school will be drug-free workplace

e. Use of Volunteers

GPS STARS Academy will develop a comprehensive volunteer base that will connect the school community to the diverse community stakeholders in Ward 8 and the District of Columbia. We will develop a booklet describing opportunities for involvement in the school. Considerations will be given for specific skills, time constraints, financial resources, and the programmatic needs of the school. Such opportunities will include:

- Providing classroom support as a "classroom parent"
- Participating in school-wide career exploration days
- Chaperoning field excursions
- Serving as translators during IEP or parent/teacher conferences
- Mentoring and visiting a struggling parent or family
- Staffing a parent resource center
- Participating in the Home/School Association
- Sponsoring an after-school class
- Providing clerical support in administrative offices
- Tutoring and homework assistance
- Organizing school fundraising

All new volunteers will participate in an orientation as well as be required to complete a background check prior to providing service to the school.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

GPS STARS Academy will comply with all laws and regulations articulated in §38-1802.02(11) and §38-1802.04(c) (4) of the DC School Reform Act. Until the school can secure a school nurse, all faculty and staff will be trained and certified in first aid and CPR by the American Red Cross. Additionally, two members of the staff will receive training in medication administration.

b. Safety Codes for Buildings

GPS STARS Academy will fully comply with the American with Disabilities Act. The school will maintain evidence of compliance to all Federal and District health, fire, safety, building, and zoning codes and regulations. The school will secure a current Certificate of Occupancy. We will comply with DC Code sec. 5-501 et seq regarding fire safety.

c. Transportation

All parents will be informed of public transportation accessibility to the school's campus. The school will make available to parents the necessary vouchers needed to purchase Metrobus and Metrorail fares at a reduced cost. We will contract with DCPS to provide transportation for those students with disabilities.

d.Enrollment Data

We will maintain daily attendance and enrollment records in compliance with §38-1802.04(c) (4) of the DC School Reform Act. All attendance records will be maintained in the school's office and provided to authorize agencies upon request.

e.Maintenance and Dissemination of Student Records

GPS STARS Academy will maintain both electronic and paper records of all students. We will utilize a electronic data system for the electronic maintenance of student attendance, grades, scheduling, discipline record, and intervention plans in accordance with the D.C. School Reform Act, Parts B and D, and D.C. Code sec. 31-401 et seq. regarding compulsory school attendance. This system will be maintained by the school's administrative assistant and accessible to appropriate faculty through a secure server. Paper records, including application, residency verification forms, transcripts, and health and immunization records will be stored in a secure file cabinet in the school office to comply with D.C. Code sec. 31-601 et seq., and D.C. Code sec 29-501 et seq. Whenever possible, we will obtain complete transcripts of academic progress, health records, assessment data and any documentation related to special education, We will request that parent/guardians authorize the release of records from student' previous schools. We will strictly maintain the privacy and confidentiality of all students.

f. Compulsory Attendance

All students are expected to attend school while in session. GPS STARS Academy will keep accurate records of student attendance. Parents will be expected to contact the school office when a child will be absent. Families failing to communicate with the school will be contacted by the school counselor. Students demonstrating chronic tardiness or absence will be held accountable in their individual learning plan. Families will be required to schedule a conference with the Student Support Team to identify the problem and develop strategies to ensure regular attendance.

g. Individuals with Disabilities Education Act (IDEA) and Rehabilitation Act of 1973

GPS STARS Academy will be in full compliance with all of the requirements in Subchapter B of the Individual with Disabilities Education Act (20U.S.C 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Our special education program will ensure that our students, when permitted by law, will be educated in a classroom of their peers. Our full inclusion model will be designed and implemented by our Special Education Coordinator in partnership with the DC Public Charter School Cooperative.

h. Title 1 of the Improving America's School Act

We anticipate that our student population will qualify our school to receive Title 1 funding. These funds will be used to provide academic assistance such as tutoring, remediation, and other educational interventions for identified, low achieving students.

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

All school policies, practices and procedures will comply with §38-1802.02(11) and §38-1802.04©(5) of the DC School Reform Act to ensure that GPS STARS Academy protects all members of the school community.

j. Other

The Founding Board of GPS STARS Academy is submitting an application for an independent public charter school authorized by the District of Columbia Public Charter School Board which seeks to create opportunities for various organized professional groups with sound educational, organizational, and fiscal plans to establish independent schools with innovative and effective programs for educating students in exchange for transparent and accountable results. GPS STARS Academy's proposal contained herein reflects the spirit of this legislation.

The US Department of Education, in its report "Successful Charter Schools" (June 2004), stated in the introduction:

"The promise charter schools hold for public school innovation and reform lies in an unprecedented combination of freedom and accountability. Underwritten with public funds, but run independently, charter schools are free from a range of state laws and district policies stipulating what and how they will teach, where they can spend their money, and who they can hire and fire. In return, they are held strictly accountable for their academic and financial performance."

GPS STARS Academy's Board is energized and inspired by the possibilities charter schools bring to public education. This report and numerous other research findings conclude that, when effective and accountable practices are in place and a healthy amount of tension exists between school and authorizer, "this freedom to experiment is raising the level of student achievement."

GPS STARS is proudly an independent charter school, meaning that we are accountable to no educational management organization. The control of GPS STARS lies firmly and solely with the board of directors.

Our charter proposal maintains compliance in all state and federal guidelines regarding Special Needs and ESL programming, health and safety standards, student and public record keeping, rules governing non-profit boards, curricular alignments, and fiscal audits. We hope to build a

cooperative partnership between District of Columbia Public Charter School Board, as our authorizer, and the parents and students of the Ward 8 community in the District of Columbia. We have a common goal - providing students and parents the opportunity for academic and social success!

