

*DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD*

**APPLICATION TO ESTABLISH A  
PUBLIC CHARTER SCHOOL IN THE  
DISTRICT OF COLUMBIA**

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SUBMITTED BY:

**INGENUITY PREP PUBLIC CHARTER SCHOOL**

JANUARY 30, 2012

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# Applicant Information Sheet

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# Ingenuity Prep Public Charter School

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## Executive Summary

### **Mission**

With a rigorous college preparatory curriculum, including a major focus on the development of 21st century skills and knowledge, Ingenuity Prep Public Charter School prepares Washington D.C. area youth to be STRONG—*Self-aware, Tough, Respectful, Open-minded, Noble, and Grateful*—civic leaders who strive to positively impact their local and global communities

### **Core Values**

With the goal of reframing the concept of “strength” around several key characteristics of effective contemporary civic leadership, the school has identified six core values that represent the acronym STRONG. These values—to be promoted across school culture as “Ingenuity STRONG”—are as follows:

- *Self-aware*: Through regular reflection, we strive to know ourselves, our values, and our goals.
- *Tough*: When things get difficult, we work hard and persevere. We see error, failure, and critical feedback not as a permanent setback but rather as an opportunity to learn and grow. We show self-control of our words and actions, even when we’re frustrated or upset.
- *Respectful*: We communicate and collaborate with others with humility, empathy, and compassion.
- *Open to new ideas*: We recognize we don’t have all of the answers and are willing to listen to others and think outside the box. We strive to be creative and innovative.
- *Noble*: With honesty, integrity, and a willingness to admit our mistakes, we strive to demonstrate great character.
- *Grateful*: We recognize, appreciate, and celebrate our own good deeds and those of others. We show gratitude for what we have by serving the various communities of which we’re a part.

### **Needs-Assessment**

Currently, urban public schools are faced with the twin goals of closing the achievement gap in the traditional core academic areas of literacy and math *as well as* cultivating a broader set of 21<sup>st</sup> century skills<sup>1</sup> which students will need to be truly successful in college and beyond. Some schools are demonstrating success with the former. A select group of schools are starting to address the latter. Few are doing both well.

Currently, across the District of Columbia, families have too few options for quality public schools. This dearth of options is particularly pronounced for children of color and families in low-income communities. According to a recently published report from the Illinois Facilities Fund (IFF), “schools with Tier 1 performance are located throughout the District. However, they are not equally distributed nor in sufficient number to serve all the students in the District.” Unsurprisingly, this gap in quality school options has evidenced itself in a profound student achievement gap. Troubling recent data from the 2011 National Assessment of Educational Progress showed for the District a black-white gap of more than twice the national average on the 4<sup>th</sup> grade math assessment. Moreover, in both

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<sup>1</sup> Partnership for 21<sup>st</sup> Century Skills, [http://www.p21.org/storage/documents/1\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf) (accessed 02 Jan. 2012).

reading and math, the District evidenced the largest black-white achievement gap in the nation when compared with other urban school systems.<sup>2</sup>

### **Addressing the Need**

With the opportunity to build a new model—one that aims to both follow best practice from those schools successfully closing the achievement gap in the traditional core academic areas *and* offer innovative 21<sup>st</sup> century approaches to curriculum, classroom structure, and staffing models—Ingenuity Prep Public Charter School will meet the needs described above. Opening in August of 2013 and expanding to serve over 500 students in Preschool through 8th grade, the school will prepare Washington D.C. youth to be STRONG civic leaders who positively impact their local and global communities.

Through highly-effective, data-driven instruction and the following strategies, the school will address the learning needs of its target population:

- The school will offer an **extended-day** (8 a.m.-5 p.m.) and **extended year** (200 days + 20 days for students below grade-level) schedule, providing increased opportunities to deliver rigorous instruction, enrichment and remediation for a wide-range of content.
- In addition to strong programs in literacy and math, students will take classes aimed at cultivating **21<sup>st</sup> century skills**. All students will take Civic Leadership, a class focused on social-emotional competency, team problem-solving, and service learning; Information, Media, & Technology Literacy, a class aimed at making students critical information age consumers and high-capacity users of technology; and a foreign language class. Additionally, 21<sup>st</sup> century themes of financial, health, and environmental literacy will be integrated across content areas.
- Utilizing a **blended learning model**, the school will creatively organize classroom instruction. In the literacy and math classrooms, teachers will harness high-quality online learning programs and digital content to provide adaptive delivery of instruction targeted at students' individual needs and respective zones of proximal development. Through a rotational model, instruction will be delivered to small groups of students, with an approximate student-teacher ratio in these groups of 8:1 during the literacy and math blocks and 16:1 in all other content areas.
- Students at the school will engage in an **empowering learning experience** designed to promote independence and agency. At the beginning of each year, students will set individual learning goals within each content area. Across the year, students will track progress against their goals, gathering evidence of and data points for that progress to include in a digital portfolio. Upon meeting designated achievement benchmarks in their classrooms (outlined by teachers at the beginning of each term), students will earn the right to move to one or a combination of the following opportunities: peer coaching, individual research, and applied, collaborative projects.
- The school will implement a **dynamic staffing model** in which teams of teachers work with grade-level cohorts of students. With a majority of teachers on each team serving as content-specialists, these teams will loop with cohorts of students within three grade-level bands: PS-PK, K-2, 3-5. In providing for continuity in relationships, expectations, and knowledge of students' individual strengths and areas of development, this looping model will provide for greater efficiencies in supporting students' development. Finally, to coordinate the work of and support the professional development of each grade-level team, one teacher will serve as—and be appropriately compensated as—a grade-level master teacher.

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<sup>2</sup> Lyndsey Layton, "D.C. schools have largest black-white achievement gap in federal study," *The Washington Post*, 07 Dec. 2011, [http://www.washingtonpost.com/local/education/dc-schools-have-largest-black-white-achievement-gap-in-federal-study/2011/12/06/gIQArNnMcO\\_print.html](http://www.washingtonpost.com/local/education/dc-schools-have-largest-black-white-achievement-gap-in-federal-study/2011/12/06/gIQArNnMcO_print.html) (accessed 26 Dec. 2011).

# A. Educational Plan

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## A. EDUCATIONAL PLAN

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

#### a. EDUCATIONAL NEEDS OF THE TARGET STUDENT POPULATION

*“The moment is at hand for a 21st century model for education that will better prepare students for the demands of citizenship, college, and careers in this millennium.” - Ken Kay, President, Partnership for 21<sup>st</sup> Century Skills <sup>3</sup>*

Currently, urban public schools are faced with the twin goals of closing the achievement gap in the traditional core academic areas of literacy and math *as well as* cultivating a broader set of 21<sup>st</sup> century skills<sup>4</sup> which students will need to be truly successful in college and beyond. Some schools are demonstrating success with the former. A select group are starting to address the latter. Few are doing both well.

With the opportunity to build a new model—one that aims to follow best practice from those schools successfully closing the traditional achievement gap *and* offer innovative approaches to curriculum, classroom structure, and staffing models—Ingenuity Prep Public Charter School will prepare Washington DC youth to be strong, dynamic civic leaders who will positively impact their local and global communities. With this aim, the school will open in August of 2013 and expand to serve over 500 students in Preschool through 8th grade.

#### **Intended Geographic Location & Demographic Analysis of Target Population**

Currently, across the District of Columbia, families have too few options for quality public schools. This dearth of options is particularly pronounced for children of color and families in low-income communities. According to a recently published report from the Illinois Facilities Fund (IFF), “schools with Tier 1 performance are located throughout the District. However, they are not equally distributed nor in sufficient number to serve all the students in the District.” Most notably, a majority of students living east of the Anacostia River do not have the option to attend a high-performing school with “most performing DCPS schools in the northwest and most performing charter schools in the northeast.”<sup>5</sup> Unsurprisingly, this gap in quality school options has evidenced itself in a profound student achievement gap. Troubling recent data from the 2011 National Assessment of Educational Progress showed for the District a black-white gap of more than twice the national average on the 4<sup>th</sup> grade math assessment. Moreover, in both reading and math, the

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<sup>3</sup> James Bellanca and Ron Brandt, *21st Century Skills: Rethinking How Students Learn* (Bloomington: Solution Tree, 2010).

<sup>4</sup> [http://www.p21.org/storage/documents/1\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf)

<sup>5</sup> Illinois Facilities Fund, “Quality Schools: Every Child, Every School, Every Neighborhood” 2011

District evidenced the largest black-white achievement gap in the nation.<sup>6</sup> For these reasons, the Founding Group of Ingenuity Prep is compelled to submit to the Public Charter School Board an application for a new school.

In his 2011 State of the District address, DC Mayor Vincent Gray shared his vision for “a great teacher for every student and a great school for every community.”<sup>7</sup> Ingenuity Prep is committed to being part of this citywide effort to provide all students the opportunity to receive an excellent education—especially those who have historically been denied that fundamental right. With this in mind, the school is committed to serving a predominantly low-socioeconomic-status student population (80-95% receiving free/reduced lunch) in an area of the city where families currently have few quality options. The Founding Group of Ingenuity Prep is currently evaluating potential locations across, investigating incubator space for, and building community relationships within Wards 6, 7 and 8. The recent IFF study has provided a wealth of data to support the rationale for additional high-quality school options in these areas. The table below outlines 1) the wards and neighborhood clusters targeted by the school’s Founding Group, 2) the service gap for those areas (equal to the number of seats needed to provide each child in the cluster with a “performing”<sup>8</sup> school, and 3) the intervention priority of that cluster when compared against the other 39 clusters across the District.

Ward	IFF Neighborhood Cluster	K-12 Service Gap	K-12 Service Gap Priority Rank
6	9	747	20
7	31	2606	6
8	36	1390	10
8	38	2606	3
8	39	5532	1

As illustrated above, in Cluster 39, there are 5,532 students attending “non-performing” schools, providing for the greatest service gap of any cluster across the city and thereby making it the top priority for intervention.

In preparing its application, the Founding Group identified three neighborhoods—one each in Wards 6, 7, and 8—where there existed few to no “performing” school options. The team was able

<sup>6</sup> Lyndsey Layton, “DC schools have largest black-white achievement gap in federal study,” *The Washington Post*, 07 Dec. 2011, [http://www.washingtonpost.com/local/education/dc-schools-have-largest-black-white-achievement-gap-in-federal-study/2011/12/06/gIQArNnMcO\\_print.html](http://www.washingtonpost.com/local/education/dc-schools-have-largest-black-white-achievement-gap-in-federal-study/2011/12/06/gIQArNnMcO_print.html) (accessed 26 Dec. 2011).

<sup>7</sup> Gray, Vincent C. March 28, 2011 “Vincent C. Gray Delivers State of the District Address.” <http://mayor.dc.gov/DC/Mayor/About+the+Mayor/News+Room/Press+Releases/Vincent+C.+Gray+Delivers+State+of+the+District+Address> (accessed 28 Nov. 2011)

<sup>8</sup> Defined within the IFF study as a school in the top quartile of student achievement, based on current & historic DC CAS performance

to confirm—upon release of the IFF data in late January of 2012—a definitive and quantitative gap in the number “performing” seats needed to provide all students in those target neighborhoods a quality education. The analysis below focuses on three schools within those neighborhoods. Going forward, the Founding Group will continue to evaluate those neighborhoods for 1) their appropriateness in serving the school’s target population and 2) their enrollment viability. Additionally, the team will give serious consideration to other neighborhoods within high-priority clusters as identified by the IFF. As noted above, the Founding Group is committed to the citywide effort to ensure all communities—particularly those who are currently most under-served—have quality educational options.

The table below provides demographic characteristics for three schools located within the Founding Group’s target clusters and representing the Founding Group’s target population. Further rationale for targeting the neighborhoods around these schools as well as the enrollment viability of these is outlined later in this section.

Ward	IFF Neighborhood Cluster	Target Neighborhood School Reference	Race/Ethnicity	Poverty Rate	Special Populations
6	9	Amidon-Bowen Elementary School	98 % African-American 1% Hispanic/Latino 1% Other	93% free/reduced lunch	14% Students w/special education services 1% English Language Learners
7	31	Aiton Elementary	99% African-American 1% Hispanic/Latino	95% free/reduced lunch	10% Students w/ special education services 0% English Language Learners
8	38	Garfield Elementary School	100% African-American	84% free/reduced lunch	9% Students w/special education services 0% English Language Learners

**Academic Performance & Corresponding Needs of Target Population**

Currently, far too many students in the target neighborhoods of Wards 6, 7, and 8 are performing below grade-level, with notable deficits in core reading and math skills leaving them unprepared for subsequent grade-levels and, ultimately, for a competitive workplace. The following tables outline recent DC Comprehensive Assessment System (CAS) achievement levels for the Founding Group’s target wards as well as schools located in specific target neighborhoods within those wards:

Ward	2011 DC CAS Reading Proficient/Advanced <sup>9</sup>	2011 DC CAS Math Proficient/Advanced
6	39.86% - Elementary 48.58% - Secondary	39.98% - Elementary 54.26% - Secondary
7	32.57% - Elementary 26.08% - Secondary	28.13% - Elementary 36.70% - Secondary
8	27.56% - Elementary 21.13% - Secondary	23.59% - Elementary 22.56% - Secondary

Ward	IFF Neighborhood Cluster	Target Neighborhood School Reference	2011 DC CAS Reading Proficient/Advanced <sup>10</sup>	2011 DC CAS Math Proficient/Advanced
6	9	Amidon-Bowen Elementary School	19%	15%
7	31	Aiton Elementary	22%	17%
8	38	Garfield Elementary School	8%	6%

With such academic performance levels, a primary educational need of the target population will be rigorous cultivation of students’ skills and knowledge in the core academic content areas, including critical reading skills—particularly for non-fiction materials, writing skills that allow for communication across a range of contexts, and mathematical proficiency as evidenced in both conceptual understanding and basic skill mastery.

