

Washington Global Public Charter School

Annual Report FY 2019-2020



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I. SCHOOL DESCRIPTION

A. Mission Statement

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service learning, technology, and language acquisition to develop enterprising and competitive global citizens.

B. School Program

Overview

Washington Global Public Charter School was founded in 2014 and opened its doors in August 2015. The school served 216 students in grades 6-8 in the 2019-2020 school year. The school offers a unique international curriculum, which includes the International Middle Years Curriculum (IMYC) and foreign languages. The school also implements a rigorous curriculum aligned with the Common Core State Standards (CCSS) to prepare students for the PARCC assessment. To ensure that students are engaged in the community around them, the school offers mandatory service learning opportunities for students and forges a variety of community partnerships that align with the school's mission.

Since a majority of the school's students enter below grade level in reading and math, Washington Global also provides math and ELA labs, a dedicated Wednesday course for all students to receive research-based intervention. This is particularly important considering the school's special education population in 2019-2020 was 26.1% and its at-risk population was 61.1%.

Introduction to Curriculum Design

Washington Global's curriculum was designed with the goal of fulfilling the school's mission and developing competitive global citizens who are ready for high school, college, and careers. Therefore, the curriculum integrates competitive international, national, and state standards.

Washington Global developed its curriculum to align with its mission. Specifically, the school offers programs aligned to the common core state standards (CCSS) in math and ELA, the DC Public standards in Physical Education (PE) and social studies, and the Next Generation Science Standards in science. To meet its mission to provide an internationally-based academic experience, the school also offers the International Middle Years Curriculum's (IMYC) guiding international themes in its Global Citizenship course, service learning with international themes and robust foreign language programs aligned to the Common European Framework of Language CEFL. Through these curricular components, the school is meeting its mission.

When Washington Global had to halt in-person learning in March 2020 due to the COVID-19 pandemic, students continued to take all of their courses online using the Google Classroom and Zoom platforms. Washington Global's core curriculum was made accessible in the digital platform by instructors so that student learning was continuous.

English Language Arts

For English Language Arts (ELA), Washington Global aligns its curriculum framework with the national Common Core Standards (CCSS). The common core ELA standards are rigorous standards that prepare students to be college and career ready in the following six key areas:

- Reading – Literature
- Reading - Informational Text
- Reading - Foundational Skills
- Writing
- Speaking and Listening
- Language

The rigorous ELA standards provide a framework that supports students in building foundational literacy and critical thinking skills and learning how to make important connections between texts. By targeting key reading skills, the standards directly address the deficits that a significant percentage of students possess. Moreover, these standards provide a platform for students to hone their other communications skills, including writing, speaking and listening, and language, which are critically important for successful college and career readiness.

Washington Global utilizes *Engage NY*, a CCSS-aligned curriculum. Each quarter, students explore a distinct guiding question and a variety of texts linked to that question. These texts include novels, myths, poems, speeches and informational texts. Students analyze the different texts and perform tasks in order to learn and gain practice with the common core standards in language, writing, speaking and listening, and reading while also aiming to answer the original guiding questions of the quarter. The units include themes such as issues surrounding slavery, researching the adolescent brain, and analyzing and creating “rules to live by.” Students are engaged in interesting, relevant work while also refining their reading and writing skills. In addition to quarterly Achievement Network (ANET) assessments, this curriculum is particularly effective in preparing students for the PARCC assessment.

In addition to instruction within their grade level English/Language Arts class, students at Washington Global received blended-learning ELA instruction at least 45 minutes per week in ELA Lab. I-Ready is a research-based intervention program that identifies students’ skill gaps and then provides students with skills-based remediation through personalized lessons.

Math

Washington Global is committed to guiding students to mastery of the Common Core State Standards (CCSS) for both Mathematical Practice and Content. These standards prescribe levels of expertise that students must demonstrate at each grade level to be prepared for postsecondary education. Topics include: ratios and proportional relationships, the number system, functions, expressions and equations, geometry, and statistics and probability. Washington Global’s

mathematics curriculum was developed using these standards as well as lessons and pacing support provided by the *Engage NY* Math curriculum. Instructional Coaches and teachers work side by side to develop a detailed knowledge and understanding of the CCSS. Teachers then adapt the *Engage NY* lessons to best meet the needs of their students, working to both build and strengthen individual mathematical proficiency. The CCSS's ultimate goal of ensuring that students graduating from high school are prepared for entry level collegiate courses or the workforce is fully consistent with Washington Global's commitment to produce the best-educated and most well-rounded young men and women.

The *Engage NY* Math program organizes the common core standards for 6th-8th grade into modules through which students work to build conceptual, application, procedural knowledge, and skills in a range of math topics. Students begin the year with ratios and proportions and end the year with statistics and geometry. The *Engage NY* Math program also supports teachers in promoting higher-order thinking and challenges students to apply new skills to complex problems. Between *Engage NY* and the CCSS, students are provided with many opportunities to model their thinking, construct reasonable arguments, justify their answer and persevere in problem solving. All of these skills help the students to be successful on the quarterly ANET assessments as well as on the end of the year PARCC assessment.