4.Implementation of the Charter

a. Timetable and Tasks for Implementation of the Charter

Time Table and Tasks to Implement the GPS STARS Academy Charter																
	2011										2012					
Charter Application and Charter	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Prepare for private interview	X															
Prepare for public hearing			X													
Finalize terms of charter	X															
Complete all opening requirements		X														

Governance	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<i>Establish Legal Entity</i>	X															
Write bylaws	X															
Write position descriptions	done															
Write trustee officer descriptions	done															

<i>Board of Directors</i>	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Transition to Board of Directors	X															
Ratify bylaws	X															
Approve prospective candidates			X													

<i>Develop Procedures</i>	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Develop Board Manual			X													
Develop Board Calendar			X													
Develop evaluation plan			done													

<i>Committees</i>	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Establish Nominating Committee			X													
Establish Executive Committee			X													
Establish Academic Accountability Committee			X													
Establish Development Committee			X													
Establish Finance Committee			X													
Establish Evaluation Committee			X													

Education Plan	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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Curriculum Planning																
Identify curriculum planning team	X															
Align Calvert curriculum and performance standards		X														
Review National common Core Standards		X														
Purchase Calvert Curriculum & Literacy First Program			X													
Select textbooks and curricular materials			X													
Order instructional materials			X													

Instructional Program	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Finalize schedule				X												
Finalize calendar				X												

Special Education	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identify Special Education Coordinator			X													
Review Policies					X											
Set up Special Education record systems					X											

Financial	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Systems																
Open bank account		X														
Identify accountant	done															
Create final budget		X														
Write fiscal policy manual				X												
Identify and set up accounting system				X												
Establish payroll timesheet process system				X												
Establish roles and responsibilities of staff				X												
Establish systems to track grants			X													
Establish system to track entitlements			X													
Refine Budget					X											
Input specific costs				X												
Refine pre-opening budget					X											
Refine operating budget						X										

Operations	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Obtain Insurance				X												
Investigate options				X												
Obtain quotes				X												

Select vendor				X												
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Food Service	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Investigate options				X												
Obtain quotes				X												
Select vendor				X												
Refine budget				X												
Understand relevant codes\policies				X												

Contracted Services	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Trash removal				X												
Custodian Services				X												

Purchasing	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Establish Procedures				X												
Investigate in-kind donations					X											
Furniture			X	X												
Technology (phone systems/computers)					X											
Instructional materials				X												
Office materials			X													
Custodial materials				X												

Information Management	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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Identify information management needs			X													
Obtain quotes			X													
Select vendor(s)			X													
Develop student database					X											
Develop technology plan				X												
Identify technology vendor				X												
Develop master database					X											

Facility	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identify sites			X													
Identify possible sites																
Submit letter of intent			X													
Negotiate lease			X													
Review codes/ordinances				X												
Obtain permits					X											

Safety Plan	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Identify all safety needs					X											
Fire inspection					X	X										
Establish fire drill policy				X												
Establish traffic management plan				X												

Personnel	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Personnel Policies																
Determine benefits packages				X												
Develop performance assessment system				X												
Develop personnel manual									X							
Develop contracts					X											
Faculty/Staff Search																
Develop faculty /staff criteria		X														
Write position descriptions	done															
Develop selection process			X													
Publicize positions using multiple outlets			X													
Screen resumes for viable candidates			X													
Interview candidates			X	X												
Classroom observations/sample lessons				X												
Identify candidates/					X											
Make offers				X												
Hiring Process	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Call references					X											
Criminal background check					X											
Board of Directors review of Principal				X												
Offer letter				X	X											
Contract and hire				X	X											

Professional Development	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Plan professional development programming					X	X										
Identify outcomes for professional development							X	X								
Obtain training space				X												
Identify and contract trainers			X	X												
Identify and supply training materials			X	X												

Recruitment and Enrollment	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Recruitment																
Develop outreach/recruitment plan		X														
Develop community partner list		X														
Develop recruitment materials			X													
Coordinate with			X													

community partners																
Recruit and train volunteer recruiters		X														
Outreach and speak at public events		X	X													
Make door-to-door visits		X	X													

Enrollment	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Create application		X														
Publicize application deadline		X	X													
Receive applications			X	X												
Hold lottery if needed				X	X											
Mail acceptance letters				X												
Receive all necessary student paperwork				X												

School Policies and Procedures	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Handbooks																
Develop student and parent handbooks		X														
Develop faculty handbooks		X														
Develop financial handbook			X													
Develop standard operating procedures			X													

Policy Development	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Attendance			X													
Uniform			X													
Promotion			X													
Employment		X														
Homework		X														

Fundraising	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Marketing																
Develop Materials			X													
Reserve website name			X													
Post webpage			X													

Fundraising Strategy	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Develop annual goals							X									
Research foundations and private sources								X								
Identify and cultivate individual givers				X												
Research federal and local grants				X												
Create grant templates				X												
Implement tracking systems				X												
Plan and execute fundraising event										X						

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

Technology will be used across the curriculum to support both academic standards and technology literacy; it will also be used to guide assessment practices on a day to day basis. Teachers use both computer-based and scan-able assessment tools to monitor student growth on priority academic issues, assess the impact of teaching decision, and plan teaching method and learner tasks.

Real time data will guide teaching decisions, plan individualized interventions, and identify where "safety nets" are needed (e.g. tutorial, re-teaching, individualized learning plans, parent notifications and formation of special study groups).

Technology will also be used as a tool to communicate with parents via Blackboard Connect; teachers will be required to post homework and activities online, for parent access. A student database will be created to maintain all student records in conjunction with the hard copy documents maintained at the school.

GPS STARS Academy will use technology as a tool to help students learn. Our school will house:

- computers in each classroom for individual and skill group work,
- CD-ROMs,
- videos,
- computer adaptive software,
- computers with access to Internet research (with an Internet filter),
- digital recording resources.