In addition to the development of such traditional core skills, students in our target population will need cultivation of a wider range of skills and knowledge if they are to be fully prepared for the colleges and careers of the 21st century. A 2006 Workforce Readiness Report Card highlights this need:

- *Professionalism/Work Ethic, Teamwork/Collaboration and Oral Communications are rated as the three “most important” applied skills needed by entrants into today’s workforce.*
- *Creativity/Innovation is projected to “increase in importance” for future workforce entrants, according to more than 70 percent (74 percent) of employer respondents. Currently, however, more than half of employer respondents (54 percent) report new*

<sup>9</sup> Office of Data and Accountability, “DC CAS Results by Ward, 2007-2011,” *The Washington Post*, <http://www.washingtonpost.com/wp-srv/local/education/results-by-ward-2007-2011.htm> (accessed 27 Dec. 2011).

<sup>10</sup> District of Columbia Public Schools, “School Profiles Home,” *Find A School*, <http://profiles.dcps.dc.gov/> (accessed 27 Dec. 2011).

*workforce entrants with a high school diploma to be “deficient” in this skill set, and relatively few consider two-year and four-year college-educated entrants to be “excellent” (4 percent and 22 percent, respectively).<sup>11</sup>*

Beyond our country’s own internal achievement gaps, for American students as a whole, there exists an international achievement gap for 21st century skills:

*Internationally, American students score lower than the average on the Programme for International Student Assessment (PISA), the benchmark assessment in reading, mathematics, and science for developed countries of the world...PISA results are telling because these assessments measure the applied skills--what we call 21st century skills--of critical thinking and problem solving. Even the best U.S. students cannot match their peers in other advanced economies on PISA.<sup>12</sup>*

Another expert in the field, Stanford education professor, Linda Darling-Hammond, speaks to the type of 21st century learning experiences our children will need to be successful:

*Twenty-first century students need a deeper understanding of the core concepts in the disciplines they receive now. In addition, students need to be able to design, evaluate, and manage their own work. Students need to be able to frame, investigate, and solve problems using a wide range of information resources and digital tools...students need to develop more complex cognitive abilities so that they can find, analyze, and use information for a range of purposes, including the development of new products and ideas. Students need to collaborate and communicate so that they can take advantage of each other’s knowledge and expertise.<sup>13</sup>*

Beyond the achievement gaps for core and 21st century skills, there exists another equally concerning gap for our children—that of civic competency. Our potential for realizing our shared democratic ideals is largely dependent on the extent to which our citizenry is prepared to actively and critically participate in the process of self-governance. Notable deficits in any individual’s knowledge of and/or investment in that process have great negative implications for that individual and his/her larger community. This reality makes the following excerpts from Meira Levinson’s 2007 report for The Center for Information and Research on Civic Learning & Engagement all the more poignant and concerning:

*As early as fourth grade and continuing into the eighth and twelfth grades, African-American, Hispanic, and poor students perform significantly worse on the civics test of*

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<sup>11</sup> Partnership for 21<sup>st</sup> Century Skills, “Are They Really Ready to Work?” (2006), [http://www.p21.org/storage/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf) (accessed 27 Dec. 2011), p. 10.

<sup>12</sup> James Bellanca and Ron Brandt, *21st Century Skills: Rethinking How Students Learn* (Bloomington: Solution Tree, 2010), xviii.

<sup>13</sup> James Bellanca and Ron Brandt, *21st Century Skills: Rethinking How Students Learn* (Bloomington: Solution Tree, 2010), 33-34.

*the National Assessment of Educational Progress (NAEP) than white, Asian, and middle class students. Similar disparities appear in American ninth graders' scores on a recent international test of civic knowledge and skills.*

*People who earn over \$75,000 annually are twice as likely to vote and are politically active at up to six times the rate of people who earn under \$15,000, whether measured by working for a campaign, serving on the board of an organization, or even such relatively low-cost actions as participating in protests or contacting officials.<sup>14</sup>*

With the significant implications of this civic competency gap—most notably the loss of voice in the democratic process—the Founding Group at Ingenuity Prep has identified civic education as a critical need of its target population.

**Addressing the Need**

Ingenuity Prep’s program was designed to meet the demonstrated need in traditional core content areas, 21st century skills and knowledge, and civic engagement and leadership capacity. To begin, the school has created a curricular framework that defines and delineates traditional core content and 21<sup>st</sup> century content. This document will provide a foundation for decisions on curriculum development, thematic focuses, and allocation of instructional time.

<b>Ingenuity Prep Curricular Framework<sup>15</sup></b>
<i>Traditional Core Content Emphases</i>
<ul style="list-style-type: none"> <li>• Literacy               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Writing</li> <li>○ Listening &amp; Speaking</li> </ul> </li> <li>• Math</li> <li>• Social Studies &amp; History</li> <li>• Science</li> </ul>
<i>21<sup>st</sup> Century Content Emphases</i>
<ul style="list-style-type: none"> <li>• Civic Leadership</li> <li>• Information, Media, and Technology Literacy</li> <li>• Financial Literacy</li> <li>• Global Awareness, Foreign Language Proficiency, &amp; Cultural Competency</li> </ul>
<i>21<sup>st</sup> Century Thinking &amp; Behavior Emphases</i>
<ul style="list-style-type: none"> <li>• Critical-thinking and problem-solving</li> <li>• Communication and collaboration</li> </ul>

<sup>14</sup> Meira Levinson, *The Civic Achievement Gap* (2007), CIRCLE, <http://www.civicyouth.org/PopUps/WorkingPapers/WP51Levinson.pdf> (accessed Dec. 27 2011), p. 6.

<sup>15</sup> A Partnership For 21<sup>st</sup> Century Skills, *Framework for 21<sup>st</sup> Century Learning*, [http://www.p21.org/storage/documents/1\\_p21\\_framework\\_2-pager.pdf](http://www.p21.org/storage/documents/1_p21_framework_2-pager.pdf) (accessed 26 Dec. 2011).

<ul style="list-style-type: none"> <li>• Initiative and self-direction</li> </ul>
<p><i>A Cross-Curricular Focus on Ingenuity</i></p>
<ul style="list-style-type: none"> <li>• An exploration of the products of human creativity—including ideas, inventions, policies, and movements</li> <li>• An analysis of the processes behind this creativity, with a focus on how change is initiated</li> <li>• An evaluation of the implications of creativity and change—both good and bad—for individuals and communities</li> <li>• Cultivation of the capacity to reflect on our 21st century world, analyze the challenges we face, identify creative solutions to these challenges, and--ultimately--improve our quality of life and that of others in our local and global communities</li> </ul>

This list below, elaborated on throughout the application, highlights the ways in which the school will—using the curricular framework above—meet the needs of its students:

- Extended-day (8-5 p.m.) and extended year (200 days +20 days for students below grade-level)
- Significant allocation of instructional time to traditional core content areas, including three hours per day of literacy instruction in K-5
- A culture of data-driven decision-making, both in and out of the classroom
- A culture of achievement and high expectations for academics and discipline
- Themes of ingenuity, financial, health, and environmental literacy infused across content areas
- Provision of a Civic Leadership class focused on social-emotional competency, team problem-solving, and service learning (with a limited, developmentally-appropriate delivery of this content in PreK as well)
- Provision of an Information, Media, & Technology Literacy class aimed at making students critical information age consumers and high-capacity users of technology (with a limited, developmentally-appropriate delivery of this content in PreK as well)
- Implementation of a dynamic staffing model:
  - Teams of five teachers will work with groups of 60 students per grade-level.
  - Within each team, four of five teachers will serve as content-specialists.
  - Teaching teams will loop with cohorts of students within three grade-level bands: PS-PK, K-2, 3-5.
- Utilization of a Blended Learning Model to Creatively Organize Classroom Instruction
  - In the literacy and math classrooms, teachers will harness high-quality online learning programs and digital content to provide adaptive delivery of instruction targeted at students' individual needs and respective zones of proximal development.
  - Through a rotational model, instruction will be delivered to small groups of students, with an approximate student-teacher ratio in these groups of 8:1 during the literacy and math blocks and 16:1 in all other content areas.

- Provision of an Empowering Student Learning Experience
  - At the beginning of each year, students will set individual learning goals within each content area.
  - Across the year, students will track progress against their goals, gathering evidence of and data points for that progress to include in a digital portfolio.
  - Upon meeting designated achievement benchmarks in their classrooms (outlined by teachers at the beginning of each term), students will earn the right to move to one or a combination of the following opportunities: peer coaching, individual research, and applied, collaborative projects.

**Enrollment Rationale and Impact on Existing Community and Neighborhood Schools**

The table below outlines the school’s enrollment projections through its first nine years of operation when it will reach full Preschool-8th grade enrollment.

	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22
PS	24	24	24	24	24	24	24	24	24
PreK4	24	24	24	24	24	24	24	24	24
Kinder	60	60	60	60	60	60	60	60	60
1st		60	60	60	60	60	60	60	60
2nd			60	60	60	60	60	60	60
3rd				60	60	60	60	60	60
4th					60	60	60	60	60
5th						60	60	60	60
6th							90	90	90
7th								90	90
8th									90
<b>PS-5th Total</b>	<b>108</b>	<b>168</b>	<b>228</b>	<b>288</b>	<b>348</b>	<b>408</b>	<b>408</b>	<b>408</b>	<b>408</b>
<b>MS Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>	<b>180</b>	<b>270</b>
<b>Overall Total</b>	<b>108</b>	<b>168</b>	<b>228</b>	<b>288</b>	<b>348</b>	<b>408</b>	<b>498</b>	<b>588</b>	<b>678</b>

This enrollment model is based on the following assumptions:

- There exists in the surrounding neighborhood adequate demand to enroll the school’s Preschool and Prekindergarten cohorts of 24, Kindergarten through 5<sup>th</sup> cohorts of 60, and 6<sup>th</sup> through 8<sup>th</sup> grade cohorts of 90.
- Each year, the school will face an attrition rate of 10% and will, in turn, fill the open seats in order to maintain the respective enrollment levels of each of the cohorts noted above.
- The school will enter with each rising 6<sup>th</sup> grade cohort an additional 30 students, with the additional students allowing for greater content offerings and teacher specialization.

IFF “service-gap” data provides compelling rationale for the first assumption above—the enrollment viability of each the school’s target neighborhoods. With the significant “service-gaps” for Clusters 9, 31, and 38 noted earlier in this section, the Founding Group is confident the demand for a quality seat would be such that the school would meet its enrollment targets. In each of these situations, the Founding Group believes it will likely draw for its initial class of students those from the following two categories—students currently attending their neighborhood school and those currently living in the neighborhood but attending school elsewhere. While the Founding Group recognizes location of its school within any of its target neighborhoods may indeed draw students for that neighborhood’s schools, the following data from the IFF report<sup>16</sup> suggests the direct impact on the enrollment of neighborhood schools might not be as significant as expected:

Cluster <sup>17</sup>	% of Students Attending School Within the Cluster	% of Students Attending School in an Adjacent Cluster	% of Students Attending Further Than an Adjacent Cluster
31	52%	16%	32%
38	18%	39%	43%

Thus, with so many students already leaving these neighborhoods to attend school elsewhere, the establishment of a new, quality option in the neighborhood may in fact lead to higher retention of those students within their neighborhood of their residence.

In considering the Ward 6 (Cluster 9) area around Amidon-Bowen Elementary School as a target neighborhood, the Founding Group has identified two rationales. First, in late-2010, DCPS conducted a feasibility study to determine whether to re-open the currently closed Van Ness Elementary School, located in Near Southeast, seven tenths of a mile from Amidon-Bowen. The study noted that by 2015, the population in the half-mile surrounding Amidon-Bowen is expected to grow by 34% with the population within a half-mile of Van Ness Elementary School expected to grow by 58% in 2015 and by 80% by 2020. Currently, within a half-mile of Van Ness, there are approximately 350 children ages 0-9 years old, with that population expected to rise to 630 by 2020.

<sup>16</sup> IFF, pages 55 and 63

<sup>17</sup> This data was unavailable for Cluster 9.

Second, in the Southwest neighborhoods of Ward 6, families of post-prekindergarten age students currently have no high-performing schools within 1.5 miles. For a family living in the Buzzard Point neighborhood of Southwest, the closest high-performing option, Brent Elementary School, is 1.6 miles away—over a 30-minute walk. Moreover, extensive waiting lists at Brent make potential enrollment unlikely. Given this, the Founding Group will continue to evaluate the Southwest neighborhood of Ward 6 for its viability as a site location.

## **A. EDUCATION PLAN**

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

#### **b. MISSION AND PHILOSOPHY**

##### **Mission**

With a rigorous college preparatory curriculum, including a major focus on the development of 21st century skills and knowledge, Ingenuity Prep Public Charter School prepares Washington DC area youth to be STRONG—*Self-aware, Tough, Respectful, Open-minded, Noble, and Grateful*—civic leaders who strive to positively impact their local and global communities

##### **Mission-Aligned Core Values**

With the goal of reframing the concept of “strength” around several key characteristics of effective contemporary civic leadership, the school has identified six core values that represent the acronym STRONG. These values—to be promoted across school culture as “Ingenuity STRONG”—are as follows:

- *Self-aware*: Through regular reflection, we strive to know ourselves, our values, and our goals.
- *Tough*: When things get difficult, we work hard and persevere. We see error, failure, and critical feedback not as a permanent setback but rather as an opportunity to learn and grow. We show self-control of our words and actions, even when we’re frustrated or upset.
- *Respectful*: We communicate and collaborate with others with humility, empathy, and compassion.
- *Open to new ideas*: We recognize we don’t have all of the answers and are willing to listen to others and think outside the box. We strive to be creative and innovative.
- *Noble*: With honesty, integrity, and a willingness to admit our mistakes, we strive to demonstrate great character.
- *Grateful*: We recognize, appreciate, and celebrate our own good deeds and those of others. We show gratitude for what we have by serving the various communities of which we’re a part.