In addition to math instruction within their grade level math class, all students at Washington Global receive blended-learning math instruction one day per week in Math Lab. In Math Lab, students receive math intervention through the i-Ready intervention program. I-Ready is a research-based intervention program that identifies students' skill gaps and then provides students with skills-based remediation through personalized lessons. In October 2018, Global reformatted its regular math classes to include a blended learning model, which it continued into the 2019-2020 school year due to the academic growth that the model promoted. The model includes a teacher-led direct instruction station, a student-led collaboration station, and two computer-based intervention stations, which offer IXL and i-Ready where students complete personalized computer-based lessons. Teachers and co-teachers actively monitor student progress on IXL and i-Ready. The model enables students to learn new skills, collaborate, and receive intervention all in one class period.

Science

Students at Washington Global participate in a wide-ranging science program that incorporates lessons in scientific thinking and inquiry, science and technology, earth science, biology, ecology, and physics. Given Washington Global's strong focus on education for global leadership, particular emphasis is given to the interconnectedness of science, technology, engineering, and math to prepare students to compete in a global economy. Washington Global also devotes significant efforts towards encouraging students to use scientific knowledge to improve their local community.

Washington Global's science program is based on the Next Generation Science Standards (NGSS). Since 2015, students have worked through disciplinary core ideas in physical, life, and earth science in order to prepare for the DC Science assessment that is administered at the end of the students' 8th grade year. The Next Generation Science Standards are organized by performance expectations, science and engineering practices and core ideas. This means that the

students do not just learn facts about science but instead they learn how to “do” science. Some of the things they learned how to “do” were developing and using models, planning and conducting investigations and analyzing and interpreting data. The various standards are divided among grades so there are different standards and skills covered in each grade level with some overlap where necessary.

Beginning in the 2018-2019 school year, Washington Global began to offer a STEM elective for students in grades 6-8. This program focuses on extending concepts learned in the students’ core science classes and integrating in additional project-based learning experiences. The STEM program also touches on some math themes to help foster an understanding of the concepts learned in their core math class. During this elective, the students use the engineering process to build different structures such as bridges and shelters.

Social Studies

Washington Global’s social studies curriculum is aligned to the DC Social Studies Standards. The 6th grade students follow the DC standards for geography, the 7th grade students focus on ancient history, and the 8th grade students focus on the first half of U.S. History.

The 6th grade geography curriculum is an exploration of the world around us. Students are exposed to different cultures, continents and ways of living with the environment. They explore geographic issues such as global warming and fair trade. The 7th grade curriculum starts with early humans and guides students through the development of civilization, religion and government to end with the fall of Ancient Rome. The 8th grade curriculum consists of a broad study of U.S. history, from European exploration through the turn of the 20th century. In each of these courses, there is a focus on considering historical or cultural events from different perspectives. Students are tasked with not only understanding the who, what, where, when and why, but also being able to put themselves in someone else’s shoes. Teachers utilize resources and deliver lessons that align with Washington Global’s curriculum from the acclaimed TCI History curriculum.

Instruction in these courses is project-based and there is a great deal of collaboration among students to grasp and grapple with new concepts. Through discussion, debate and reflective work students are asked to think outside the box and begin to gain a deeper understanding of the world we live in today.

Additional Academic Areas

Global Citizenship

Washington Global’s Global Citizenship course is aligned to the International Middle Years Curriculum (IMYC). The IMYC is an international curriculum used at schools around the world. The curriculum integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The IMYC utilizes components of project-based learning, technology skills, international and cultural awareness, and meaningful themes to provide a rigorous and culturally sensitive academic experience for Washington Global’s students. The curriculum aligns with the school’s mission.

During the course of their three years at Washington Global, all students participate in at least one Global Citizenship class. Students explore IMYC themes related to their grade level to learn more about themselves and the world around them. In 2019-2020, the 6th grade themes were adaptability, balance, collaboration, and creativity. The 7th grade themes were resilience, communication, courage, and curiosity. The 8th grade themes were challenge, identity, development, and responsibility. IMYC themes followed within the school's Global Citizenship course are often woven into other programmatic aspects.

Students reflect on their position in society and their responsibilities in both the school community and the greater D.C. community. As part of that reflection process, students focus on their identity. Last school year, 8th graders were required to write an essay about who they believe they are and why. After they completed their essay, students created a collage to explain the “who, why, and how” they got to where they are now. Students then reflected on their future aspirations and set goals.

Students also participate in hands-on projects related to IMYC themes. An example includes a project from the 7th grade Communication unit that required students to work cooperatively with students who they did not normally work with to build a Bristle Box. This project required teamwork, problem solving, and cooperation, which honed the students' communication skills.

Physical Education and Health

Washington Global's Physical Education program is aligned to the D.C. Health and Physical Education standards. Each quarter students are challenged to learn new skills, analyze their own physical health and well-being and make daily changes to become more healthy individuals. Through physical education students also learn how to work together to achieve a common goal and understand the importance of rules and team leadership. For Health, students have worked through the *Too Good for Drugs* program, a research-based character-building program. This program encourages students to learn how to set goals, manage their emotions, deal with conflict and peer pressure and ultimately how to deal with issues surrounding drugs and alcohol. In 2016-2017, Washington Global also added the SPARK PE Curriculum to its PE program. The curriculum provides research-based activities to engage students and promote a healthy school setting.