GPS STARS Academy will capitalize on the affinity that students have for technology to enhance their learning and achievement. A major focus of our curriculum is literacy. To that end GPS STARS will be a "word-rich" environment. We will have a multicultural school library of fiction, non-fiction and reference. Each classroom will also have a classroom library to be used in conjunction with their Literacy First Process. Classroom libraries will contain decodable texts and authentic literature. GPS STARS will also partner with local libraries to provide even greater resources for the students, and to teach students how to utilize library resources.

c. Major Contracts Planned

GPS STARS Academy major contracts will be carefully negotiated to enhance the academic and non-academic goals of the school. Except in the cases of an emergency, the school will publish a notice of a request for proposals in the District Register and newspapers of general circulation

for employment contracts or management contracts, no less than 7 days prior to the award of the contract. GPS STARS Academy will submit all contracts of \$25,000 or more to the District of Columbia Public Charter School Board for review. GPS STARS Academy is consulting with other DC charter schools and private schools to determine the best vendors for these services. The following contracts having a value equal to or exceeding \$25,000 are anticipated:

- **Lease:** GPS STARS Academy anticipates leasing our facility from the Archdiocese. Once finalized and approved by the Board of Directors and fully executed, GPS STARS Academy will provide the District of Columbia Public Charter School Board with copies of the lease.
- **Food Service:** In keeping with our school's emphasis on children's health and wellness, we will offer healthy and balanced meals to our students through a food services contract.
- **Financial and Payroll Services:** We will contract our financial services with Lyons and Associates to provide all budgetary and payroll services.
- **Contractual and Instructional Fees:** We anticipate fees for instructional consultants to be 45,000.00 for the first year.

d. Orientation of Parents, Teachers and Other Community Members

GPS STARS Academy recognizes the importance of and highly values orientation for parents/guardians, teachers and community members. Parents/guardians and community involvement is integral to student learning and healthy development. Parent/guardian involvement and ongoing communication with families are essential if we are to reach our objectives. Thus, GPS STARS Academy will reach out to parents/guardians, not only to share information about school but also to give parents/guardians an opportunity to share their concerns and interests.

A scheduled home visit will be required as part of the admission process, so that the Principal may share with parents/guardians the school's mission, philosophy and vision. The admission process is completed after conducting a home visit with the Principal. Parents/guardians and students will also attend a scheduled meeting at the school to welcome them. At these meetings, families will have the opportunity to meet each other, staff will be introduced, and an orientation to the school will be presented. All families will receive a copy of the parent/guardian handbook. If there are parents/guardians who require communication in a language other than English, interpreters will be provided. All printed material will be available in English and Spanish.

Once the school year has begun, a variety of opportunities for parent/guardian involvement will be outlined so that volunteering will be comfortable and rewarding for all adult family members. We strongly believe that the talents, energies and involvement of our parents/guardians will help us to succeed in meeting our academic and non academic goals.

Teachers are fundamental to the success of any school, and at GPS STARS Academy we understand the essential role teachers play in the life of a school. Elementary school teachers in particular have pivotal roles; their teaching involves developmental knowledge, social emotional development, content knowledge, and knowledge of how to interconnect a variety of skills. Teachers will prepare their classrooms a week prior to the first day of school.

After school has begun, our teachers will engage in on-going, school-based professional development that directly linked to classroom practice,

In addition to parent/guardian and teacher involvement, community involvement is integral to a students' learning and healthy development. GPS STARS Academy values community participation, and will embrace outreach to and collaboration with the community in the neighborhood where we will be located. Informational sessions will be held with the community in order to share information about our school, receive input from the community and ascertain primary interests and concerns. GPS STARS Academy will host an open house for the community after school has begun.

e. Services Sought from the District of Columbia Public Schools

As its own LEA, GPS STARS Academy will not seek services from the District of Columbia Public Schools.

D. Public Charter School Mission Accomplishment Plan.

1. Goals Against Which the Schools Success will be Judged

The main goal of GPS STARS is to provide the students of Ward 8 with access to quality learning opportunities and services much like that of a private school. We will provide our students with a rigorous, college preparatory curriculum with emphasis on creating and ensuring student literacy and mastery of basic skills. We will prepare our students for entrance into college and to meet and exceed all state standards for education.

To accomplish this goal GPS STARS like a medical doctor will assess students upon enrolling in our school, and develop an Individual Learning Plan for each student with emphasis on the deficits in age appropriate expectations. This plan will dictate the academic and wellness plan for each student.

All students will be taught by highly qualified teachers. GPS STARS Academy will only hire highly qualified teachers for our students. We will advertise in education journals, local newspapers, and online web sites.

Goals will also include parental involvement, empowerment, and integration of the school into the larger community. GPS STARS Academy will provide environments that are safe, drug free, and conducive to learning. GPS STARS welcome parent involvement and participation in the educational process, and would make every effort for them to feel welcome and supported in their efforts to remain involved with their child's education.

Goals and Objectives

GOAL #1: Students will demonstrate progress toward greater academic achievement in all areas tested by the DC CAS Assessments and in accordance with the provisions of the *No Child Left Behind* Act.

Objectives:

1. By the end of the school year 2013-2014, GPS STARS Academy students will meet or exceed the scores of students in schools serving the area. This will be demonstrated by scores on the DC CAS Assessments.
2. By the end of the school year 2011-2012, 75% percent of GPS STARS Academy students will show one year or more of academic growth in literacy as measured on the DC CAS Assessments, the P.A.S.T. (Phonological Awareness Skills Test), The Literacy First Phonics Assessment, The Bear Spelling Inventory and/or the Multidimensional Fluency Scale.

3. By the end of the school year 2011-2012, students at GPS STARS Academy will demonstrate an attendance rate in excess of 95 percent. The measurement of this objective will be the daily attendance records.

GOAL #2: To create a culture of parental empowerment and ownership of the school where parents and/or guardians are involved in the school, are supportive of their child's education, and feel welcome and supported in their efforts to remain involved with their child's education.