## **Philosophy**

### *Our Beliefs about What Students Should Learn*

- The school's curriculum should explicitly arise from the evolving set of skills and knowledge students need to meet the college and career challenges of the 21st century.
- The school's curriculum and instruction should prepare students to identify, advocate for, and act on the issues most impacting their local and global communities.
- All students are capable of making significant academic progress; adults expectations of students should reflect this great potential.

### *Our Beliefs about How Students Should Learn*

- Students learn best when their individual learning needs--including pace, style, and incoming skill level--can be explicitly and strategically addressed.
- Students learn best when they 1) have clear goals, 2) are invested in those goals, 3) are challenged and encouraged as they strive to meet those goals, and 4) are able to track their progress towards the achievement of those goals.
- Students learn best through an instructional pedagogy based not on ideology but on 1) the nature of the content being delivered, 2) the student's academic needs and learning profile, and 3) the ultimate efficiency and effectiveness of the approach in producing the desired outcome. We will utilize pedagogical approaches similar to those schools achieving the greatest outcomes with students who have learning profiles similar to our own.

### *Our Beliefs about Adult-Student Interactions*

- Students learn best in a positive, encouraging environment where there are high expectations for student behavior and procedural efficiency.
- Students learn best when adults are clear, firm leaders and when they ensure their communication with students is characterized by humility and a commitment to the promotion of students' dignity.
- Students learn best when adults are consistent in their responses to student actions and when they strive to meet each student's individual socio-emotional needs.

### *Our Beliefs about Organizational Excellence*

- Students and families should remain at the center of all organizational decision-making.
- Data--in all its forms--should be a critical driver in organizational decision-making.
- Our actions should be consistently backwards-mapped from clear, measurable visions and goals.
- When possible, we should borrow best-practice from district and charter schools and for-profit and not-for-profit organizations that have proven track records of success. Upon looking externally and finding inadequate solutions for our organizational questions and challenges, we should innovate and create our own solutions.
- We should maintain equal commitments to excellence in outcomes and integrity in process.

## **A. EDUCATION PLAN**

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

#### **c. EDUCATIONAL FOCUS**

Outlined in this section is Ingenuity Prep’s educational focus for both the content and delivery of its academic program. In crafting this vision, the Founding Group followed the three-step process below:

1. With an eye to 21<sup>st</sup> century college and career readiness, determine the learning needs of our target population (outlined in Section A.1.a Educational Needs of the Target Population)
2. Identify where other school models are successfully meeting this need and utilize their best practice<sup>18</sup>
3. Where necessary, to best meet our 21<sup>st</sup> century goals with our unique target population, build on, refine, and evolve our own practice

#### **Our Content Focus: What Students are Learning**

**Traditional Core Content:** Ingenuity Prep will offer a strong academic program focused on ensuring that students demonstrate mastery of traditional core academic content—particularly in literacy and math. In these areas, the school has sought to borrow heavily from the best practice of high-performing charter networks such as KIPP, Uncommon Schools, and Achievement First. Through conversation and collaboration with teachers and leaders from these networks, the Founding Group has identified key practices to be implemented in its own model. A particular emphasis has been placed on developing strong programs in literacy and math with students in K-5 engaging in three hours of daily instruction in literacy and 90 minutes of daily instruction in math (comparable to what is found in the aforementioned charter networks). Additionally, the Founding Group has sought to utilize many of the same literacy and math curricular resources as those used by Uncommon Schools’ North Star Academies of Newark, New Jersey. Further elaboration on the school’s core content curriculum can be found in A.2 Charter School Curriculum.

**21<sup>st</sup> Century Content:** Beyond ensuring mastery of traditional core content, Ingenuity Prep is committed to promoting the development of the 21<sup>st</sup> century content outlined in the Ingenuity Prep Curricular Framework (referenced in Section A.1.a Educational Needs of the Target Student Population). Ingenuity Prep will take a two-pronged approach to ensuring this content is addressed. First, the school will seek to infuse 21<sup>st</sup> century content into the curriculum and instruction in the traditional core academic areas with, for example, information and media literacy standards integrated into students’ research work in the literacy classroom and financial literacy standards integrated into students work in the math classroom. Additionally, 21<sup>st</sup> century content will be the primary and explicit focus of several classes students will take throughout their time at the school. For example, twice a week, students will take Information, Media, & Technology Literacy, a class that—in addition to cultivating students’ ability to apply technology as a tool—prepares students to be savvy consumers and analysts of contemporary media, social networks,

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<sup>18</sup> In these efforts, the Founding Group has leaned heavily on conversation and collaboration with colleagues, friends, and contacts (including teachers and leaders) at several high-performing, well-respected charter school networks such as KIPP, Uncommon Schools, and Achievement First.

and online information sources. Again, further elaboration on this curriculum can be found in A.2 Charter School Curriculum.

**A Civic Leadership Focus:** The Founding Group of Ingenuity Prep aspires to have its graduates possess more than mastery of traditional core content, more even than mastery of the broader range of 21<sup>st</sup> century content. Mastery of these skills absent a foundation of core values and a sense of civic purpose is insufficient. The news is testament to the travails of smart, successful men and women whose moral missteps and selfish indulgences have laid ruin to the lives of others.

The Founding Group of Ingenuity Prep believes civic education, civic values, and civic leadership will provide its graduates a sense of purpose in applying their core and 21<sup>st</sup> century skills. Such purpose, particularly here in our nation’s capital, particularly in these times of social, economic, and political discontent, will—in the aspirations of the school’s Founding Group—produce graduates with both the capacity and commitment to positively impact the issues facing their local, national, and global communities.

As outlined in Section A1a, the need for quality civic education is great, with the civic education gap noteworthy. Yet, the research suggests the investment in civic education is well worth it. According to a recent report from the Campaign for the Civic Mission of Schools, students who receive effective civics education are:

- More likely to vote and discuss politics at home
- More likely to volunteer and work on community issues
- More confident in their ability to speak publicly and communicate with their elected representatives
- More likely to score higher on assessments and demonstrate high levels of 21<sup>st</sup> century skills such as critical thinking, news comprehension, and work ethic<sup>19</sup>

With this in mind, the school will provide the foundation for its cultivation of civic leadership in strategically and comprehensively promoting its STRONG core values, outlined in Section A.1.b Mission and Philosophy. These values will be displayed, discussed, reflected on, and—when exemplified by students—explicitly and systematically recognized. On a daily basis, students will reflect and receive feedback on their behavior and actions as they relate to these core values. This information will be tracked in a systematic way and regularly shared with parents. Class community meetings to begin and close each day will provide opportunities for students to reflect on their own behavior as it relates to these values, “shout-out” their peers, and voluntarily share their missteps. Additionally, at each Friday community meeting, students from each grade-level will be recognized for exemplary demonstration of the core values. Further elaboration on these systems and rituals can be found in A.4.c School Organization and Culture.

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<sup>19</sup> Campaign for the Civic Missions of Schools, *Guardian of Democracy: The Civic Mission of Schools Report* (2003), <http://civicmissionofschools.org/site/documents/ViewGuardianofDemocracy/view>, p. 6.

In addition to the purposeful and comprehensive promotion of these values, Ingenuity Prep will follow best practice as reported by Campaign for the Civic Mission of Schools<sup>20</sup> in cultivating students' civic leadership in the following ways:

1. *Classroom Instruction*: In addition to cultivating students' civics knowledge in their social studies and civic leadership classes, this content will be infused into other curricula as well, with students, for example, reading relevant historical fiction and non-fiction during literacy time or creating murals highlighting social movements during their extracurricular art class.
2. *Discussion of Current Events and Key Social Issues*: Again, while students' social studies and civic leadership classes will provide opportune times to discuss current events and key social issues, these conversations will occur--in developmentally appropriate ways--across other parts of students experiences at the school. Twice-daily community meetings provide ideal times to connect students' reflections on the school's STRONG core values to current events. A teacher might, for example, use the core value of being "open to new ideas" as a means to encourage students to weigh the merit in both sides of a given civic issue.
3. *Service-Learning & Extracurricular Activities*: Students will be provided regular opportunities to engage in developmentally-appropriate service learning. Students in PreK might engage in a collective effort to distribute recycling bins across the school. 1st graders might organize a book-drive to support a local homeless shelter. Older students might engage in virtual math tutoring opportunities after-school.
4. *School Governance*: Students will be provided developmentally-appropriate opportunities to engage formally in leadership roles and structures. This will begin within the classroom with class jobs, small-group roles, and class representatives and extend beyond the classroom to schoolwide structures such as student council.
5. *Simulations of Democratic Processes*: The school will provide regular opportunities for students to participate in simulated democratic processes including voting in real and mock elections for representatives and "ballot measures."

In Ingenuity Prep's Civic Leadership program, a particular emphasis will be placed on service learning, with students both serving within and learning from their community. At the heart of this service learning program will be a focus on reciprocity. In this work, students will learn to clearly distinguish community service from service learning, evaluating the benefits and limitations of each of these ways of engaging and ultimately coming to the understanding that they have both something to give and something to learn from all acts of civic leadership. The school will seek to develop external partnerships that provide these opportunities for reciprocal learning. Such partnerships will allow students to practice outside of the school the skills developed within the classroom, providing for a rich, robust learning experience.<sup>21</sup>

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<sup>20</sup> Campaign for the Civic Missions of Schools, *Guardian of Democracy: The Civic Mission of Schools Report* (2003), <http://civicmissionofschools.org/site/documents/ViewGuardianofDemocracy/view>, p. 6-7.

<sup>21</sup> Besirevic, Zina. (2012, January). *Developing Ethical and Civic Minded Youth in Post-Conflict and/or Divided Societies*. Presentation at The 9th Annual Community Leaders' Breakfast at Saint Mark's School, San Rafael, CA.

In addition to external service-learning experiences, students will be provided opportunities to serve within the school community. Through their Civic Leadership class, students will engage in discussions to identify needs of the school community and design plans to address those needs. Some examples of in-school service learning for younger students might include the following:

- starting a recycling campaign; using posters and/or skits to educate the school about what can and cannot be recycled
- creating artwork for a school beautification project
- serving as Admissions Ambassadors to potential students and families in the community.

Examples of in-school service learning for older students might include the following:

- partnering with younger students as Reading Buddies
- creating a "welcome packet" for incoming students and their families
- coaching and/or teaching sportsmanship to younger students during P.E.

### **Our Delivery Focus: How Students are Learning**

**A Staffing Model That Provides for Small-Group Learning.** At Ingenuity Prep, a key aspect of how students learn involves the school's staffing model. With the goal of providing purposeful small-group instruction, the school has increased class size beyond traditional levels. In doing so, the additional per pupil revenue gained allows the school to hire additional staff. With this approach, in grades K-5, the school will staff five highly-qualified teachers for each grade-level cohort of 60 students. On each grade-level team, four of five teachers will serve as content specialists with the fifth teaching multiple contents. This specialization will provide the opportunity to develop a depth of curricular and content-specific instructional expertise not possible with the traditional primary school staffing model where one teacher teaches multiple subjects. Thus, with teams of five content-specialized teachers working to support grade-level cohorts of 60 students, the school is positioned to facilitate a small-group rotational instructional model. This model, which seeks to leverage the instructional capacity of technology, is outlined below.

**A Data-Driven, Blended-Learning Instructional Model.** In his groundbreaking book, Harvard Business School professor Clayton M. Christensen speaks to the need for a new instructional model:

*[The] current educational system--the way it trains teachers, the way it groups students, the way the curriculum is designed, and the way school buildings are laid out--is designed for standardization. If the United States is serious about leaving no child left behind, it cannot teach its students with standardized methods. Today's system was designed at a time when standardization was seen as a virtue. It is an intricately interdependent system. Only an administrator suffering from virulent masochism would attempt to teach each student in the way his or her brain is wired to learn within this monolithic batch system. Schools need a new system...we must find a way to move toward what...we call a 'student-centric' model."*<sup>22</sup>

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<sup>22</sup> Clayton Christensen, Michael B. Horn, and Curtis W. Johnson, *Disrupting Class* (Columbus: McGraw-Hill, 2008), 38.

With this in mind, the founders of Ingenuity Prep have organized an instructional model that maximizes opportunities to meet students' individual learning needs. Informed by the *Blended Learning Methodology*, the school will implement a rotational small-group model wherein highly-qualified, content-area specialized teachers facilitate instruction as students within the classroom rotate across interactions with teachers, small-groups of peers, and online learning platforms. *Blended Learning*—which proposes a mix of traditional, teacher-facilitated instruction and student learning through online programs and digital content—has been termed by Christensen as a *disruptive innovation*, one with the power to transform the way schools meet individual students' needs through its leveraging of individualized, online learning experiences. A May 2011 report from the Innosight Institute speaks to the power of this evolving area of technology to reshape instruction in ways prior innovations in technology have not:

*Will the rise of online learning into brick-and-mortar schools be different from the appearance of previous education technologies? Calculators, overhead projectors, electronic whiteboards, and online textbooks all enhanced the classroom as add-ons, but they sustained rather than transformed the conventional structure. Even the aggressive deployment of computers in schools has not transformed classrooms. Schools spent over \$60 billion equipping students with computers in the past two decades, but the basic classroom design has not changed...In contrast, as countless people have noted, online learning has the potential to be a disruptive force that will transform the factory-like, monolithic structure that has dominated America's schools into a new model that is student-centric, highly personalized for each learner, and more productive.<sup>23</sup>*

Like the authors of the Innosight report, the founders of Ingenuity Prep are excited about the potential to leverage this evolving technology. To be clear though, and in contrast with some educational models such as virtual schools, the founders of Ingenuity Prep do not see online learning platforms supplanting the role of the teacher in classrooms. Rather, in the Ingenuity Prep rotational blended-learning model, online platforms will provide one of a range of learning experiences students will have. See the table below for an example of how four small groups of students in a 1<sup>st</sup> grade class might rotate across various learning experiences over a three-hour literacy block.