Information and Communications Technology (ICT)

The IMYC's ICT program prepares students for 21st Century learning at a critical point in their development. Students must possess the requisite skills and knowledge in the field of technology and media in order to be globally competitive in the future. Washington Global is a technology-focused school. Washington Global integrates technology projects into the core content courses, particularly in Global Citizenship and Digital Literacy. Within their courses, students completed multiple projects requiring use of technology to show mastery of certain technology skills.

Foreign Language Courses

At Washington Global all students study Spanish to ensure that students work towards proficiency in a foreign language. Differentiated Spanish classes are offered, beginning with

basic classes (Spanish 1A and 1B) and then a higher-level Spanish I course. Washington Global uses the Cervantes Institute internationally recognized SantillanaUSA curriculum that aligns with standards from the Common European Framework of Reference for Languages (CEFR). This structure allows for a rigorous focus on one subject and allows for deeper study of Spanish-speaking cultures while preparing students for more challenging high school language courses.

Within the course, students also learn about the culture of Spanish speaking countries and engage in field trips prior to the school moving to a fully virtual platform.

In addition, through a partnership with the South Korean Embassy, Washington Global offers a Korean elective course one day a week for 8th grade students. Through this opportunity, 8th grade students learn Korean language, culture, and history. For example, each year, the students celebrate Korean Thanksgiving and are exposed to other Korean traditions. This affords a group of interested students the opportunity to study two foreign languages to expand their foreign language skills and cultural awareness.

Service Learning

During the 2019-2020 school year, Washington Global developed a service learning class for all students with the intention of supporting student development around the course's goal. To ensure that service learning projects at Washington Global are academically-driven, the school bases its program on the *National Youth Leadership Council K-12 Service Learning Standards for Quality Practice* and the Mikva program. Students participated in the Mikva speech writing competition focused on their specific individual or class project. Following the speech writing portion, students developed an action plan in collaboration with their peers and academic advisor, in line with the National Youth Leadership Council standards such as meaningful service, reflection, youth voice, partnerships, and diversity. Students chose meaningful projects, including those related to the Covid-19 pandemic. Teachers also shifted the program to an online program when schools closed due to the pandemic, which allowed students to continue working on their projects.

Service learning provides students with an opportunity to engage in a project within their community, solve complex problems, and engage in critical thinking around authentic, real-world topics. Service learning projects also give back to the community and align to Washington Global's mission of serving as a community school. Therefore, due to their connection to the real world, these projects offer a deeper meaning for students. The program also hones academic skills related to speaking and listening, writing, and comprehending informational texts.

Intervention Programs

Washington Global provides i-Ready, a proven intervention in literacy and mathematics for all students. Students who are working substantially below grade level and students with special needs receive additional intervention. Students who require one, or more, of the below interventions received specialized instruction.

SpellRead. To further meet the needs of its struggling readers, including students with special needs and ELL students, Washington Global utilizes the *SpellRead* reading intervention program. *SpellRead* is a research-based literacy program that integrates the auditory and visual

aspects of the reading process and promotes specific skill mastery through targeted instruction for students in grades 2-12. *SpellRead*'s student-centered approach uses an intensive intervention model that focuses on linguistic foundations, active reading, and writing delivered in a small-group setting; therefore, it is appropriate for students with the most severe reading issues. *SpellRead* reliably improves word-reading skills, fluency, and comprehension across diverse populations, including special education students, ELLs, and students reading more than two years below grade level.

i-Ready. I-Ready served as Washington Global's primary intervention program for the 2019-2020 school year. I-Ready was funded through OSSE's SOAR grant and implemented at the start of the 2017-2018 school year to better support the needs of students in both ELA and math instruction. I-Ready is a math and ELA intervention program that combines blended learning and direct instruction to create a personalized learning path for students in the PARCC tested areas of math and ELA. This program is effective in that it offers a baseline diagnostic tool that assesses each student's level. Washington Global teachers use this data to create a personalized i-Ready intervention plans for each student. These plans consist of both system-generated, computer delivered lessons aligned to the Common Core State Standards (CCSS), and teacher- led lessons to deliver targeted ELA and math instruction to students. The i-Ready program also includes ongoing growth assessments following each lesson so that educators can frequently assess students' performance against PARCC simulated questions. Washington Global administered a diagnostic assessment and a post-assessment to assess student performance and growth. This program is computer-based, so it was available to students when the school entered virtual learning mode.

IXL. Beginning in October 2018, Washington Global added IXL Math to its interventions. IXL is a computer-based, standards-based, math intervention program. The program offers students skills-based math help, providing students with personalized learning. In order to ascertain each student's skill level, the program offers students a diagnostic assessment. The program then provides students with personalized lessons based on their grade level, and explanations for problems that the students did not correctly answer. Research shows that IXL is effective in increasing students' math performance. Studies in low-income schools in Virginia and Texas reveal that students who used IXL regularly performed approximately 5% better on statewide standardized assessments. This program is computer-based, so it was available to students when the school entered virtual learning mode.