Objectives:

1. By September 30, 2011, 80 percent of all parents will have signed and returned a responsibility contract between the school and the parent outlining the responsibilities of each party in the education of the student.
2. By September 30, 2011, a PTA will have been formed and will be functioning.
3. At opening of the school in August 2011, parents will be actively involved in the school.
 - To accomplish this goal we will have ongoing communication with all of the parents. We will offer parent orientation, parent literature and parent workshops, which will provide examples of how parent involvement leads to increased academic achievement. Workshop topics may include how to model learning at home; helping children study at home; and test preparation.
 - Parents will be required to participate in parent/teacher conferences during the school year. To facilitate this, GPS STARS Academy will provide seminars to parents and teachers on how to have effective parent/teacher conferences. And GPS STARS Academy will provide curriculum information and notices in parents' native languages

Parents will also be requested and encouraged to perform volunteer service. There will be many opportunities for such service, such as mentoring, classroom helper, fund-raising, chaperone, tutoring, special cultural presentations, parent advocate mediator, the parent/teacher organization or school governance on committees or boards. All parents/guardians will be contacted by school leadership with a personal invitation to participate. Through the involvement of parents in the academic life of their child, we will be building a support system at home for the students.

GOAL #3: To create and maintain a school that is a viable and fully functioning partner within the larger community and that contributes to the improvement and development of that community.

Objectives:

1. By the opening of school in August 2011, GPS STARS Academy will have formalized the establishment of partnerships with community groups. This will be demonstrated during the school year by in-kind contributions to the school, community sponsored activities within the school, community centered activities within the school, and the presence of community members in the school as assistants or as observers.

2. By the end of the school year 2011-2012, each student will have participated in at least two community service events or activities to "give back" to the community.

GOAL #4: To create an environment in which students have room to learn and receive individualized attention.

Objectives:

1. GPS STARS Academy will actively recruit from attendance areas of the neighboring elementary schools
2. The student/teacher ratio in each classroom at GPS STARS will not exceed 25:1.

The ultimate goal of GPS STARS Academy is to graduate a well-rounded child, fully schooled in the core curriculum (reading, mathematics, science, social studies) and broadened by aesthetic and physical development. GPS STARS Academy is committed not only to bettering all students' academic achievement but instilling positive character, a sense of community, and purposefulness at the same time.

2. Assessment Measures

GPS STARS Academy will administer the DC CAS Assessments in grade 3 as required. Using scores in the first year of the school as our baseline, we will compare data in each year with the administration of the DC CAS. We will compare current year scores with previous year scores to show the academic progress of the school, including information regarding each of the required subgroups. For the first year of operation we will use the students' previous scores from the school they were attending. In this initial year however comparisons will not be as valid or reliable because of the change of venue in schools.

To provide more accurate and timely data we will perform our own internal establishment of baseline data by administering a pre-test from the Calvert Curriculum as a diagnostic to show the teacher areas of student strengths and weaknesses and to help the teacher plan the most effective instruction. This will be done by the second week of school in the fall. Each spring all grade three students will take the DC CAS Assessments to show individual growth within that school year. The fall pre-test will be done each year, as research has shown there is a reduction in level of achievement over the summer months. We wish to be as explicit as possible in our teaching, so we will assess the exact level of achievement for each student in the fall.

Informal Assessments will also be used on a systematic and a daily basis to inform instruction:

Literacy First Assessments: The Literacy First Process requires assessment three times yearly on the P.A.S.T. (if appropriate), the Literacy First Phonics Test (if appropriate) and the Oral Reading Fluency Scale. These assessments will show mastery of literacy skill elements throughout the year. Teachers and parents will be able to see mastery of these skills clearly, and the need of the students can be immediately addressed. data for decisions with regard to mastery of competencies.

Baseline rates compared to academic progress achieved

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available. Continuing longitudinal examination of the levels of academic achievement will be performed to establish rates of academic improvement of the same students while attending GPS STARS Academy. Achievement of all ESEA subgroups will be analyzed. Student performance data on the DC CAS will be compared to student results at the District level.

We will also compare rates of academic improvement of individual students in GPS STARS Academy. We will continue this process longitudinally in subsequent years.

Technology supported data-driven decision making: Teachers will use both computer based and scan-able assessment tools to monitor student growth on priority academic issues, assess the impact of teaching decision, and plan teaching method and learner tasks.

Classroom assessments may also include: standard-based unit tests, class observations, quizzes, demonstrations, portfolios, work products, essays, and performances. Classroom assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data for reflection during planning sessions.

3. Performance Indicators

GPS STARS Academy will implement a broad range of measurements to track student achievement and to make adjustments to our educational program. These assessments are aligned with our proposed curriculum and assessment results will be documented in students' individualized learning plans. Results of standardized testing, including pre- and post-test results, are shared with parents during parent/teacher conferences. Additionally, individual test results will be mailed to parents or guardians with appropriate explanation.

GPS STARS Academy will incorporate results analysis, from school-wide performance results and from comparisons with similar schools, into its School Improvement Plan. This data will assist the administrative team with determining topics for teacher training. We will work in teacher trainings to focus instruction, to further align standards in weak areas, to shift teaching practices, determine additional training topics, provide feedback on lessons to share effective practices and the results and to analyze class and student groupings. On an individual level, Individualized Learning Plans will document the history of students' performances along with indicators of goals met and areas of continued or new weakness.

Performance indicators used to determine the success of student and the school includes students' achievement data from the various assessments administered during the course of the school year. Teacher weekly skill test, monthly assessments, theme test, observations, are all tools that will be used to monitor student achievement. Utilizing the common Core Standards,

teacher made assessments will be developed prior to the subject/concepts are taught. To check for understanding, students however will be assessed after the subject/concepts have been taught. 75% is the proficiency cut-off on these assessments. Student attendance record will be used to monitor student attendance. Anecdotal records of parent communication will be documented. The Phonological Awareness Skills Test, (PAST) lists age appropriate expectations for students. Students' progress toward acquiring these is documented and remediation provided if needed.