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<sup>23</sup> Heather Staker, *The Rise of K-12 Blended Learning: Profiles of emerging models* (2011), Innosight Institute, <http://www.mivu.org/LinkClick.aspx?fileticket=JBKVDw0pd4Q=&tabid=373> (accessed 28 Dec. 2011), p. 3.

	Teacher-Facilitated Guided Reading Lesson	Teacher-Facilitated Decoding/Fluency Practice	Teacher-Facilitated Writing Lesson, Student Practice	Individualized Phonics Practice Using Online Program <sup>24</sup>
8:30-9:15 a.m.	Group 1	Group 2	Group 3	Group 4
9:15-10:00 a.m.	Group 2	Group 1	Group 4	Group 3
10:00-10:45 a.m.	Group 3	Group 4	Group 1	Group 2
10:45-11:30 a.m.	Group 4	Group 3	Group 2	Group 1

Through providing content-specialized teachers and leveraging high-quality online learning programs, over the course of this three-hour literacy block, students consistently work in small groups. Moreover, in using a range of diagnostic and formative assessment data to inform the grouping, and given the built-in adaptive nature of the online platforms, students' learning experiences across this three-hour block can be specifically tailored to meet their individual needs. At no point will teachers be put in a position of having to meet the needs of 30 students at once. At no point will students spend time practicing a skill without the opportunity to receive feedback. And, because of the low student-teacher ratio and tracking systems built into the online platforms, at *all* points will quality data be gathered on student learning.

In establishing their blended learning model, the Founding Group has formalized a consulting relationship with Education Elements and its president, Anthony Kim. Mr. Kim and his organization are currently among the leading national experts on blended learning and, through this consulting relationship, the founders will continue to refine their model, identify the most effective online learning platforms, and gather best practices from other schools with similar models such as Acton Academy in Austin, Texas, Mission Dolores Academy in San Francisco, California, and KIPP Empower in Los Angeles, California.<sup>25</sup> In particular, the Founding Group is studying KIPP Empower as it serves as one of the first and most successful rotational, blended-learning models at the elementary level. In the 2010-11 school year, 9% of kindergartners began the year kindergarten-ready and, by the end of the year, over 95% scored at or above the national average in math and reading.<sup>26</sup> The Founding Group is confident that through leveraging highly-effective, content-

<sup>24</sup> The range of online programs currently being evaluated for potential use are further outlined in Section A.2.b Resources and Instructional Materials. This evaluation of programs is occurring through the school's consultation with Mr. Kim of Education Elements.

<sup>25</sup> Heather Staker, *The rise of K-12 blended learning: Profiles of emerging models (2011)*, Innosight Institute, [http://www.innosightinstitute.org/blended\\_learning\\_models/](http://www.innosightinstitute.org/blended_learning_models/) (accessed 28 Dec. 2011).

<sup>26</sup> Jill Barshay, "Kindergartners Blend E-Learning, Face-to-Face Instruction," *Education Week*, 26 Oct. 2011, [http://www.edweek.org/ew/articles/2011/10/26/09blended\\_ep.h31.html?tkn=LNMFRdFSDy8ZaOc3UspbkDMnh6GCyt49JO%2Bm&cmp=clp-edweek&CFID=40029749&CFTOKEN=97363582](http://www.edweek.org/ew/articles/2011/10/26/09blended_ep.h31.html?tkn=LNMFRdFSDy8ZaOc3UspbkDMnh6GCyt49JO%2Bm&cmp=clp-edweek&CFID=40029749&CFTOKEN=97363582) (accessed 28 Dec. 2011).

specialized teachers, highly-effective online learning platforms, low student-teacher ratios, and purposeful use of data, it can reach similar achievement levels.

**An Empowering Student Learning Experience.** Throughout this small-group, blended-learning model, students will engage in an empowering educational process. First, at the beginning of each year, students will set individual learning goals within each content area. Across the year, students will track progress against their goals, gathering evidence of and data points for that progress to include in a portfolio (discussed further in Section A.3.a Gateway Measures). Across each day, week, and term, as students demonstrate mastery of designated content, they will earn the right to move to one or a combination of the following opportunities: peer coaching, individual research, and applied collaborative projects. In a math classroom, for example, a student demonstrating deep mastery of the given objective for the day might earn the opportunity to become a peer coach. In a literacy classroom, a student who has met her designated achievement benchmarks in her online learning program might earn the opportunity to research with a peer a topic connected to the thematic focus of the class for that term. With this approach, over time, student initiative, independence, and agency will be promoted as students become active drivers of—rather than simply participants in—their learning.

**An Extended Day & Extended Year.** Combined, the two statements below from a 2011 Wallace Foundation Report<sup>27</sup> provide compelling rationale for Ingenuity Prep’s extended day and extended year programming.

*[T]he traditional school calendar has remained unchanged since well before the publication of *A Nation at Risk* almost 30 years ago, despite growing evidence that it is insufficient to meet the needs of many poor kids.*

*A large body of research suggests that a significant part of the achievement gap occurs because poor children lose more learning over the summer than their wealthier counterparts, and that this loss accumulates over time.*

As it seeks to ensure mastery of both traditional core skills and 21st century skills, Ingenuity Prep will implement its rotational, blended-learning model over an extended school day and extended school year. With extended day classes lasting from 8:00 a.m.-5:00 p.m. and after-school offerings continuing until 6:00 p.m., Ingenuity Prep will seek to heed the increasingly compelling research-base which suggests that extended-learning time is a key driver in increasing achievement levels and closing the achievement gap.<sup>28</sup> In leveraging its increased daily instructional time, students at Ingenuity Prep will engage in a minimum of three hours per day of literacy instruction and 90 minutes per day of math instruction. Students performing below-grade-level will receive additional

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<sup>27</sup> The Wallace Foundation, *Reimagining the School Day: More Time for Learning* (2011), <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summer-learning/Documents/Reimagining-the-School-Day-More-Time-for-Learning.pdf> (accessed 28 Dec. 2011), p. 7.

<sup>28</sup> Regional Educational Laboratory Northeast and Islands, “Extended Learning Time”, *Reference Desk Digest*, 30 Apr. 2010, <http://www.renei.org/referencedesk.2010-04-30.php> (accessed 28 Dec. 2011).

instructional support/practice in these core content areas during the Academic Enrichment/Intervention block.

This increased daily instructional time will occur over an extended school year that will begin in early August and continue through the end of June. Additionally, a three-week July Opportunity Camp will provide, among other things, core content academic intervention for those students performing below grade-level. An outline of the school's extended-day and extended-year schedules can be found in Section A.4.g Structure of the School Day and Year.

## A. EDUCATION PLAN

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

#### d. GOALS

The school will be driven by the following goals for student learning and organizational effectiveness. For each goal, the school will 1) establish measurement metrics and performance benchmarks, 2) determine who (students, staff, leadership and board) shares primary ownership for the goal, and 3) track progress towards the achievement of the goal, reflecting on that progress and its implications at regular ongoing intervals

#### **Goal 1: Students Will Demonstrate On-Track College & Career Readiness in Core Contents**

- *Students will demonstrate on/above grade-level **reading** skills as they:*
  - decode and comprehend a broad range of high-quality, increasingly challenging literary and informational texts.
- *Students will demonstrate on/above grade-level **writing** skills as they:*
  - with appropriate use of the conventions of standard English, offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events.
- *Students will demonstrate on/above grade-level **speaking and listening** skills as they:*
  - with appropriate use of the conventions of standard English, both effectively convey their own ideas and critically listen for and evaluate the shared ideas of others.
- *Students will demonstrate on/above grade-level **math** skills, knowledge, and practice as they:*
  - show proficiency in conceptual understanding and operational procedures, basic fact mastery and critical problem-solving.
- *Students will demonstrate on/above grade-level **social studies and civics** content-knowledge and thinking skills as they:*
  - study significant historical ideas, critically evaluate multiple sources and perspectives, and connect what they are learning to their prior knowledge and the current issues facing our diverse nation and increasingly interdependent world.
- *Students will demonstrate on/above grade-level **science** content-knowledge and skills as they:*
  - find or determine answers to questions derived from everyday experiences; describe, explain, and predict natural phenomena; understand and engage in scientific discourse; pose explanations based on evidence derived from one's own

work; identify scientific issues underlying national and local decisions; and propose solutions that take into account both scientific evidence and social issues.

**Goal 2: Students Will Demonstrate On-Track College & Career Readiness in 21<sup>st</sup> Century Content**

- *Students will demonstrate proficiency in **information, media, and technology literacy** as they:*
  - appropriately access, evaluate, use, and manage a wide range of information from a wide range of sources; critically analyze media messaging and create their own media products; and effectively apply technology as a tool.
- *Students will demonstrate **cultural competency** as evidenced by:*
  - knowledge of social, cultural, and political facets of nations and communities outside their own; knowledge of pertinent global issues; and competency in communicating and collaborating across a diverse range of cultures and social groups.
- *Students will demonstrate **financial, economic, business, and entrepreneurial literacy** as evidenced by:*
  - knowledge of personal financial structures and systems and competency in navigating and managing these structures and systems; knowledge of the role of major institutions impacting the larger economy; and demonstration of creativity and initiative in analyzing problems and identifying solutions.

**Goal 3: School Leadership & Staff Will Promote Efficient & Effective Organizational Operations**

- The school's Board of Trustees will provide active and effective leadership in its guidance of the school and its leadership.
- The school will recruit and retain an experienced, enthusiastic, highly-effective, diverse staff.
- The school will seek to maximize instructional time through minimizing tardies, absences, and out-of-school suspensions.
- The school will promote high levels of student/family retention.
- School staff will receive high customer satisfaction ratings from their respective constituencies--including students, families, and staff.
- School operations will leverage technology to provide for highly-efficient and highly-effective service and productivity.
- The school will consistently meet federal, state, and charter board compliance expectations.
- The school will demonstrate financial stability, sustainability and be fully compliant through implementation of transparent financial practices.
- The school will promote a safe, positive school culture.

## **A. EDUCATION PLAN**

### **2. CHARTER SCHOOL CURRICULUM**

#### **a. STUDENT LEARNING STANDARDS**

##### **Preschool & Prekindergarten Standards**

After evaluating a range of standards frameworks, Ingenuity Prep has decided to adopt standards from the National Association for the Education of Young Children (NAEYC) and the New York State Prekindergarten Foundation for the Common Core as the basis for its Preschool and Prekindergarten program. The NAEYC standards were updated in 2006 to ensure alignment with evidence-based early childhood best practice and cover a range of domains including relationships, curriculum, teaching, assessment of child progress, health, teaching qualifications, family involvement, community relationships, physical environment, and leadership and management. These standards provide a broad programmatic vision for the school's early childhood program. The New York State Prekindergarten Foundation for the Common Core was selected by the Founding Group as it provides a leading vision for academic skill sets and social-emotional competencies that best align to the school's mission, goals, and corresponding K-8 standards frameworks.

##### **K-8 Literacy Standards**

Ingenuity Prep will adopt as the foundation for its literacy curriculum the Common Core State Standards for English Language Arts. Backwards-mapped from key college and career readiness expectations, these standards provide a roadmap for cultivating an ambitious range of literacy skills. In providing for independent, critical-thinking readers and writers who can access a wide-range of content knowledge and adapt their communication skills for a diverse 21st century workplace, the vision put forth by the Common Core Standards is well-aligned to Ingenuity Prep's overarching literacy goals.

##### **K-8 Math Standards**

Ingenuity Prep will adopt the Common Core Standards for Mathematical Practice and the Common Core Standards for Mathematical Content. These standards, introduced in 2011 and adopted by a large majority of states across the nation, will provide the framework for the rigorous college preparatory math curriculum the teachers and instructional leaders at Ingenuity Prep will develop. The vision of the Common Core standards is well-aligned with the mission and overarching math goal for the school as it outlines a framework for cultivating strong early number sense, a balance between conceptual and procedural math, and algebra readiness by 8th grade.

## **K-8 Science Standards**

Ingenuity Prep will utilize the DC Science Standards for Kindergarten-8th grade, supplemented by the American Association for the Advancement of Science (AAAS) Project 2061 Benchmarks for Scientific Literacy<sup>29</sup> and the Common Core Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects. The DC standards were chosen as the baseline because they break the content into a logical, age-appropriate sequence. The school will add appropriate AAAS Benchmarks to emphasize broader themes in science, scientific problem solving, and the skills necessary for scientific literacy. Additionally, in developing the science curriculum, relevant Common Core Standards will be utilized to cultivate cross-curricular literacy and provide continuity across subject areas. Together, this should result in a set of standards focused on content knowledge and the broader set of skills needed for 21st century scientific literacy, providing the school a strong foundation as it strives to achieve its mission-aligned overarching science goal. The school is also awaiting the late 2012 release of the Next Generation Science Standards from the National Science Teachers Association.<sup>30</sup> Upon the release of this document, the school will evaluate their appropriateness in serving as the foundation of the school's science curriculum.