Lexia. Lexia PowerUp Literacy is a computer-based, research-based reading intervention program that specifically targeted enriching literacy skills for students that were reading significantly below grade level. This program targets students at the middle school level and offers engaging and relevant instruction with continuous progress monitoring. The implementation of a reading intervention such as Lexia PowerUp was critical in ameliorating the reading skill deficits of these students as evidenced by the students' growth in reading benchmark assessments and 20% reduction of students who are two or more grade levels below in reading. This program was used in the school's reading intervention classes during the 2019-2020 school year. This program is computer-based, so it was available to students when the school entered virtual learning mode.

Fountas & Pinnell. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small group literacy intervention that is individualized for students that are reading below grade level. The reading program is delivered through direct instruction and includes independent writing opportunities. The LLI reading intervention promotes the literacy learning of students by expanding their comprehension with daily close reading of books that build knowledge and maximize growth. Student progress is monitored through observation and quantitative assessment with the goal of developing readers accuracy, understanding, and fluency of the text. Additionally, the program has been digitized, so it was available to students during virtual learning.

Instructional Approach

Washington Global integrates a variety of highly-effective instructional methods into its classrooms to ensure that its students are receiving high-quality instruction that meets their academic needs.

Project-based Learning: Project-based Learning (PBL) is a core tenant of Washington Global’s instructional approach. PBL allows students to participate in an extended process of inquiry in response to a complex problem, challenge, or question. Throughout Washington Global’s courses, teachers serve as “coaches” or “guides” as students work collaboratively on a variety of standards-based projects. The IMYC and Washington Global’s service-learning program supported the use of PBL in the classrooms because they required students to complete projects throughout the course of the year. Within PBL, students are provided with opportunities for cooperative learning and inquiry-based learning. PBL is an important instructional method because it fosters critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation.

Data-driven Instruction: A core tenant of Washington Global’s instructional approach is utilizing data to drive instruction. To acquire student performance baselines in ELA and math, Washington Global administered an i-Ready diagnostic in September 2019 and again in January 2020 to its students. Additionally, the school contracted with Achievement Network (ANET) for quarterly PARCC simulation assessments and administered frequent Curriculum-Based Measures (CBMs) to gather data to drive instruction. To further assess the skill-based needs of students with special needs, all students with disabilities took the NWEA-MAP assessment. This data was used to prepare students for the PARCC assessment, which was cancelled due to the COVID-19 pandemic.

Individualized Intervention: As discussed in Washington Global’s curriculum summary, the school employs a variety of research-based academic intervention programs to ensure that students are receiving intensive academic intervention. These programs include *Spellread*, *Lexia* and *Fountas & Pinnell* for reading, *IXL* for math, and *i-Ready* for both ELA and math. Students were pre-tested and placed into specialized reading intervention programs according to their individualized needs for intervention.

Blended Learning: Washington Global incorporates some blended learning into its academic program. Most notably, Washington Global shifted to a blended-learning math model during the

2018-2019 school year and maintained that model for math into the 2019-2020 school year prior to the schools being closed due to the COVID-19 pandemic. The model includes a teacher-led direct instruction station, a student-led collaboration station, and two computer-based intervention stations, which offer IXL and i-Ready where students complete personalized computer-based lessons. Teachers and co-teachers actively monitor student progress on IXL and i-Ready. The model enables students to learn new skills, collaborate, and receive intervention all in one class period. Additionally, students participate in iReady Math Lab and Reading Lab on Wednesdays to ensure that students gained ample blended learning time.

Additionally, as discussed above, Washington Global provides supplementary computer-based intervention programs to students working below grade level. Blended learning has benefitted all students, but has most notably benefitted students with disabilities and ELLs by providing students with the opportunity to engage in curriculum at their level. Washington Global's shift to more blended learning also assisted the school in administering a successful fully virtual program during school closure due to the COVID-19 pandemic.

Service Learning: The incorporation of service learning into Washington Global's curriculum supports a key element of the school's mission. Service learning is an action-focused, collaborative class, which supports emotional, social, and cognitive development. All scholars at Washington Global have the opportunity to develop an action plan and collaborate with their peers in making an impact in their community.

During the 2019-2020 school year, Washington Global developed a service learning class for all students with the intention of supporting student development around the course's goal. To ensure that service learning projects at Washington Global are academically-driven, the school bases its program on the *National Youth Leadership Council K-12 Service Learning Standards for Quality Practice* and the Mikva program. Students participated in the Mikva speech writing competition focused on their specific individual or class project. Following the speech writing portion, students developed an action plan in collaboration with their peers and academic advisor, in line with the National Youth Leadership Council standards such as meaningful service, reflection, youth voice, partnerships, and diversity. Students chose meaningful projects, including those related to the school's international mission. For example, students focused on combating child trafficking on and international level.

Service learning provides students with an opportunity to engage in a project within their community, solve complex problems, and engage in critical thinking around authentic, real-world topics. Service learning projects also give back to the community and align to Washington Global's mission of serving as a community school. Therefore, due to their connection to the real world, these projects offer a deeper meaning for students. The program also hones academic skills related to speaking and listening, writing, and comprehending informational texts.