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available. Continuing longitudinal examination of the levels of academic achievement will be performed to establish rates of academic improvement of the same students while attending GPS STARS Academy. Achievement of all ESEA subgroups will be analyzed. Student performance data on the GPS STARS will be compared to the student result at the district level and charter school levels. We will also compare rates of academic improvement of individual students in GPS STARS Academy. We will continue this process longitudinally in subsequent years.

Based on data provided by the District of Columbia Public Schools and the Charter School Board, we will identify schools that are demographically comparable to GPS STARS Academy. We will determine rates of progress based on comparable measurements and compare the results from the school with those from other schools. Comparable populations will be determined by the following variables: ethnicity; gender, school size; LAP; ESE; and free and reduced lunch populations as required by NCLB; and similar academic achievement based on the same assessment instruments at the same grade level in reading writing and mathematics.

GPS STARS Academy will use the same standardized assessments as the rest of the District of Columbia in order to make comparisons of academic achievement easier.

The District of Columbia assessments that we will be following were written to comply with ESEA *No Child Left Behind*. We anticipate that our increase in scores and progress toward AYP will exceed that of the ward where we will be located. The intent of ESEA No Child Left Behind is to ensure that all children receive the education that they deserve. This is the intent of the founders of GPS STARS also.

4. Collecting, Storing and Reporting Performance and Progress Data

Report cards will be issued to students four times each year. Parents will come to school twice a year, after the first and third quarters for parent-teacher conferences. As a part of these conferences, standardized test results will be released to parents and discussed. Family-friendly tips will be shared and demonstrated for parents to assist with student achievement and motivation. Reports and family-friendly tips for academic support will be mailed to parents and guardians for the two additional school grading periods (quarters two and four). Parents will be encouraged to call the school, to visit and to have meetings with teachers as soon as they have a

concern over the child. It is easier to address issues if done as soon as there is a concern on the part of either the parent/guardian or the teacher.

5. Timeline for Implementation

The Mission Accomplishment Plan is a living document. The document will be used each quarter to evaluate the strengths and weaknesses of the school. The Mission Accomplishment Checklist will be utilized for this evaluation. A report will be generated and reviewed by the Board of Directors and necessary steps taken to address areas in need of improvement. GPS STARS will become a viable learning institution in the community.

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments	957,115		957,115
2	Per Pupil Facilities Allowance	36,000		36,000
3	Federal Entitlements	200,000		200,000
4	Other Government Funding/Grants		0	0
5	Total Public Funding	1,193,115	0	1,193,115
6	Private Grants and Donations	700,000	0	700,000
7	Activity Fees		0	0
8	Loans		0	0
9	Other Income (please describe in footnote)	1,042	0	1,042
10	Total Non-Public Funding	701,042	0	701,042
11	EMO Management Fee (= line 73, col. G)		0	0
12				
13				
14	TOTAL REVENUES	\$1,894,157	\$0	

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Executive Director & Executive Director	190,000	0	190,000	16%
16	Teachers Salaries	283,636	0	283,636	24%
17	Teacher Aides/Assistance Salaries	210,000	0	210,000	18%
18	Other Education Professionals Salaries	132,000	0	132,000	11%
19	Business/Operations Salaries	28,000	0	28,000	2%
20	Clerical Salaries	45,000	0	45,000	4%
21	Custodial Salaries	18,000	0	18,000	2%
22	Other Staff Salaries	0	0	0	0%
23	Employee Benefits	177,727	0	177,727	15%
24	Contracted Staff	82,500	0	82,500	7%
25	Staff Development Costs	0	0	0	0%
26					
27	Subtotal: Personnel Costs	\$1,166,863	\$0	1,166,863	98%
28					
29	Direct Student Costs				
30	Textbooks	24,250	0	24,250	2%
31	Student Supplies and Materials	29,425	0	29,425	2%
32	Library and Media Center Materials	24,750	0	24,750	2%
33	Computers and Materials	47,225	0	47,225	4%
34	Other Instructional Equipment	0	0	0	0%
35	Classroom Furnishings and Supplies	9,808	0	9,808	1%
36	Student Assessment Materials	8,917	0	8,917	1%
37	Contracted Student Services	29,425	0	29,425	2%
38	Miscellaneous Student Costs	13,750	0	13,750	1%
39					
40	Subtotal: Direct Student Costs	\$187,550	\$0	\$187,550	16%
41					
42	Occupancy Expenses				
43	Rent	147,000	0	147,000	12%
44	Mortgage Principal Payments	0	0	0	0%
45	Mortgage Interest Payments	0	0	0	0%
46	Building Maintenance and Repairs	6,000	0	6,000	1%
47	Renovation/Leasehold Improvements	0	0	0	0%
48	Utilities	43,125	0	43,125	4%
49	Janitorial Supplies	6,708	0	6,708	1%
50	Equipment Rental and Maintenance	2,875	0	2,875	0%
51	Contracted Building Services	19,167	0	19,167	2%

Two-Year Operating Budget Worksheet: Year ONE

52					
53	Subtotal: Occupancy Expenses	<u>\$224,875</u>	<u>\$0</u>	<u>224,875</u>	<u>19%</u>
54					
55	Office Expenses				
56	Office Supplies and Materials	18,000	0	18,000	2%
57	Office Furnishings and Equipment	7,300	0	7,300	1%
58	Office Equipment Rental and Maintenance	1,500	0	1,500	0%
59	Telephone/Telecommunications	5,400	0	5,400	0%
60	Legal, Accounting and Payroll Services	33,542	0	33,542	3%
61	Printing and Copying	2,500	0	2,500	0%
62	Postage and Shipping	1,500	0	1,500	0%
63	Other	900	0	900	0%
64					
65	Subtotal: Office Expenses	<u>\$70,642</u>	<u>\$0</u>	<u>\$70,642</u>	<u>6%</u>
66					
67	General Expenses				
68	Insurance	12,500	0	12,500	1%
69	Interest Expense	5,729	0	5,729	0%
70	Transportation	13,750	0	13,750	1%
71	Food Service	75,050	0	75,050	6%
72	Administration Fee (to PCSB)	9,672	0	9,672	1%
73	EMO Management Fee	0	0	0	0%
	Contingency Reserve	55,033	0	55,033	5%
74	Other General Expense	67,981		67,981	6%
75					
76	Subtotal: General Expenses	<u>\$239,715</u>	<u>\$0</u>	<u>239,715</u>	<u>20%</u>
77					
78	TOTAL EXPENSES	<u>\$1,889,645</u>	<u>\$0</u>	<u>\$1,889,645</u>	<u>158%</u>
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by schoc	<u>\$4,512</u>			
82	Excess (or deficit) retained by EMC		<u>\$0</u>		