## **K- 8 Social Studies Standards**

Ingenuity Prep will utilize both the DC Social Studies Learning Standards for PreK-8th Grade and the National Curriculum Standards for Social Studies. The former outlines specific social studies and civics content at each grade-level while the latter provides an overall frame for curriculum design and broad student learning expectations. Below, the National Council for the Social Studies (NCSS) outlines the aim of the National Curriculum Standards:

*The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, the NCSS emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world...Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.<sup>31</sup>*

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<sup>29</sup> American Association for the Advancement of Science, "Benchmarks Online ~ Project 2061 ~ AAAS," *Benchmarks Online*, <http://www.project2061.org/publications/bsl/online/index.php?txtRef=&txtURIOld=%2Ftools%2Fbenchol%2Fbolframe.html> (accessed 29 Dec. 2011).

<sup>30</sup> Next Generation Science Standards, "Next Generation Science Standards," <http://www.nextgenscience.org/> (accessed 29 Dec. 2011).

<sup>31</sup> National Council for the Social Studies, "National Curriculum Standards for Social Studies: Executive Summary," <http://www.ncss.org/standards/execsummary> (accessed 29 Dec. 2011).

This aim is tightly aligned with the mission and overarching social studies and civics goals for the school. The emphasis on civic competence in these standards well-complements the school’s civic leadership program, for which the standards development process is outlined below.

### **K- 8 Civic Leadership Standards**

In identifying the vision for the Civic Leadership class at Ingenuity Prep and finding no existing standards frameworks that adequately addressed that vision, the school has decided to create its own standards in consultation with Sara Schonwald, former Director of Service Learning at The Urban School of San Francisco, and founder of Listen to Lead Consulting. While full development of the Civic Leadership standards across grade-levels will occur during the founding year, the school has identified three pillars—with corresponding enduring understandings, essential questions, and overarching standards—around which these grade-level standards will be built.

<b><i>Civic Leadership Pillar 1: Social-Emotional Literacy<sup>32</sup></i></b>	<b><i>Civic Leadership Pillar 2: Collaborative Problem-Solving</i></b>	<b><i>Civic Leadership Pillar 3: Service Learning</i></b>
<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>-Emotions influence how we interact.</li> <li>-Many emotions occur in a very short time period.</li> <li>-Past experiences influence how we handle emotions.</li> <li>-We all have “rules” about emotions.</li> <li>-There are better and worse strategies for regulating emotions.</li> </ul>	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>-There are many ways to define and solve a problem.</li> <li>-My perspective is only one perspective.</li> <li>-When we work well as a team, we can accomplish things that we can’t accomplish by ourselves.</li> <li>-Conflict is an inevitable and important part of working together; I can help turn obstacles into positive learning opportunities for my team and myself.</li> </ul>	<p><i>Enduring Understandings</i></p> <ul style="list-style-type: none"> <li>-I have something to give to and something to learn from everyone around me.</li> <li>-It is my responsibility to think about and act for the betterment of my community and myself.</li> <li>-There are many ways to be a civic leader.</li> </ul>
<p><i>Essential Questions</i></p> <p>How do my experiences influence how I feel and act in certain situations?</p>	<p><i>Essential Questions</i></p> <p>-What are the short-term and long-term effects of this problem and solution for me and for others?</p>	<p><i>Essential Questions</i></p> <p>-In what ways can I both serve and learn in this project?</p>
<p><i>Overarching Standards</i></p> <ul style="list-style-type: none"> <li>-Recognize, label, understand, express, and regulate one’s feelings<sup>33</sup></li> <li>-Be curious about and show empathy for how others think and feel</li> </ul>	<p><i>Overarching Standards</i></p> <ul style="list-style-type: none"> <li>-Recognize one’s own strengths and limitations; recognize and focus on others’ strengths<sup>34</sup></li> <li>-Recognize the limits of one’s own</li> </ul>	<p><i>Overarching Standards</i></p> <ul style="list-style-type: none"> <li>-Explore and employ many different ways to be a civic leader</li> <li>-Define, identify, and explain the purpose of reciprocal service learning</li> </ul>

<sup>32</sup> Mark Brackett, presentation for “How 5 Key Emotion Skills Can Create a More Compassionate and Caring World,” Facebook’s Compassion Research Day, Palo Alto, CA, Dec. 2011.

<sup>33</sup> *Ibid*

<sup>34</sup> T. Yu, “The evolution of DCA,” *One Day: Teach for America Alumni Magazine ed. XIII*, fall 2011, 35-38.

<p>-Reflect on the intent and impact of one's own and others' actions</p>	<p>perspective; seek out and listen actively to others' perspectives</p> <ul style="list-style-type: none"> <li>-Identify and employ strategies to prevent, work through, and resolve conflict</li> <li>-Give and receive specific and meaningful positive and constructive feedback</li> <li>-Identify multiple ways to frame and solve a problem</li> <li>-Identify the short-term and long-term possible effects of a strategy for oneself and others<sup>35</sup></li> <li>-Reflect on the successes and challenges of a particular process</li> <li>-Identify one's preferred working styles</li> </ul>	<p>-Reflect on one's own and others' service and learning in the service learning projects</p>
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Throughout the Civic Leadership class and across students' experiences at the school, these three Civic Leadership pillars will be connected with the school's STRONG core values. Students' discussions in classroom community meetings on how to be "self-aware" will inform and be informed by their work in the social-emotional literacy pillar of the Civic Leadership class. Their "respectful" group work in the math classrooms will connect closely with the collaborative problem-solving pillar. Rather than living only within the Civic Leadership class, these standards will be intricately woven across a range of students' experiences across and beyond the school day.

### **K-8 Information, Media, & Technology Literacy Standards**

Ingenuity Prep will utilize several standards frameworks to guide the development of its Information, Media, and Technology Literacy class. The primary framework informing the development of the curriculum will be the Massachusetts Technology Literacy Standards and Expectations.<sup>36</sup> In reviewing a range of state technology standards from across the nation, the Founding Group found the Massachusetts standards to provide the strongest overall frame as well as the greatest specificity at each respective grade-level. Additionally, the Founding Group found the Massachusetts standards--which were updated in 2008--to have a particularly strong focus on the cultivation of 21st century skills as outlined by the Partnership for 21st Century Skills.<sup>37</sup> In addition to the Massachusetts standards, the teachers and instructional leaders at Ingenuity Prep will utilize the American Association of School Librarians *Information Literacy Standards for*

<sup>35</sup> Nicole A. Elbertson, Marc A. Brackett, and Roger P. Weissberg, "School-based social and emotional learning (SEL) Programming: Current Perspectives," *The second international handbook of educational change* 23, 1017-1032.

<sup>36</sup> Massachusetts Department of Elementary and Secondary Education, *Massachusetts Technology Literacy Standards and Expectations* (2008), <http://www.doe.mass.edu/edtech/standards/itstand.pdf> (accessed Dec. 29 2011).

<sup>37</sup> Partnership for 21<sup>st</sup> Century Skills, "Information, Media and Technology Skills," <http://www.p21.org/overview/skills-framework/61> (accessed Dec. 29 2011).

*Student Learning*<sup>38</sup> and, in informing the media literacy curriculum development, the National Association for Media Literacy Education’s *Guidelines for Analyzing Media Messages*.<sup>39</sup>

## **A. EDUCATION PLAN**

### **2. CHARTER SCHOOL CURRICULUM**

#### **b. RESOURCES AND INSTRUCTIONAL MATERIALS**

#### **Overarching Principles for Curriculum Development and Resource Utilization**

The school’s academic goals, unpacked in the language of their respective standards, will drive the development of the curriculum at Ingenuity Prep. In framing its approach to this curriculum development, the school has carefully and purposefully differentiated between the terms *curriculum* and *resource*. At Ingenuity Prep, *curriculum* is what gets planned, instructed, engaged in, and assessed. It is a broad overarching term that reflects the complex patchwork of what students are learning. *Resources*, whether commercially developed or internally-created, serve to inform our curriculum. As explained further below, we will use a resource only inasmuch as it appropriately aligns with the other components of our curriculum.

With the language of the school’s academic goals and standards insufficient by themselves in providing a crystal clear vision of mastery, the school will identify summative and formative assessments that provide this vision. These assessments—rigorous and aligned to the school’s goals and standards—may include national standardized assessments such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), benchmark assessments such as the University of Chicago’s STEP Literacy Assessment, and interim assessments such as those developed by The Achievement Network. Where external assessments are insufficiently rigorous or inadequately aligned to the school’s goals and standards, the school will create its own assessments.

With rigorous and aligned visions of assessed mastery, the school’s instructional leadership team will engage in an extensive review process to identify existing resources aligned to those visions of mastery. These resources might be commercial resources or shared resources developed by other high performing schools. Where necessary, the school may adopt but modify these resources in order to ensure adequate rigor and alignment of instructional materials, curricular scopes and sequences, and lesson plans. Where existing resources largely fail to align to the school’s designated visions of assessed mastery, the school will create its own resources.

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<sup>38</sup> American Association of School Librarians (AASL), “AASL Information Literacy Standards for Student Learning,” <http://weblink.scsd.us/~liblinks/AASLstandards.pdf> (accessed 29 Dec. 2011).

<sup>39</sup> National Association for Media Literacy Education (NAMLE), “Key Questions to Ask When Analyzing Media Messages,” <http://namle.net/wp-content/uploads/2009/09/NAMLEKeyQuestions0708.pdf> (accessed 29 Dec. 2011).

The approach outlined above of, where necessary, modifying or even self-creating instructional resources is one consistently used by high-performing charter schools and charter networks currently making significant achievement gains.<sup>40</sup> Compared with standardized implementation of an existing commercial curriculum, this approach involves more front-end preparation and planning for teachers and instructional leaders. However, in providing for curricula that is better aligned to students' needs and visions of assessed mastery, this approach is ultimately far more effective. Furthermore, with strong teacher/leader collaboration and clear institutional processes for organizing, maintaining, and providing for future use of this curricula, organizational time-investment in the creation of the curricula should, over time, decrease.

### **Preschool and Prekindergarten Cross-Content Curriculum and Resources**

Ingenuity Prep's Preschool and Prekindergarten curriculum will be framed around the unifying themes of blended learning and emerging Ingenuity Prep--providing an opportunity for the school's youngest learners to engage in child-initiated, hands-on learning that promotes self-regulation, cooperative learning, social-emotional development, and conceptual understanding of environment, community and self. With this in mind, the school is considering adoption of Tools of the Mind, a research-based early childhood program that builds a strong foundation for educational success in young students by focusing explicitly on their intentional and self-regulated development and learning.

The Tools of the Mind model originated from the work of Lev Vygotsky, a Russian psychologist who promoted the idea that just as physical tools extend one's physical abilities, mental tools extend one's mental abilities and enable us to solve problems and create solutions.<sup>41</sup> Vygotsky believed that until children learn to use these mental tools, their learning is largely controlled by their environment. However, once children master these mental tools, they can take ownership of their learning with intention and purpose. A growing body of new research suggests that many children start school unprepared to learn not because of insufficient academic skills, but because they lack the ability to regulate their social, emotional, and cognitive behaviors. Current research shows that self-regulation, or executive function, has a stronger association with academic achievement than IQ or entry-level reading or math skills.<sup>42</sup>

The Tools of the Mind program focuses on student outcomes in self-regulation, early literacy and math competencies, meta-cognition, reflective thinking and complex play scenarios. The program builds these skills in the following ways:

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<sup>40</sup> Per the Founding Group's personal collaboration with a range of school leaders across KIPP, Achievement First, and Uncommon Schools.

<sup>41</sup> Elena Bodrova and Deborah J. Leong, *Tools of the Mind: The Vygotskian Approach to Early Childhood Education* (Columbus: Prentice Hall, 2006).

<sup>42</sup> Blair, 2002, 2003; Normandeau & Guay, 1998

- Teachers systematically scaffold children's movement along the continuum of self-regulation. Over the course of the curriculum, students move along this continuum from being regulated by others to engaging in "shared" regulation to eventually becoming "masters of their own behavior." The students practice these skills throughout the day by engaging specifically designed developmentally appropriate self-regulation activities.
- Children grow to gain control of their social, emotional, and cognitive behaviors by learning how to use a variety of "mental tools." Children learn to regulate their own behaviors as well as the behaviors of their friends as they enact increasingly more complex scenarios in their imaginary play and learning activities.
- Additionally, early emphasis literacy and mathematics concepts allow students to build essential cognitive competencies such as reflective thinking and metacognition.

Tools of the Mind has been developed with key curriculum components and instructional strategies at its core that center around a combination of child-initiated activities, cooperative learning, teacher scaffolding, explicit instruction, and on-going use of assessment data to meet individual needs.

Tools of the Mind addresses the five aspects of literacy defined by the National Reading Panel: phonemic awareness, phonics, vocabulary, comprehension and fluency with the literacy practices that accompany the curriculum based on recommendations from the National Reading Panel and several key reviews.<sup>43, 44</sup>

The mathematics practices and activities within the program are based on and directly address the National Association for the Education of Young Children (NAEYC) and the National Council of Teachers of Mathematics (NCTM) tenants of number sense, geometry, measurement, data analysis and algebra, which have been sequenced by skill acquisition and activity. The work of Vygotskian mathematics researchers Davydov and Venger have also been used to shape the sequence of skill acquisition to determine the scope and sequence of activities.<sup>45</sup>

The Tools of the Mind program not only covers each of the vital developmental domains (cognitive, social-emotional, physical and language) but also includes crucial support for underlying skills (remembering on purpose, symbolic thinking, symbolic representation, literacy development, math and science) that are key to ensuring a successful long-term developmental trajectory.