Parent Involvement

Washington Global believes that parent and family involvement is vital to the growth of its students and vision of the school. Therefore, Washington Global incorporates a community school component into its mission to ensure that parents and families, and other members of the

community are heavily involved in the school. Washington Global has a parent/family-led Family Teacher Association named the Washington Global Parent Organization (WGPO).

Washington Global encouraged its parent and family community to join and take part in the WGPO during the 2019-2020 school year.

Additionally, Washington Global instituted a variety of events and programs for parents and families during the course of the school year and various times of the day that actively engaged parents and families. For the 2019-2020 school year, these activities and events included:

Activity/ Event	Frequency
Back to School Night	<i>Washington Global held a Back to School Night on September 18th for all 6th, 7th, and 8th grade parents and students.</i>
Parent/ Teacher Conferences	<i>Washington Global offered parent-teacher conferences on October 11th and January 17th. To accommodate parents' schedules, Washington Global allowed parents to choose a time that worked for them to conference with teachers.</i>
Parent Breakfast Series	<i>On Monday, January 28, Washington Global offered parents who drop their kids off the opportunity to come in and pick up a breakfast bag full of healthy items.</i>
8th Grade Parent Meeting	<i>Washington Global hosted an information session for all of our 8th grade parents to provide details on the application and enrollment process for high schools located in Washington D.C.</i>

Night of Excellence	<i>Washington Global hosted a Night of Excellence event on February 26th. This event celebrated student academic achievements as well as parent accomplishments.</i>
Thanksgiving Dinner	<i>Washington Global hosted an evening Thanksgiving dinner to celebrate the holiday season with our families. The event was on November 25th from 5:00pm-7:00pm.</i>
Parent Night	<i>Washington Global hosted a Parent Night and Wellness event on February 5th from 4:30pm-6:30p. Parents from all grades were able to connect with Global families outside of the classroom and enjoy health and fitness tips while enjoying made to order smoothies.</i>
High School Fair	<i>Washington Global held a high school fair on December 11th, 2019. Representatives from over one dozen high schools (charter, private and public) shared information about their academic programs with Global students.</i>
Black History Month Project Gallery	<i>On February 13, 2020 from 5:00 pm - 6:00 pm, Washington Global hosted a family night in honor of Black History Month where families enjoyed refreshments and viewed student projects.</i>
Student Graduation (Virtual)	<i>Washington Global held its virtual graduation on June 17, 2020. Washington Global families, faculty, and guests celebrated the school's fourth graduating class of eighth graders.</i>

In addition to hosting multiple parent events, Washington Global sent home a weekly newsletter to parents via email and hard copy to ensure that parents were aware of the school's happenings.

Parents are also invited to sit in on their child's class and meet with administrators and teachers at their convenience. The school had additional events for families planned, which were cancelled due to the COVID-19 pandemic.

II. SCHOOL PERFORMANCE

A. Performance and Progress

During the 2019-2020 school year, Washington Global aligned its program with the school's mission by instituting a variety of academic and extension programs that support the school's mission.

Washington Global's mission is as follows:

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

The International Middle Years Curriculum. This curriculum is Washington Global's framework curriculum for its Global Citizenship course. The International Middle Years Curriculum (IMYC) fully aligns with and supports the school's mission to "utilize a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning." IMYC is an international curriculum that is used in middle schools around the world. It integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The units focus on themes that are particularly important to developing Washington Global's students into culturally aware, globally competitive students who are able to problem- solve, interact with other cultures, and think critically.

The 6th grade themes for the 2019-2020 school year consisted of adaptability, balance, collaboration, and creativity. The 7th grade themes were resilience, communication, courage, and curiosity. The 8th grade themes were challenge, identity, development, and responsibility. These themes were woven throughout the curriculum and were used to help guide quarterly instruction.

Additionally, project-based learning (PBL), which has been found to foster middle school students' academic independence, problem solving and critical thinking skills, is a fundamental component of the IMYC. PBL was integrated into all academic areas to hone students' critical thinking skills. It is also used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

The IMYC further supports Washington Global's mission by focusing on technology acquisition. Washington Global has one laptop cart per classroom, which allows students to utilize technology to create presentations, for general coursework, and to acquire technology skills like coding for more technology-advanced students.

Foreign Language Courses. To support Washington Global’s mission of providing “language acquisition,” the school offers Spanish courses to all students. This course consists of conversational Spanish, written Spanish, and hones students’ ability to read Spanish. Students also explore cultures of a variety of Spanish speaking countries.

Service-Learning. During the 2018-2019 school year, Washington Global shifted its service-learning model from the previous year by creating a standalone service-learning course for all students. The school continued this model in the 2019-2020 school year. To encourage a student-driven, personalized approach to learning, the teacher followed the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council. Additionally, service-learning ties into Washington Global’s mission of creating a community school atmosphere by encouraging school and student engagement in the community, and PBL through a major student-driven project.

In introducing the idea of service-learning to the students, the class began with a discussion of philanthropy and what it means to do something to support the “common good.” The students discuss why it is important for them to be involved with their communities. The teacher uses the idea that “everybody has something to give” as the basis for many of these discussions.

Through these conversations, students are empowered to determine areas of need in their own communities. This year was unique because many of the projects had to be completed remotely due to the COVID-19 pandemic.