ASSUMPTIONS

Student Enrollment	107
Facility Size (square footage)	
Average Teacher Salary	\$ 41,136
Student/Teacher Ratio	9:1
Other Major Assumptions	

NOTES:

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments	1,180,740		1,180,740
2	Per Pupil Facilities Allowance	36,000		36,000
3	Federal Entitlements	200,000		200,000
4	Other Government Funding/Grants		0	0
5	Total Public Funding	1,416,740	0	1,416,740
6	Private Grants and Donations	600,000	0	600,000
7	Activity Fees		0	0
8	Loans		0	0
9	Other Income (please describe in footnote)	1,250	0	1,250
10	Total Non-Public Funding	601,250	0	601,250
11	EMO Management Fee (= line 73, col. G)		0	0
12				
13				
14	TOTAL REVENUES	\$2,017,990	\$0	

		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	190,000	0	190,000	13%
16	Teachers Salaries	336,000	0	336,000	24%
17	Teacher Aides/Assistance Salaries	245,000	0	245,000	17%
18	Other Education Professionals Salaries	132,000	0	132,000	9%
19	Business/Operations Salaries	56,000	0	56,000	4%
20	Clerical Salaries	45,000	0	45,000	3%
21	Custodial Salaries	18,000	0	18,000	1%
22	Other Staff Salaries	0	0	0	0%
23	Employee Benefits	200,800	0	200,800	14%
24	Contracted Staff	82,500	0	82,500	6%
25	Staff Development Costs	0	0	0	0%
26					
27	Subtotal: Personnel Costs	\$1,305,300	\$0	1,305,300	92%
28					
29	Direct Student Costs				
30	Textbooks	12,250	0	12,250	1%
31	Student Supplies and Materials	36,300	0	36,300	3%
32	Library and Media Center Materials	16,750	0	16,750	1%
33	Computers and Materials	12,025	0	12,025	1%
34	Other Instructional Equipment	0	0	0	0%
35	Classroom Furnishings and Supplies	12,100	0	12,100	1%
36	Student Assessment Materials	11,000	0	11,000	1%
37	Contracted Student Services	36,300	0	36,300	3%
38	Miscellaneous Student Costs	13,750	0	13,750	1%
39					
40	Subtotal: Direct Student Costs	\$150,475	\$0	\$150,475	11%
41					
42	Occupancy Expenses				
43	Rent	147,000	0	147,000	10%
44	Mortgage Principal Payments	0	0	0	0%
45	Mortgage Interest Payments	0	0	0	0%
46	Building Maintenance and Repairs	6,000	0	6,000	0%
47	Renovation/Leasehold Improvements	0	0	0	0%
48	Utilities	43,125	0	43,125	3%
49	Janitorial Supplies	6,708	0	6,708	0%
50	Equipment Rental and Maintenance	2,875	0	2,875	0%
51	Contracted Building Services	19,167	0	19,167	1%

Two-Year Operating Budget Worksheet: Year ONE

52					
53	Subtotal: Occupancy Expenses	<u>\$224,875</u>	<u>\$0</u>	<u>224,875</u>	<u>16%</u>
54					
55	Office Expenses				
56	Office Supplies and Materials	18,000	0	18,000	1%
57	Office Furnishings and Equipment	7,300	0	7,300	1%
58	Office Equipment Rental and Maintenance	1,500	0	1,500	0%
59	Telephone/Telecommunications	5,400	0	5,400	0%
60	Legal, Accounting and Payroll Services	33,542	0	33,542	2%
61	Printing and Copying	2,500	0	2,500	0%
62	Postage and Shipping	1,500	0	1,500	0%
63	Other	900	0	900	0%
64					
65	Subtotal: Office Expenses	<u>\$70,642</u>	<u>\$0</u>	<u>\$70,642</u>	<u>5%</u>
66					
67	General Expenses				
68	Insurance	12,500	0	12,500	1%
69	Interest Expense	5,729	0	5,729	0%
70	Transportation	13,750	0	13,750	1%
71	Food Service	75,050	0	75,050	5%
72	Administration Fee (to PCSB)	0	0	0	0%
73	EMO Management Fee	0	0	0	0%
	Contingency Reserve	58,058	0	58,058	4%
74	Other General Expense	76,806		76,806	5%
75					
76	Subtotal: General Expenses	<u>\$241,893</u>	<u>\$0</u>	<u>241,893</u>	<u>17%</u>
77					
78	TOTAL EXPENSES	<u>\$1,993,185</u>	<u>\$0</u>	<u>\$1,993,185</u>	<u>141%</u>
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by schoc	<u>\$24,805</u>			
82	Excess (or deficit) retained by EMC		<u>\$0</u>		

ASSUMPTIONS

Student Enrollment	132
Facility Size (square footage)	
Average Teacher Salary	\$ 41,500
Student/Teacher Ratio	10:1
Other Major Assumptions	

NOTES:

Five-Year Estimated Budget Worksheet

GPS Stars Academy Public Charter
Washington, D.C.
Five Year Period
2011 to 2016

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	2011-2012	2012 - 2013	2013 - 2014	2014-2016	2016-2017
Per Pupil Charter Payments	957,115	1,180,740	1,270,190	1,458,035	1,789,000
DC Facilities Allowance	36,000	36,000	36,000	36,000	36,000
Federal Entitlements	200,000	200,000	200,000	200,000	200,000
Federal Start Costs 1st Year	0	0	0	0	0
Income from Grants and Donations	700,000	600,000	550,000	580,000	425,000
Activity Fees	0	0	0	0	0
Other Income - Interest on Deposits	1,042	1,250	1,250	1,250	1,250
TOTAL REVENUES	\$1,894,157	\$2,017,990	\$2,057,440	\$2,275,285	\$2,451,250
EXPENSES					
Personnel Salaries and Benefits	\$1,166,864	\$ 1,305,300	1,322,400	1,484,400	1,584,000
Direct Student Costs	\$ 187,550	\$ 150,475	157,725	172,950	226,975
Occupancy	\$ 224,875	\$ 224,875	224,875	224,875	224,875
Office Expenses	\$ 70,642	\$ 70,642	70,642	70,642	70,642
General Expenses	\$ 239,715	\$ 241,893	279,541	305,404	343,158
TOTAL EXPENSES	\$1,889,646	\$ 1,993,185	\$2,055,183	\$2,258,271	\$2,449,650

Monthly Cash Flow Projection

GPS Stars Academy
Washington, D.C.
Capital Budget
2011 to 2012

#	Items	Allocation
10	projectors	For Classrooms and Other uses
	Library and Center Material	Furnishings, Equipent and Computers (10)
36	Computer System - Hewlett Packard	Executive Director, Principal, Administrative Assistant, Business Manager, Five Teachers, Five Teachers Aides, Special Ed Teacher, Curriculum Director, Contractors (Art, Music, Language & Physical Ed), Custodial Staff & Classrooms
14	Printers	For Staff and Classroom
	Furnishings Classrooms	Desks and stations - Used
	Staff	Furniture and Fixtures
13	Staff and Classrooms	White boards

Monthly Cash Flow Projection

Line Item #	Amount
t	\$ 5,500.00
u	\$ 20,000.00
v	\$ 39,600.00
v	\$ 1,750.00
x	\$ 9,000.00
bb	\$ 12,000.00
cc	\$ 1,300.00
	<u>\$ 89,150.00</u>

Monthly Cash Flow Projection

GPS Stars Academy
Washington, D.C.
Monthly Cash Flow
Inception Year
2011 to 2012

See comments

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
1. Cash on Hand (start of month)	\$100,000	\$130,000	\$164,030	\$63,842	\$243,599	\$257,835	\$272,072	\$246,534	\$227,237
2. Cash receipts									
a Per Pupil Charter Payments	\$0	\$0	\$0	\$239,279	\$79,759	\$79,759	\$79,759	\$79,759	\$79,759
b Facilities Allotment	\$0	\$0	\$0	\$9,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
c Federal Entitlements	\$0	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$0	\$0
d Grants and Donations	\$30,000	\$58,333	\$58,333	\$58,333	\$58,333	\$58,333	\$58,333	\$58,333	\$58,333
e Activities Fees									
f Other Income - Interest	\$0	\$0	\$0	\$104	\$104	\$104	\$104	\$104	\$104
3. Total Receipts	\$30,000	\$91,667	\$91,667	\$340,050	\$174,530	\$174,530	\$174,530	\$141,197	\$141,197
4. Total Cash Available	\$130,000	\$221,667	\$255,697	\$403,892	\$418,128	\$432,365	\$446,602	\$387,730	\$368,433
5. Expenses									
Personnel Salaries and Benefits									
g Executive Director	\$0	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750
h Principal	\$0	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083
i Teachers Salaries	\$0	\$ -	\$ 21,818	\$ 26,182	\$ 26,182	\$ 26,182	\$ 26,182	\$ 26,182	\$ 26,182
j Teacher Aides/Assistance Salaries	\$0	\$ -	\$ 19,091	\$ 19,091	\$ 19,091	\$ 19,091	\$ 19,091	\$ 19,091	\$ 19,091
k Other Education Professionals Salaries	\$0	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
l Clerical Salaries - Admn Assist	\$0	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750
m Other Staff Salaries - Bus Mgr PT	\$0	\$ -	\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545
n Employee Benefits	\$0	\$ 3,917	\$ 15,008	\$ 15,880	\$ 15,880	\$ 15,880	\$ 15,880	\$ 15,880	\$ 15,880
o Contracted Staff	\$0	\$ -	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
p Custodial - Contracted	\$0	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
q Staff Development Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
r Direct Student Costs									
s Textbooks	\$0	\$0	\$11,000	\$250	\$250	\$250	\$11,000	\$250	\$250
t Student Supplies and Materials	\$0	\$0	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
u Library and Media Center Materials	\$0	\$0	\$10,000	\$750	\$750	\$750	\$8,000	\$750	\$750
v Computers and Materials	\$0	\$0	\$22,000	\$225	\$225	\$225	\$22,000	\$425	\$425