Because the success of the Tools of the Mind program is based on individual student scaffolding, consistent classroom assessment (daily, weekly, monthly) is essential for making instructional decisions and reaching student outcomes. Teachers are trained and responsible for conducting ongoing holistic assessments of students. Pacing guides are also provided to ensure that the classroom instruction matches end-of-the-year assessments and standards.

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<sup>43</sup> Catherine E. Snow, M. Susan Burns, and Peg Griffin, *Preventing Reading Difficulties in Young Children* (Washington, DC: National Academies Press, 1998).

<sup>44</sup> Barbara T. Bowman, M. Suzanne Donovan, M. Susan Burns, *Eager to Learn* (Washington, DC: National Academies Press, 2000).

<sup>45</sup> Davydov, 1986; Davydov & Zinchenko, 1993; Venger, 1994

Although Tools of the Mind provides the foundational content for early literacy, math, science and social studies, we plan to supplement and, at times, supplant Tools of the Mind with other resources to ensure the school's overall goals are accomplished. We are actively considering two additional curricula that build strong foundations for early literacy and social-emotional development: Blueprint and Second Step. The Blueprint curriculum is based on National Reading Panel and Early Reading First recommendations and is designed to meet state and national standards for reading, writing, and oral language development. The curriculum is built on the premise, "that all children need experience with books and structured support to develop oral language and vocabulary and to build background knowledge." Blueprint brings proven methods for building essential knowledge and literacy skills to preschool and pre-kindergartners and includes rigorous teacher training, lesson plans, and instructional strategies, all integrated with high-quality children's literature. The Second Step program is designed to develop children's self-regulation skills and social-emotional competence through developing essential skills in young children such as listening, focusing attention, self-talk, understanding strong feelings, making and keeping friends and preparing for Kindergarten.

## **K-8 Literacy Curriculum and Resources**

### ***Kindergarten – 5<sup>th</sup> Grade***

In the Ingenuity Prep K-5 Literacy classrooms, students will rotate across four learning stations, each with a distinct focus, facilitation structure, and strategic purpose. The following section outlines the curricular emphases for each rotation and the resources being considered for that rotation:

**Rotation 1.** In K-5, the primary content focus of this daily, teacher-facilitated rotation will be reading comprehension and vocabulary. For this rotation, a highly qualified literacy specialist will lead a small group of students first in a read aloud and then a guided reading lesson. Based on data gathered prior to and during the lesson, some students may rotate out of the group to read independently during this time. In planning their guided reading lessons, the school intends to follow the instructional model of and utilize resources from North Star Elementary in Newark, N.J. The school is publishing a book in June of 2012 on its reading instruction, and Co-Founder Aaron Cuny is attending a corresponding March 2012 conference at the school. In addition to utilizing the curricula employed at North Star, the school is considering use of the following curricula and resources to support its guided reading and vocabulary instruction:

- To support comprehension instruction:
  - *Guided Reading, The Continuum of Literacy Learning* by Fountas & Pinnell
  - *Readworks.org*
- To support vocabulary:
  - *Bringing Words to Life*, by Beck, McKeown, and Kucan

**Rotation 2.** In K-2, the primary content focus of this daily, teacher-facilitated rotation will be decoding and fluency. For this rotation, a small group of students will engage in direct instruction facilitated by a highly qualified literacy specialist. The school is considering use of SRA's Reading Mastery curriculum during this time, as the decoding and fluency components of the curriculum are currently being

implemented to great success across schools in several high-performing charter school networks such as KIPP, Achievement First, and Uncommon Schools. In grades 3-5, students still demonstrating decoding and fluency deficits will receive that support during this rotation. Those students whose decoding and fluency skills meet grade-level benchmarks will engage in fiction and non-fiction literature circles during this time.

**Rotation 3.** In K-5, the content focus of this daily, teacher-facilitated rotation will include the following: word work; grammar, usage, and conventions; writing; and listening and speaking. For this rotation, a highly qualified literacy specialist will lead a small group of students in guided lessons and cooperative and independent practice. The school is considering use of the following curricula to support the range of instruction during this rotation:

- To support word work and spelling:
  - *Words their Way*
- To support writing:
  - *6+1 Traits*
  - *Step up To Writing*
- To support listening and speaking:
  - *Creating Competent Communicators: Activities for Teaching Speaking, Listening, and Media Literacy in K-6 Classrooms*

**Rotation 4.** The aim of this rotation, across K-5, is to utilize digital content and online learning programs to provide students an instructional course of study tailored to their individual needs. Thus, during this time, one student might be working on his phonemic awareness skills while another might be reading a passage and practicing making inferences. In leveraging the adaptive nature of the online programs, this rotation will provide a means for each student to work within his/her zone of proximal development and receive adaptive feedback as he/she does so. The school has signed a consulting agreement with Education Elements and is currently working with its president, Anthony Kim, to evaluate the marketplace for this digital content and identify the best existing resources. Based on the organization's initial recommendations, the school is considering utilization of the following:

- Compass Learning, which offers a full range of digital content for every grade-level and can be aligned with NWEA benchmark exams to an adaptive curriculum scope and sequence based on student performance on those exams
- iReady, includes a robust assessment for placing students into an individualized scope and sequence of instruction, nuanced data reports on student progress, and offline materials to be used in supporting students in need of intervention

### ***6<sup>th</sup>-8<sup>th</sup> Grade***

The Ingenuity Prep 6<sup>th</sup>-8<sup>th</sup> grade Literacy classrooms will build on the literacy skills students have developed in the PS-5<sup>th</sup> grade classrooms. In the 6<sup>th</sup>-8<sup>th</sup> grade classrooms, students will rotate across three learning stations, each with a distinct focus, facilitation structure, and strategic purpose. The following outlines the curricular emphases for each rotation and the resources being considered for that rotation:

**Rotation 1.** Building on the decoding, fluency, vocabulary, and comprehension skills cultivated in PS-5<sup>th</sup> grade, this small-group, teacher-facilitated rotation will focus on the Common Core Reading Standards for Literature and Informational Texts. During this time, students will work to identify and analyze key ideas and details, craft and structure, integration of knowledge and ideas, and text complexity. In facilitating instruction, the teacher will identify a range of texts across genres and cultures, incorporating classics and high-quality contemporary texts, with the complexity and sophistication of the texts increasing over students' 6<sup>th</sup>-8<sup>th</sup> grade experience. In this rotation, the allocation of instructional time will reflect the Common Core's strong emphasis on informational texts. Students might, for example, read, discuss, and analyze *To Kill a Mockingbird* by Harper Lee, *Diary of a Young Girl*, by Anne Frank; *Narrative of the Life of Frederick Douglass*, by Frederick Douglass; *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa*, by Mark Mathabane; or a range of articles from the Washington Post and New York Times.

**Rotation 2.** The content focus of this daily, teacher-facilitated rotation will build on its corresponding PS-5<sup>th</sup> grade rotation and include the following: grammar, usage, and conventions; writing; and listening and speaking. For this rotation, a highly qualified literacy specialist will lead a small group of students in guided lessons and cooperative and independent practice. With the support of their teacher, students will learn research skills and write a variety of text types for a variety of purposes. Again, per the emphasis of the Common Core, a significant amount of instructional time will be allocated to informational writing. The school is considering use of the following resources to support the range of instruction during this rotation:

- To support writing:
  - *6+1 Traits*
  - *Step up To Writing*

**Rotation 3.** The third rotation in the 6-8 Literacy classrooms will leverage digital content to provide differentiated learning opportunities based on students' individual needs. Thus, during this time, one student might be working on comprehension skills while another might be honing research skills. When students have demonstrated mastery of the skills and content offered through the online learning programs, they will earn the opportunity to work independently and/or with peers on project-based applied learning. At this time, a student who has recently read about Hurricane Katrina may, for example, choose to work with a classmate to research and create a digital presentation on the topic. Again, the school is consulting with Anthony Kim of Education Elements to evaluate the marketplace for this digital content. Based on the organization's initial recommendations, and as noted earlier, the school is considering utilization of Compass Learning.

## **K-8 Math Curriculum and Resources**

### ***Kindergarten-5<sup>th</sup> Grade***

In the Ingenuity Prep K-5 math classrooms, students will rotate across two primary learning stations, each with a distinct focus, facilitation structure, and strategic purpose. The following outlines the curricular emphases for each rotation and the resources to be utilized for the rotation:

**Rotation 1.** The primary focus of this daily, teacher-facilitated small-group rotation will be the development of students' number sense, conceptual understandings, procedural skills, and problem-solving skills. Instructional facilitation of this rotation will frequently employ techniques that place burden of cognitive demand on the student, as informed by the theory of *Cognitively Guided Instruction* (CGI) outlined in Thomas P. Carpenter's *Children's Mathematics*. During this rotation, a strong emphasis will be placed on students sharing their thinking through accountable talk and written demonstration of strategies and presentation of content through a concrete-representational-abstract (CRA) frame. Given this, the school is considering for use in informing the development of its math curriculum Terc Investigations in Number, Data, and Space<sup>46</sup> and Singapore Math<sup>47</sup>. The former is well-suited to support a CGI approach to math instruction while the latter provides strong CRA content models. In developing its vision for this instruction, the school is consulting with Dr. Stephanie Smith of Georgia State University who currently supports instructional leaders at KIPP, Harlem Success, and Uncommon Schools.

**Rotation 2.** As in the Literacy classroom, the aim of this rotation across the K-5 math classrooms is to utilize online learning programs to provide students instructional courses of study tailored to their individual needs. During this rotation, the content students practice will be driven by their performance on the programs' diagnostic assessments and lessons. A student who, for example, demonstrates number sense skill deficits will receive targeted practice in that area while another student with a strong number sense foundation might practice more rigorous problem-solving. Through these programs, students will track their progress and, upon meeting certain progress benchmarks, will rotate off of the digital content and subsequently engage in projects allowing them to apply the foundation skills for which they've demonstrated mastery. Again, the school is consulting with Anthony Kim of Education Elements to evaluate the marketplace for this digital content. Based on the organization's initial recommendations, the school is considering utilization of the following:

- Compass Learning, which offers a full range of digital content for every grade-level and can be aligned with NWEA benchmark exams to an adaptive curriculum scope and sequence based on student performance on those exams
- iReady, which includes a robust assessment for placing students into an individualized scope and sequence of instruction, nuanced data reports on student progress, and offline materials to be used in supporting students in need of intervention
- Dreambox, a highly engaging program in which students take adaptive placement tests and subsequently must show proficiency on multiple lessons on each concept as they progress through the curriculum.

### **6<sup>th</sup>-8<sup>th</sup> Grade**

**Rotation 1.** This 6<sup>th</sup>-8<sup>th</sup> grade teacher-facilitated, small-group math rotation aims at preparing students for and providing for students' ultimate success in 8<sup>th</sup> grade Algebra. With the Common Core standards as its foundation, the content in this rotation will focus on properties and arithmetic with integers and rational numbers, proportional reasoning and relationships, and basic algebraic

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<sup>46</sup> TERC, "Investigations in Number, Data, and Space," <http://investigations.terc.edu/> (accessed 29 Dec. 2011).

<sup>47</sup> Singapore Math, "SingaporeMath.com Inc.," <http://www.singaporemath.com/> (accessed 29 Dec. 2011).

manipulations involving expressions and simple equations. This instruction will provide for a balance of tasks that require conceptual understanding, procedural skills, computation skills, and problem-solving. As is the case for the K-5 grade-level-band, instruction facilitation—informed by CGI and frequently presented through a CRA frame--will seek to place the burden of cognitive demand on the students. While the school is considering use of Mathematics in Context<sup>48</sup> as a resource in informing curriculum development, the school anticipates that its content-specialist math teachers will write much of the curriculum for this grade-level band. In this work, the school is consulting with Dr. Stephanie Smith (noted above) and Principal Jesse Rector of North Star Middle School. In writing our math curriculum, we will modify to meet our needs North Star's resources and curriculum as shared by Mr. Rector.

**Rotation 2.** The aim of this rotation across the 6-8 math classrooms is to utilize online learning programs to meet students' individual learning needs. Again, during this rotation, the content students practice will be driven by their performance on the programs' diagnostic assessments and lessons. Through these programs, students will track their progress and, upon meeting certain progress benchmarks, will rotate off of the digital content and subsequently engage in projects allowing them to apply the foundation skills for which they've demonstrated mastery. For example, two 7<sup>th</sup> grade students who have met designated achievement benchmarks in their individualized online math work around ratios and proportions might proceed to an applied offline project using those skills—redesigning the space of a local garden, for example. Again, the school is consulting with Anthony Kim of Education Elements to evaluate the marketplace for this digital content and is considering utilization of the following:

- Compass Learning, rationale noted above
- iReady, rationale noted above

### **K-8 Civic Leadership Curriculum and Resources**

As noted in A.2.a, Student Learning Standards, the school is consulting with Sara Schonwald, former Director of Service Learning at The Urban School of San Francisco and founder of Listen to Lead Consulting, to develop the standards and curriculum for its Civic Leadership class. In consultation with Ms. Schonwald, the school will look critically at the many research-based programs that promise to build social-emotional literacy in school communities before selecting curricula/resources that best fit the school's mission and goals. These curricula will be evaluated on the following:

1. The program must be school-based and fully integrated. The program may not be offered as a one-off, short-term, or curricular supplement.
2. There will be a clear and prescribed order to the lessons that teachers will follow.<sup>49</sup>

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<sup>48</sup> Mathematics in Context, "Britannica Mathematics in Context," *Encyclopaedia Britannica, Inc.*, <http://mathincontext.eb.com/> (accessed 29 Dec. 2011).