The students, in class cohorts, then discuss issues that they want to address in their own communities or internationally. Specific class-focused projects have included:

- Contributing towards awareness of child trafficking and the campaign to end it;
- Providing resources on COVID-19 prevention;
- Creating a time capsule during the onset of the pandemic for future generations to access.

Community School. In addition to its service-learning program, Washington Global actively supports its community school mission through robust community partnerships. Washington Global has forged partnerships with the below organizations who provide services to students:

Serve Your City: Serve Your City is a 501(c)3 organization providing access to athletics for at-risk youth. Washington Global began its partnership with Serve Your City in July 2015. Students participate in cost-free tennis, swimming and rowing programs throughout the course of the school year.

100 Black Men of Greater DC: Washington Global began a partnership with 100 Black Men of Greater DC during the 2018-2019 school year. Through the partnership, Washington Global students have participated in financial literacy courses at the school.

Wells Fargo: Representatives from Wells Fargo provided Global students with a financial literacy course in which students learned the importance of financial literacy. Members of Wells Fargo also serve as mentors for Global's students.

Innocents at Risk: Innocents at Risk is a 501(c)3 non-profit organization that combats child trafficking. The school began a partnership with this organization during the 2016-2017 school year.

Goals

Washington Global has adopted the PMF as its goals and measures of academic and school environment expectations.

The mission-specific goals were not scored during the 2019-2020 school year due to the school closures resulting from the COVID-19 pandemic. Details regarding the school's progress towards meeting its goals are as follows:

Year Two Goal	Met/Not Met	Evidence
<i>90% of students will have achieved at least level 1 proficiency in one foreign language by the eighth grade.</i>	<i>Not Scored 19-20 per PCSB guidelines</i>	<i>To gauge whether its eighth graders had achieved proficiency in Spanish, Washington Global PCS has historically administered Level F "Descubre el español con Santillana", SantillanaUSA examination in May to all eight graders, who, per the school's updated business rules approved by PCSB in June 2019, were eligible to take the assessment. Due to the school closure due to the COVID-19 pandemic, students were unable to take the assessment because it is an in-person assessment. Instead, students took Curriculum-based assessments and the teacher conducted checks for understanding within their virtual Spanish class to gauge understanding of the content.</i>
<i>98% of students will have engaged in at least one service-learning project, and develop and present an independent project based on their service-learning experiences that meets all school based service-learning criteria.</i>	<i>Not Scored 19-20 per PCSB guidelines</i>	<i>All Washington Global students were enrolled in the school's new service learning class and participated in completing a service learning project during the 19-20 school year. Sample projects included: making a time capsule during the onset of the pandemic, creating COVID-19</i>

Year Two Goal	Met/Not Met	Evidence
		<p><i>prevention literature, combating bullying, and combating trafficking.</i></p> <p><i>The projects were student-driven. Students engaged in an inquiry-based exploration of their topic based on the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council and the Mikva Challenge program.</i></p>

B. Lessons Learned and Actions Taken

Reading Program. Washington Global focused on restructuring both its math and reading programs over the past two years. The school first focused on reprogramming math. During the 2017-2018 school year, the school's math MGP was a 42. However, after instituting a restructuring of its math program, the school's math MGP rose to a 54 for the 2018-2019 school year. ELA also made gains, with its MGP rising to 53 during the 2018-2019 school year from a 41.5 in the 2017-2018 school year. However, data from iReady, the school's baseline assessment tool, still showed that over 60% of Global's students were still two or more grade levels below in reading in spring 2019. The school's leadership team knew that the students' reading deficit needed to be targeted outside of the traditional ELA setting and sought to remedy this and institute a more targeted reading program.

Actions Taken:

- Core Reading Program Implementation:* Washington Global's leadership team conducted extensive research and sought the expertise of reading curriculum experts on staff to develop and implement a core reading class for all students who were identified as performing two or more grade levels in reading using the iReady reading diagnostic. The team spent the summer of 2019 designing the program. The classes were designed to incorporate instruction grounded in the Fountas & Pinnell and Lexia reading programs. The programs both offered differentiation of instruction and targeted students' specific reading needs. Each reading class was designed to have two teachers to ensure that students were receiving targeted, small-group instruction. Reading teachers were trained on the programs during the summer of 2019.

The team used iReady to assess the reading level of each student in September 2019. Students who were identified as being two more grade levels below in reading were then placed in a reading class. The reading classes took place four days a week for 72-minutes each day. Each block consisted of targeted instruction that met the needs of each student. The new model yielded significant academic results. The January 2020 iReady diagnostic revealed that the scores of students who participated in the program increased by approximately 26%.

The format of the reading programs allowed them to continue when in-person schooling stopped due to the COVID-19 pandemic. Students were able to access the programs virtually at home on Chromebooks provided by the schools and still received the reading intervention.

C. Unique Accomplishments

South Korean Embassy Partnership: During the 2017-2018 school year, Washington Global forged a partnership with the South Korean Embassy. Through the partnership, the Embassy funded and offered an afterschool Korean class for Global students. During the 2019-2020 school year, Washington Global was able to receive additional support from the South Korean Embassy to expand its Korean program to two days per week. This expansion allowed students to receive more Korean language instruction and a greater focus on Korean language, culture and history. The addition of this class allowed students to have the opportunity to learn an additional foreign language and have exposure to the Embassy.