Monthly Cash Flow Projection

w	Other Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
x	Classroom Furnishings and Supplies	\$0	\$0	\$892	\$892	\$892	\$892	\$892	\$892	\$892
y	Student Assessment Materials Contracted Instructional/Student	\$0	\$0	\$0	\$892	\$892	\$892	\$892	\$892	\$892
z	Services	\$0	\$0	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
aa	Miscellaneous Student Costs	\$0	\$0	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
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
Office Expenses										
bb	Office Supplies and Materials Office Equipment Rental and	\$0	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
cc	Maintenance	\$0	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733	\$ 733
dd	Telephone/Telecommunications	\$0	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450
ee	Legal, Accounting and Payroll Services	\$0	\$ 1,458	\$ 2,917	\$ 2,917	\$ 2,917	\$ 2,917	\$ 2,917	\$ 2,917	\$ 2,917
ff	Printing and Copying	\$0	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208	\$ 208
gg	Postage and Shipping	\$0	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125
hh	Other	\$0	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75	\$ 75
ii	Occupancy Expenses	\$0								
jj	Rent	\$0	\$ 12,250	\$ 12,250	\$ 12,250	\$ 12,250	\$ 12,250	\$ 12,250	\$ 12,250	\$ 12,250
kk	Mortgage Interest Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ll	Maintenance and Repairs	\$0	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
mm	Utilities	\$0	\$ 1,875	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750
nn	Janitorial Supplies	\$0	\$ 292	\$ 583	\$ 583	\$ 583	\$ 583	\$ 583	\$ 583	\$ 583
oo	Equipment Rental and Maintenance	\$0	\$ 125	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
pp	Contracted Building Services	\$0	\$ 833	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667
General Expenses										
qq	Insurance	\$0	\$ 1,042	\$ 1,042	\$ 1,042	\$ 1,042	\$ 1,042	\$ 1,042	\$ 1,042	\$ 1,042
rr	Interest Expense	\$0	\$0	\$521	\$521	\$521	\$521	\$521	\$521	\$521
ss	Transportation	\$0	\$0	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
tt	Food Service	\$0	\$0	\$3,753	\$7,505	\$7,505	\$7,505	\$7,505	\$7,505	\$7,505
uu	Administrative Fee (to PCSB)	\$0	\$9,672	\$0	\$0	\$0	\$0	\$0	\$0	\$0
vv	Contingency Reserve	\$0	\$0	\$5,003	\$5,003	\$5,003	\$5,003	\$5,003	\$5,003	\$5,003
ww	Other General Expense -Payroll Taxes	\$0	\$ 1,498	\$ 5,740	\$ 6,074	\$ 6,074	\$ 6,074	\$ 6,074	\$ 6,074	\$ 6,074
6. Total Expenses		\$0	\$57,637	\$191,854	\$160,293	\$160,293	\$160,293	\$200,068	\$160,493	\$160,493
7. Fund Balance (end of month)		\$130,000	\$164,030	\$63,842	\$243,599	\$257,835	\$272,072	\$246,534	\$227,237	\$207,940

Monthly Cash Flow Projection

Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
\$207,940	\$188,643	\$169,347	\$150,050	
\$79,759	\$79,759	\$79,759	\$79,764	\$957,115
\$3,000	\$3,000	\$3,000	\$3,000	\$36,000
\$0	\$0	\$0	\$0	\$200,000
\$58,333	\$58,333	\$58,333	\$58,333	\$700,000
\$104	\$104	\$104	\$104	\$1,042
\$141,197	\$141,197	\$141,197	\$141,202	\$1,894,156
\$349,137	\$329,840	\$310,543	\$291,252	\$1,894,156
\$ 8,750	\$ 8,750	\$ 8,750	\$ 8,750	\$ 105,000
\$ 7,083	\$ 7,083	\$ 7,083	\$ 7,083	\$ 85,000
\$ 26,182	\$ 26,182	\$ 26,182	\$ 26,182	\$ 283,636
\$ 19,091	\$ 19,091	\$ 19,091	\$ 19,091	\$ 210,000
\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 132,000
\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 45,000
\$ 2,545	\$ 2,545	\$ 2,545	\$ 2,545	\$ 28,000
\$ 15,880	\$ 15,880	\$ 15,880	\$ 15,880	\$ 177,727
\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 82,500
\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 18,000
\$0	\$0	\$0	\$0	\$ -
\$250	\$250	\$250	\$250	\$24,250
\$2,675	\$2,675	\$2,675	\$2,675	\$29,425
\$750	\$750	\$750	\$750	\$24,750
\$425	\$425	\$425	\$425	\$47,225

Monthly Cash Flow Projection

	\$0	\$0	\$0	\$0	\$	-
	\$892	\$892	\$892	\$892		\$9,808
	\$892	\$892	\$892	\$892		\$8,917
	\$2,675	\$2,675	\$2,675	\$2,675		\$29,425
	\$1,250	\$1,250	\$1,250	\$1,250		\$13,750
Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total		
\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$	18,000	
\$ 733	\$ 733	\$ 733	\$ 733	\$	8,800	
\$ 450	\$ 450	\$ 450	\$ 450	\$	5,400	
\$ 2,917	\$ 2,917	\$ 2,917	\$ 2,917	\$	33,542	
\$ 208	\$ 208	\$ 208	\$ 208	\$	2,500	
\$ 125	\$ 125	\$ 125	\$ 125	\$	1,500	
\$ 75	\$ 75	\$ 75	\$ 75	\$	900	
\$ 12,250	\$ 12,250	\$ 12,250	\$ 12,250	\$	147,000	
\$ 0	\$ 0	\$ 0	\$ 0	\$	-	
\$ 500	\$ 500	\$ 500	\$ 500	\$	6,000	
\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750	\$	43,125	
\$ 583	\$ 583	\$ 583	\$ 583	\$	6,708	
\$ 250	\$ 250	\$ 250	\$ 250	\$	2,875	
\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$	19,167	
\$ 1,042	\$ 1,042	\$ 1,042	\$ 1,042	\$	12,500	
\$521	\$521	\$521	\$521	\$	5,729	
\$1,250	\$1,250	\$1,250	\$1,250	\$	13,750	
\$7,505	\$7,505	\$7,505	\$3,753	\$	75,050	
\$0	\$0	\$0	\$0	\$	9,672	
\$5,003	\$5,003	\$5,003	\$5,003	\$	55,033	
\$ 6,074	\$ 6,074	\$ 6,074	\$ 6,074	\$	67,981	
\$160,493	\$160,493	\$160,493	\$156,741		\$1,889,646	
\$188,643	\$169,347	\$150,050	\$134,511		\$4,511	