<sup>49</sup> "This contributes to an organized and coherent curriculum, similar to that used in other school subjects. In these subjects, student learning builds upon what has come before. Prescribed lessons also increase the likelihood that teachers will present all the key materials and that there will be consistent implementation across classrooms." – Collaborative for Social and Emotional Learning, *Safe and Sound: An Education Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs* (2003), [http://casel.org/wp-content/uploads/1A\\_Safe\\_Sound-rev-2.pdf](http://casel.org/wp-content/uploads/1A_Safe_Sound-rev-2.pdf) (accessed 29 Dec. 2011), p. 10.

3. The program will involve students' families and out-of-school supports.<sup>50</sup>
4. The program is asset-based and uses language and methods that build on students' strengths. The assumptions underlying the program's theory of change demonstrate an implicit and/or explicit belief in the potential of all students to be socially and emotionally intelligent, problem-solving civic leaders.
5. The program will have achieved demonstrated results.
6. The program provides ample professional development and ongoing consultation opportunities. The program is committed to empowering all staff members with the knowledge and skills necessary to ensure that the program becomes fully integrated into the school and can be self-sustained.

The RULER program<sup>51</sup> is a resource being considered as it fully meets all six of the above criteria. RULER was developed out of Yale University's Health, Emotion, and Behavior Laboratory and is based on years of research on emotional intelligence. The RULER training is structured such that, after two years of professional development, the school can become a fully certified program.

A developmentally appropriate and rigorous Collaborative Problem Solving and Service Learning curriculum will be designed using the enduring understandings, essential questions, and core standards outlined in Section A.2.a, Student Learning Standards. We will also consult the National Curriculum Standards for Social Studies<sup>52</sup> as the Collaborative Problem Solving class will be partly integrated into the social studies program. To construct the curricula, we will use backwards design with a clear focus on meaningful and measurable results. All efforts will be made to seamlessly integrate the components of the civic leadership program with the chosen social-emotional learning (SEL) program. Therefore, we will first research and select an appropriate SEL program before planning the collaborative problem solving and service learning components.

### **K-8 Social Studies & History Curriculum and Resources**

The Ingenuity Prep Social Studies and History classes in K-8 will occur in a split class structure of typically 14-16 students (outlined further in Section A.2.c, Methods of Instruction). The content of these classes—informed by the DC Social Studies Learning Standards and the National Curriculum Standards for Social Studies as outlined in A.2.a—will be interwoven with the content of students' Civic Leadership class. These two classes, taught back to back by the same teacher, will provide opportunities for students to themselves draw out the natural connections between the people, cultures, events, movements, and concepts studied through the social studies content and the personal, collaborative, and civic-minded leadership skills studied through the civic leadership content. Middle elementary students might, for example, make connections between the social-

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<sup>50</sup> Nicole A. Elbertson, Marc A. Brackett, and Roger P. Weissberg, "School-based social and emotional learning (SEL) Programming: Current Perspectives," *The second international handbook of educational change* 23, 1017-1032.

<sup>51</sup> Ruler Group, "The Ruler Approach | Emotionally Literate Schools," <http://therulerapproach.org/> (accessed 29 Dec. 2011).

<sup>52</sup> National Council for Social Studies, "National Curriculum Standards for Social Studies: Chapter Two-- The Themes of Social Studies," <http://www.ncss.org/standards/strands> (accessed 29 Dec. 2011).

emotional resiliency skills discussed in their Civic Leadership class and the ability of Martin Luther King to persist through the struggle of the Civil Rights Movement. Middle school students might connect the collaborative problem-solving skills cultivated in their Civic Leadership class with the coalition-building skills of Dwight Eisenhower. Across their experiences in both classes, students will consistently be presented with opportunities to connect their own development as leaders to the historical content they study.

Curriculum design for the Social Studies and History classes will ensure students learn both foundational historical content and the historical process skills of a critical social scientist. The National Council for the Social Studies thoughtfully frames the school's intended approach to the development and implementation of its curriculum:

The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. For elementary school children, as well as for all age groups social studies have several purposes. The social studies equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enable them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions...Above all, the social studies help students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world.<sup>53</sup>

In shaping a K-5 curriculum that accomplishes these purposes, the school will use a range of resources and literature. Currently, the school is considering the following for use in informing instruction in K-5:

- Social Studies Alive (K-5)
- History Alive (6-8)
- Holt McDougal World Regions
- Holt McDougal World History
- Holt McDougal US History
- Facing History and Ourselves<sup>54</sup>

Additionally, the school intends to make extensive use of Washington DC's wide range of civic and cultural landmarks, museums, events, and resources. Through visits to places like the American History Smithsonian, American Indian Museum, and the Capitol, students will have frequent first-hand opportunities to actively engage in the history and institutions of their own backyard.

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<sup>53</sup> National Council for Social Studies, "Social Studies for Early Childhood and Elementary School Children: Preparing for the 21<sup>st</sup> Century," <http://www.ncss.org/positions/elementary> (accessed 29 Dec. 2011).

<sup>54</sup> Facing History and Ourselves, "Linking history to moral choices today," <http://www.facinghistory.org/> (accessed 29 Dec. 2011).

## **K-8 Science Curriculum and Resources**

Science instruction in K-5 will occur in a split class structure (typically 14-16 students). During this time, students will develop their scientific skills and knowledge by engaging with the world around them, asking questions about real-life phenomena, and sharing what they learn with others. In each grade level they will explore a range of concepts related to earth, physical and life science. Curriculum in the grade-level band will be teacher-created using Understanding by Design<sup>55</sup> to develop authentic lessons and assessments that promote deep conceptual understanding. Teachers will choose from appropriate curricula, like Lawrence Hall of Science Full-Option Science System (FOSS)<sup>56</sup> and Great Explorations in Math and Science (GEMS)<sup>57</sup> curricula or the Smithsonian's Science & Technology Concepts (STC)<sup>58</sup> program. Additionally, they will be able to take advantage of resources from supplemental books like the Janice VanCleave *Science for Every Kid* series.

Science instruction in 6-8 will occur in a split class structure (typically 14-16 students). During this time, students will continue to develop their scientific skills and knowledge by asking questions about real-life phenomena, consulting scientific texts, designing and conducting more sophisticated tests of their hypotheses, and sharing what they learn with others utilizing oral, written and visual communication. Like younger students, results from some investigations will be shared at the school's Research and Innovation Fair. Each grade will focus on a different scientific discipline, with sixth grade focusing on earth science, seventh grade focusing on life science and eighth grade focusing on physical science. The main curriculum utilized in these grades will be Lawrence Hall of Science's Science Education for Public Understanding Program (SEPUP),<sup>59</sup> which uses personal and societal issues to engage students in scientific inquiry. This ties directly into the school's mission of preparing students to be civic leaders by helping students explore the scientific concepts that underlie many social concerns. Additionally, teachers will be able to take advantage of resources, including Lawrence Hall of Science FOSS and GEMS curricula.

## **K-8 Information, Media, & Technology Literacy Curriculum and Resources**

Instruction for this content will occur in a split class lab (typically 14-16 students) and will involve inquiry, guided lessons, explorations, and student practice. As a wide range of content will be covered in the class, the school will likely both pull from a range of existing curricula and resources and create much of its own curricula. A promising online program currently being considered as a primary curriculum is EasyTech<sup>60</sup> from Learning.com. This program offers an interactive, engaging

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<sup>55</sup> Authentic Education, "Authentic Education – What is UbD?" <http://www.authenticeducation.org/ubd/ubd.lasso> (accessed 29 Dec. 2011).

<sup>56</sup> Delta Education, "Delta Science Modules: Hands-on science kits for K-8 students," <http://www.delta-education.com/science/foss/index.shtml> (accessed 29 Dec. 2011).

<sup>57</sup> Lawrence Hall of Science, "LHS GEMS Home," *UC Regents*, <http://lhsgems.org/> (accessed 29 Dec. 2011).

<sup>58</sup> National Science Resources Center, "STC Program Elementary Overview," *Smithsonian Institution*, [http://www.nsrconline.org/curriculum\\_resources/elementary\\_overview.html](http://www.nsrconline.org/curriculum_resources/elementary_overview.html) (accessed 29 Dec. 2011).

<sup>59</sup> Science Education for Public Understanding Program (SEPUP), "Welcome to SEPUP: Science Education for Public Understanding Program," <http://sepuplhs.org/> (accessed 29 Dec. 2011).

<sup>60</sup> Learning.com, "EasyTech – Interactive Online Technology Literacy Curriculum," <http://www.learning.com/easytech/> (accessed 29 Dec. 2011).

K-8 technology literacy curriculum that includes lessons, focus questions, activities, practice opportunities, and assessment across a range of K-8 developmental levels and for a variety of technology literacy topics including:

<ul style="list-style-type: none"> <li>● Mouse Basics</li> <li>● Computer Basics</li> <li>● Introduction to Keyboards</li> <li>● Beginning Graphics</li> <li>● Visual Mapping Basics</li> <li>● Word Processing Basics,</li> <li>● Data and Database</li> </ul>	<ul style="list-style-type: none"> <li>● Keyboarding</li> <li>● Spreadsheets</li> <li>● Presentations</li> <li>● Web Browsing</li> <li>● Database Creation, Queries, Reports</li> <li>● Multimedia and Database</li> <li>● Communicating Online</li> </ul>
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In middle school, the school is considering participating in The News Literacy Project,<sup>61</sup> a program aimed promoting critical media skills among middle and high school students. Additional resources for this class will be identified and developed per the Curriculum Development Timeline.

**A. EDUCATION PLAN**

**2. CHARTER SCHOOL CURRICULUM**

**c. METHODS OF INSTRUCTION**

**Founding Principles for Instructional Model & Methods**

The school’s overall instructional model and corresponding methods of instruction were informed by the following principles:

**Institutionalize a Low Student-Teacher Ratio.** Lowering the student-teacher ratio within any given instructional group increases the capacity of the teacher to identify, analyze, and respond to students’ understandings and misunderstandings. Furthermore, the reduction of the student-teacher ratio increases the amount of whole-group “voice time” allocated to each individual student. When that ratio is lowered significantly enough, students’ ability to participate and teachers’ ability to support students is significantly increased. With this in mind, the school has crafted a model to institutionalize small-group instruction, with all instruction delivered through one of the following structures:

- Split-class (typically 13-16 students)
- Small-groups (typically 6-8 students)
- Partner work (typically 2-3 students)
- Individualized Online Learning (students work independently at self-paced lessons)

With 70% of students’ academic instructional time occurring in small-groups, through partner work, or through individualized online learning, the school has institutionalized opportunities to ensure students’ instructional time will be highly personalized.

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<sup>61</sup> The News Literacy Project, “The News Literacy Project,” <http://www.thenewsliteracyproject.org/> (accessed 29 Dec. 2011).

**Leverage Online Programs to Provide Individualized, Adaptive Learning.** In a typical classroom, you'll likely find--at some point in the learning block--students moving from a teacher-facilitated lesson to work independently on an assignment. In most cases, despite the wide range of skill levels in the classroom, that assignment will likely look pretty similar for most if not all students. With the evolution in educational technology and, in particular, online learning programs, that experience--of students working independently, beyond the direct facilitation of a teacher--can be transformed. All online programs currently being considered for adoption by the school provide the benefits outlined below:

<i>The Old Model of Independent Student Work</i>	<i>Independent Work Through Online Programs</i>
All/most students work on the same assignment.	Built-in diagnostic assessments identify the appropriate entry point for each student and provide an individualized path of lessons for that student.
With limited teacher capacity, as students work, there are limited opportunities to receive in-the-moment feedback on the correctness of their strategies/responses. As a result, students may, for an extended period of time, practice incorrect strategies and provide incorrect answers without receiving any direct feedback.	As they work, all students receive immediate feedback on the correctness of the strategies used and responses provided for each task/question. The adaptive learning engines driving content delivery for the programs modify the questions and lessons students receive to ensure each child is working within his/her respective zone of proximal development.
The design of the independent work is often simple/static (think about the average worksheet). As a result, student engagement can wane.	The design is typically rich (lots of color, movement, sound etc.) and highly interactive. As a result, students are highly engaged (thereby minimizing management concerns).

With this in mind, the school has instituted an instructional model in all core content classes that leverages this recent evolution in technology. Each day, students will engage in one literacy and one math rotation using online programming. While student work will be monitored by a classroom teacher, it will be largely independently-driven by students. As outlined further below, teachers will regularly monitor the performance data produced through the online programs, using this data to inform additional instruction, enrichment, and intervention.

**Ensure All Instruction is Driven by Data.** At Ingenuity Prep, data will regularly be used to drive not only the content of instruction but also the methods of instruction. A range of assessments will be used to gather data on students' understandings and misunderstandings, and, each week during planning time, teachers will use this data to inform instructional content, groupings, and strategies for that week and beyond.

**Promote Active, Engaged, Invested Learners.** At Ingenuity Prep, instructional methods will aim to promote learners who are consistently active, engaged, and invested. Rather than serving as passive participants in their learning, instructional methods will ensure that whenever possible, the “burden of heavy thinking” rests with the students. Even in the delivery of direct instruction, students will be actively engaged in written, verbal, and kinesthetic demonstrations of their thinking. Furthermore, with a multi-tiered system of investment strategies outlined in more detail in Section A.4.c, School Organization and Culture, teachers will promote student investment in and ownership over their own learning.