Washington Global Toshiba Foundation Partnership for STEM. Washington Global was awarded a grant for STEM Education by the Toshiba Foundation in January 2020. The grant will enable the school to expand its STEM education program to include a robotics course. The course requires in-person learning and will begin once the school resumes in-person learning.

Response to COVID-19 Pandemic

Washington Global responded to the COVID-19 pandemic that began in March 2020 by ensuring that students and staff had a seamless transition to the virtual learning platform to provide continuous learning and by engaging in operational activities to prepare for and ensure the safety of its staff and students.

Actions Taken:

- *Development of Virtual Learning Platform:* Washington Global pivoted to a distance learning platform on March 24, 2020 following its spring break. The program consisted of asynchronous and synchronous learning using the Google Classroom platform. Students engaged in daily asynchronous lessons in all of their core classes (math, ELA, social studies, science and Spanish) and also had the opportunity interact with instructors on a synchronous platform (Google Meets) during office hours and for tutorials. The program took place five days a week where daily attendance was taken and ensured that students received a continuous learning experience. Elements of the program included:
 - A Daily Exit Ticket: In each class, students complete a daily exit ticket. The exit ticket consists of at least three assessment questions based on the Google Classroom lesson that was provided. This daily check in allows teachers to assess student understanding.
 - IXL: Washington Global students utilized IXL in ELA and Math for at least 45 minutes a week. IXL is a research-based, blended learning

program that assess student understanding related to the grade level standards. The program then remediates and assists students who need support in a given subject area. It was particularly helpful for teachers to assess performance because it shows what skills individual student are achieving in and struggling in.

- Quizzes: At their discretion, teachers assessed students through quizzes. Quizzes were completed through Google Classroom on either a computer or a tablet.
- Individual Student Interactions: In small-group meetings, which occur daily during teacher office hours, teachers assessed student understanding through small-group discussions.
- Classwork: Students completed a variety of assignments using Google Classroom and submitted the assignments to teachers so that they could be graded and assessed. Teachers were available to tutor and help students with the assignments.

Staff received training on the virtual platform the week of March 16, 2020 and also received continued technical assistance from the School's Instructional Team.

- *Technology Distribution:* Washington Global ensured that *all* students were offered a device to access the virtual learning platform. The majority of devices were distributed by the second week of April. In May 2020, Washington Global instituted a 2:1 Chromebook program, which ensured that all students would receive a Chromebook at home and in school for the upcoming 2020-2021 school year. The school also had an active technology team on call during the course of the school closure to assist families with technology.
- *PPE Procurement:* In the Spring of 2020 Washington Global procured over 18,000 disposable masks and other PPE including gloves, face shields, gowns, and shoe covers. for students and staff to prepare for school reopening and to ensure that the essential workers in the building were adequately protected. The School also procured ample hand sanitizer and sanitizing wipes.
- *Building Improvements:* In the Spring of 2020, the school contracted with Setty to conduct a clean air study of the building to prepare for building upgrades to its HVAC. The School also installed no-touch fixtures in the bathrooms, built out private offices, and installed plexiglass barriers throughout the building.
- *Communication:* Throughout the spring and summer of 2020, the school communicated frequently with its community using the school's Washington Global app for Android and Apple, email, the website, and social media.
- *Meals:* Washington Global offered bulk meals pick up to its students and families during the entirety of April, May and June 2020.

FY19 List of Donors over \$500 7/1/2019-6/30/2020

Name	Memo/ Description
Korean Education Center	Donations
Elizabeth and Luis Torres	Donations
GENYOUth	Donations
Linda McLean	Donations
Toshiba America Foundation	Donations
DC Education Equity fund	Donations

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Data Report

FY 2019-2020 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Washington Global PCS
PCSB	Campus Name: Washington Global PCS
PCSB	Grades Served: 6-8
PCSB	Overall Audited Enrollment: 234

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	66
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	80	87	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

SY19-20 Student Data Points

School	Total Number of Instructional Days: 181 (167 regular year + 14 summer session) Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 1.7%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.07%
PCSB	Average Daily Attendance: 93.44%
PCSB	Mid-year Withdrawals: 7.26% (17 students)
PCSB	Mid-year Entries: 0.43% (1 student)
PCSB	Promotion Rate: 99.2%
PCSB (SY 19-20)	College Acceptance Rates: Not applicable
PCSB (SY 19-20)	Graduation Rates: Not applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 88%
School	Number of Teachers: 20 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary: 25%: \$62,201 50%: \$63,622 75%: \$70,750 Executive Salary: 1) \$166,872.98 2) \$119,393.44

Appendices

A. Staff Roster

Employee Name	Title
Kambon, Malene	Dean of Student Culture
Davis, Candice	Special Education Teacher
Brooks, Suzanne	Director of Specialized Programs
Berry, Deloreis	Math Teacher
Brocato, Matias	Math Teacher
Gorham, Arianna	ELA Teacher
Gabriel, Diana	HR and Operations Manager
Gray, Lynell	Business & Facilities Manager
Brittingham, D’Vore	Special Education Teacher
Davis, Modestine	Instructional Specialist
Vidaurre, Dale	Electives Teacher
Magassouba, Omolara	Director of Intervention
Thistle, Paul	Social Studies Teacher
Crawford, Douglas	Social Studies Teacher
White, Andrea	English Language Arts Teacher
Leftwich, Adarah	Food Service Coordinator
Hopkins, Tolisha	Instructional Coach
Loran, Fredy	School Culture Coordinator
Makell, Victoria	Special Education Teacher
Mebane, Howard	Principal
Polizzi, Christian	Special Education Teacher

Jackson, Taneeka	Social Worker
Smith, Kennieth	Math Teacher
Hill, Randall	English Language Arts Teacher
Thomas, Meaghan	Science Teacher
Torres, Elizabeth	CEO& Co-Founder
Moten, Angela	Assistant Special Education Teacher
Young, Astarsia	Global Citizenship Teacher
Allen, EhLena	Special Education Teacher
Curtis, Shaquita	Paraeducator
Beaubrun, Tia	Dedicated Aide
Swann, Crystal	Reading Teacher
Ani, Brianna	Urban Teaching Fellow
Smith, Andrew	Urban Teaching Fellow

100% of teachers had a Bachelor's Degree

B. Board Roster

Board Trustee Name	Affiliation	Date of Appointment	DC Resident?
Teresa R. Curristine, Ph.D. (Chair)	IMF, Senior Economist	06.01.2014*	Y
Alexandra Fielding Wilson (Vice-Chair)	Long and Foster, Realtor	06.01.2014*	N
Linda Brown (Secretary)	Parent Representative, Housing Counselor Urban League	06.01.2014*	N
Candice Cloos Haney (Treasurer)	Washington Global Co- Founder (non-employee)	06.01.2014*	N
Vanessa Harvey Lykes (Trustee)	Special Educator	10.24.2016	N
Elizabeth Shook Torres, Ed.D. (Trustee)	Washington Global, Co- Founder/CEO	06.01.2014*	Y
Daniel Brewer (Trustee)	Realtor, Compass	5.06.2019	Y
Carlos Ardilla (Trustee)	Attorney, Latham & Watkins	5.06.2019	Y
Shangla Joseph (Trustee)	Parent Representative	9.24.2019	Y

**Denotes Founding Board Member (3-year Term) re-elected for another term June 2017*

C. Unaudited Year-end Financial Statement

Income Statement

Washington Global Public Charter School 2019-20 Unaudited Financials

2019-20 Unaudited Financials

Income

Statement

Revenue

State and Local Revenue	5,185,707
Federal Revenue	425,782
Private Grants and Donations	20,049
Earned Fees	320
Total Revenue.....	5,631,857

Expenses

Salaries	2,529,066
Benefits and Taxes	366,426
Contracted Staff.....	61,000

Actual

Staff-Related Costs	35,768
Rent	390,078
Occupancy Service	384,264
Direct Student Expense	441,464
Office & Business Expense	441,876
Contingency	0
Total Expenses	<u>4,649,941</u>
Operating Income	981,916
Extraordinary Expenses	
Interest	435,833
Depreciation and Amortization	<u>313,827</u>
Total Extraordinary Expenses	<u>749,660</u>
Net Income	<u>232,257</u>

Balance Sheet

6/30/2020

Assets

Current Assets

Cash

1,540,057

.....

Accounts Receivable

234,085

Other Current Assets

166,022

Total Current Assets

1,940,165

Noncurrent Assets

Facilities, Net.....

6,073,941

Operating Fixed Assets, Net.....

190,923

Total Noncurrent Assets

6,264,864

Total Assets

8,205,029

Liabilities and Equity

Current Liabilities

Accounts Payable

189,296

Other Current Liabilities

348,710

Accrued Salaries and Benefits

297,052

Total Current Liabilities

835,058

Long-Term Liabilities

Senior Debt.....

6,148,703

Other Long-Term Liabilities

(182,528)

Subdebt.....

437,312

Total Long-Term Liabilities

6,403,487

Equity

Unrestricted Net Assets

734,227

Net Income

232,257

Temporarily Restricted Net Assets.....

0

Total Equity

966,484

Total Liabilities and Equity	8,205,029
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2020-21 Budget

	<u>SY20-21</u>
Revenue	
State and Local Revenue	5,122,605
Federal Revenue	1,180,345
Private Grants and Donations	23,000
Earned	<u>586</u>
Fees.....	
Revenue Total.....	6,326,536
Expenses	
Salaries	2,665,707
Benefits and Taxes	425,903
Contracted Staff.....	4,000
Staff-Related Costs.....	40,505
Rent	443,778
Occupancy Service	376,204
Direct Student Expense	438,171
Office & Business Expense	449,849
Contingency.....	100,000
Expenses Total	<u>4,944,113</u>
NET ORDINARY INCOME	1,382,423
Extraordinary Expenses	
Depreciation and Amortization	352,179
Interest	427,420
Extraordinary Expenses Total	<u>779,599</u>
TOTAL EXPENSES	<u>2,162,022</u>
NET INCOME	602,824

Washington Global acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.