**Key Instructional Strategies**

With the principles above as a guide, the school will emphasize the following instructional strategies as teachers plan and execute classroom instruction:

<i>Strategy</i>	<i>Sample Visions of the Strategy in Action</i>
<p><i>In Planning:</i> Teachers will ensure long-term, unit, and daily lesson plans are standards-based, objective-aligned, and informed by and differentiated for diagnostic, formative, and summative assessment data.</p> <p><i>In Teaching:</i> Teachers will implement purposeful, data-driven, backwards-mapped lessons in small groups.</p>	<ul style="list-style-type: none"> <li>• Before the lesson plan is written, create closing assessment questions aligned to the standard and objective</li> <li>• In plans, script sources of student misconception for the standard/objective</li> <li>• In plans, note how small-groups will be differentiated for diagnostic and formative data</li> <li>• Use quiz data to inform strategy addressed with guided reading group during read-aloud</li> </ul>
<p><i>In Planning:</i> Teachers will ensure long-term, unit, and daily plans explicitly outline strategies for student engagement, ensuring a variety of learning modalities are engaged.</p> <p><i>In Teaching:</i> Teachers will engage multiple learning modalities using verbal, visual, and kinesthetic</p>	<ul style="list-style-type: none"> <li>• Prepare neat, organized, compelling visuals such as charts, diagrams, models, etc.</li> <li>• Using the abbreviation ""TT,"" note in daily lesson plans where/when students will turn-and-talk.</li> <li>• Explicitly note in plans what hand motions and body movements will be used to kinesthetically engage students, thereby, promoting the "stickiness" of the idea being presented.</li> <li>• Gather manipulatives and realia to be utilized in reinforcing lesson objectives</li> <li>• Provide students the opportunity to process and verbalize their thinking through regular turn-and-talks</li> </ul>

supports and strategies	<ul style="list-style-type: none"> <li>• Present content through charts, graphic organizers, models, diagrams, timelines, flow charts, lists, manipulatives, photographs, and videos</li> <li>• Highlight and make stick key concepts, processes, and vocabulary through the regular use of hand motions and body movement</li> </ul>
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<p><i>In Planning:</i> Teachers will ensure plans outline key checks for understanding, explicitly noting expectations for student responses</p> <p><i>In Teaching:</i> Teachers will frequently utilize key checks for understanding for higher-order-thinking questions and student activities</p>	<ul style="list-style-type: none"> <li>• Script questions aligned to the objective using the higher levels of Blooms (ex. Analyze, Compare/Contrast)</li> <li>• Script questions and student responses that require student explanation and exploration of ""why?""</li> <li>• Design check for understanding student activity that provides an individual measure of mastery aligned to the lesson objective</li> <li>• During the read-aloud, provide students rigorous journal prompts to scaffold their reflection; have them show what they've written</li> <li>• During the math mini-lesson, have students use whiteboards to record their thinking, and have them regularly show you what they've written</li> <li>• Maximize your use of other whole-class checks-for-understanding that instantly reveal the thinking of 100% of the class (i.e. hand-signals, choral responses, etc.)</li> </ul>
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## A. EDUCATION PLAN

### 2. CHARTER SCHOOL CURRICULUM

#### d. STUDENT PROGRESS AND ACHIEVEMENT

#### Assessments by Content Area

<i>Preschool and Prekindergarten Across Content Areas</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Tools of the Mind (Formative)	Ongoing formative daily, weekly, and monthly assessments are built into the Tools of the Mind program.	PS-PK
Teaching Strategies GOLD Assessment (Diagnostic, Formative, Summative)	The Tools of the Mind formative assessments will be used in conjunction with the GOLD assessment. This ongoing observation-based system, which can be used with any developmentally appropriate curriculum, presents progressions of development and learning for objectives in the areas of social-emotional, physical, language, and cognitive development and in the content areas of literacy, mathematics, and English-language acquisition.	PS-PK
Chicago STEP Assessment (Benchmark, Formative)	The school will use the Chicago STEP assessment to track the early reading behaviors progress of its Prekindergarten students. Data gathered from these formative assessments will inform teachers' instruction and intervention. Currently, STEP is being used at KIPP, Achievement First, and Uncommon Schools.	PK

<i>Literacy (K-8)</i>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
NWEA MAP for Primary Grades (Diagnostic, Summative)	The NWEA MAP for Primary Grades provides diagnostic and computerized adaptive assessments in reading. These assessments measure concepts of print, phonological awareness, phonics and upper and lower case letter recognition. Students at Ingenuity Prep will take the assessment at the beginning, middle, and end of the school year. At bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. NWEA data may also be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	K-1 <sup>st</sup>
NWEA MAP (Diagnostic, Summative)	The NWEA MAP provides diagnostic and computerized adaptive assessments in reading and language. Students will take the assessment at the beginning, middle, and end of the school year. As noted above, at bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. Also, as noted above, NWEA data may be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	2 <sup>nd</sup> -8 <sup>th</sup>
PARCC Assessment (Summative)	With a commitment to the Common Core standards, the school anticipates the full development of the national assessment by Partnership for Assessment of Readiness for College and Careers. Upon full development of the assessment, and given a high level of quality and rigor, the school anticipates using the vision of the assessment to significantly inform instruction.	3 <sup>rd</sup> -8 <sup>th</sup>
Chicago STEP Assessment (Benchmark, Formative)	The school will use the Chicago STEP assessment to track the early reading behaviors progress of its Prekindergarten students. Data gathered from these formative assessments will inform teachers' instruction and intervention. Currently, STEP is being used at KIPP, Achievement First, and Uncommon Schools.	K-3 <sup>rd</sup>
DRA2+ (Benchmark, Formative)	As the STEP assessment measures students' reading progress only through 3 <sup>rd</sup> grade, the school will begin use of the Developmental Reading Assessment (2 <sup>nd</sup> Edition) as students enter 4 <sup>th</sup> grade. This assessment will measure students' decoding, comprehension, and fluency. It will be used in informing students' independent reading levels and guided reading instructional groupings.	4 <sup>th</sup> - 8 <sup>th</sup>
Interim Assessments (Formative)	The school is considering joining the Achievement Network and implementing the interim assessments provided by the network. Where these assessments do not align with the school's curriculum, we will create our own interim assessments as is done at other high-performing schools/networks such as KIPP and North Star.	3 <sup>rd</sup> -8 <sup>th</sup>

<b>Math (K-8)</b>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
NWEA MAP for Primary Grades (Diagnostic, Summative)	The NWEA MAP for Primary Grades provides diagnostic and computerized adaptive assessments in math. These assessments measure early number sense and computation. Students at Ingenuity Prep will take the assessments at the beginning, middle, and end of the school year. At bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. NWEA data may also be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	K-1 <sup>st</sup>
NWEA MAP (Diagnostic, Summative)	The NWEA MAP provides diagnostic and computerized adaptive assessments in math. Students will take the assessments at the beginning, middle, and end of the school year. As noted above, at bi-monthly data meetings, teachers will analyze this data and use it to inform student groupings within the classroom, reteaching, remediation and enrichment. Also, as noted above, NWEA data may be used to inform students' individual courses of study through their online learning rotations with Compass Learning.	2 <sup>nd</sup> -8 <sup>th</sup>
PARCC Assessment (Summative)	With a commitment to the Common Core standards, the school anticipates the full development of the national assessment by Partnership for Assessment of Readiness for College and Careers. Upon full development of the assessment, and given a high level of quality and rigor, the school anticipates using the vision of the assessment to significantly inform instruction.	3 <sup>rd</sup> -8 <sup>th</sup>
Interim Assessments (Formative)	The school is considering joining the Achievement Network and implementing the interim assessments provided by the network. Where these assessments do not exist at the relevant grade-level or where they do not align with the school's curriculum, we will create our own interim assessments as is done at other high-performing schools/networks such as KIPP and North Star.	K-8 <sup>th</sup>

<b><i>Civic Leadership (K-8)</i></b>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Civic Leadership Student Surveys	We will administer objective-based pre- and post-surveys to understand the extent to which students feel that they have grown in the program.	K-8 <sup>th</sup>
Civic Leadership Parent Surveys	Parents/Guardians will also complete these surveys for their student(s) to see if/how meaningful growth was demonstrated outside school hours.	K-8 <sup>th</sup>

Student-Parent-Teacher Conferences	Students will take increasing levels of ownership over reflecting on and reporting their progress to their parents/guardians; civic leadership will be included in the academic areas on which students are asked to reflect and share. In this way, all students will have opportunities to speak to and hear from important adults in their lives about their growth as civic leaders.	K-8 <sup>th</sup>
Biweekly Civic Leadership Rubric Assessment	Teachers will fill out developmentally appropriate rubrics on a biweekly basis to offer formative, specific feedback on the ways in which students are and are not growing in these objectives. Students will also fill out the rubric in advance of receiving the teacher's version. This will provide students an opportunity to reflect on their growth and challenges, and serve as a launching point for any follow-up conversations that the students and teachers would like to pursue.	K-8 <sup>th</sup>
Weekly Journals	Students will be given a selection of developmentally appropriate weekly journal prompts, and must respond to at least one prompt per week. These prompts will speak to social-emotional literacy, collaborative problem solving, and service learning. Students may choose different modalities for their journal responses: speaking to create a sound file (prose, spoken word, other music, etc.), writing a narrative response, creating a poem, drawing or painting an artistic representation of their reply, etc. The teacher will check students' journals on a monthly basis and use these journals as one piece of evidence to inform her/his rubric assessment (above).	1 <sup>st</sup> -8 <sup>th</sup>
Weekly Team Fishbowl	A team will work together on a new, challenging, and developmentally appropriate task for 5-8 minutes. The teacher and other students will make notes on the process and strategies employed by the team. The teacher will facilitate a conversation by which the other students share their positive and constructive feedback with the team. The team will then reflect out loud on what they heard and what most resonated with them.	1 <sup>st</sup> -8 <sup>th</sup>
360-Degree Feedback	In the final three months of 6th, 7th, and 8th grades, students will be given 360-degree feedback whereby they are assessed on the aforementioned standards by a selection of their peers, teachers, and family members (or other out-of-school adults who know them well).	6 <sup>th</sup> -8 <sup>th</sup>

<b><i>Social Studies &amp; History (K-8)</i></b>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Curriculum-Based Assessments (Formative, Summative)	The school will evaluate the formative and summative assessments that accompany the curricula currently under consideration for implementation (Social Studies Alive, History Alive, etc.). Where the assessments are found rigorous and appropriate, the school will utilize them.	K-8 <sup>th</sup>
Internally-Created Assessments (Formative, Summative)	Where external assessments are neither rigorous enough nor appropriately aligned with the school's vision for instruction, the school will create its own assessments. These assessments may involve written quizzes, projects, performance tasks, or traditional exams.	K-8 <sup>th</sup>
Essays (Formative, Summative)	The school will utilize writing as a key form of assessment in the Social Studies and History classrooms.	3 <sup>rd</sup> -8 <sup>th</sup>

<b><i>Science (K-8)</i></b>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
Diagnostic & Formative Assessment Probes, from <i>Uncovering Student Ideas in Science</i> (Formative)	These formative assessments link key concepts in science to commonly held ideas described in the research on learning. The assessments can be used to reveal the variety of conceptions and misconceptions and scientific ideas students bring to their learning.	K-8 <sup>th</sup>
Internally-Created Benchmark Assessments (Formative)	Teachers and instructional leaders will collaborate to create these assessments based on the American Association for the Advancement of Sciences (AAAS) benchmarks. Teachers will use data from these assessments to monitor progress towards goals and identify where review, reteaching, and remediation is necessary.	K-8 <sup>th</sup>
Performance Assessments, Lab Reports (Formative)	Teachers will use performance assessments, where students construct their own responses to problems and questions, and lab reports to measure student understanding and monitor progress towards goals.	K-8 <sup>th</sup>
Research and Innovation Science Fair (Summative)	Towards the end of each year, students will participate in a Research and Innovation Science Fair that will offer students the opportunity to practice investigation and innovation. Students will be assessed on how effectively they use the scientific method to develop and conduct their project. Teachers will analyze data gathered from the Fair prior to the close of the school year and use	3 <sup>rd</sup> -8 <sup>th</sup>

	this data to inform year-long planning for the following year.	
DC CAS (Summative)	Each spring, students will take the Science portion of the DC CAS in 5 <sup>th</sup> and 8 <sup>th</sup> grade. During August training of the following year, 5 <sup>th</sup> and 8 <sup>th</sup> grade teachers will use data from these assessments to analyze and evaluate the effectiveness of their instruction. 6 <sup>th</sup> grade teachers will use this data to inform their instruction for the coming year.	5 <sup>th</sup> and 8 <sup>th</sup>

<b><i>Information, Media, Technology Literacy (K-8)</i></b>		
<i>Assessment</i>	<i>Description/Use in Informing Instruction</i>	<i>Relevant Grade-Levels</i>
EasyTech (Diagnostic, Formative, Summative)	The EasyTech curriculum includes built-in assessment components. On an ongoing basis, teachers will use the data gathered from these assessments to inform reteaching, intervention, and enrichment.	K-8 <sup>th</sup>
Internally-Created Assessments & Projects	In supplementing the EasyTech assessments, the school will create its own assessments to ensure student performance on all standards is adequately measured. Where, for example, a media literacy strand might not be adequately covered in the EasyTech curriculum and assessments, the school will work to create a culminating project that allows students to demonstrate mastery of this strand.	K-8 <sup>th</sup>

## **A. EDUCATION PLAN**

### **2. CHARTER SCHOOL CURRICULUM**

#### **e. STUDENTS WITH EXCEPTIONAL NEEDS**

Ingenuity Prep is committed to the belief that all students can achieve at high levels regardless of whether a student has a disability or not. To ensure all students are able to learn at high levels, it is paramount that instruction be differentiated to meet the individual needs of learners. This is as true for students with disabilities as it is for those without disabilities. One of the unique aspects of the academic program at Ingenuity Prep is that differentiation and small-group lessons are built into the foundation and school structure. During literacy and math instruction, students will be learning in small groups learning content through instructional strategies geared towards ensuring all students in the group are able to access the content. Through the use of adaptive digital content, students will have opportunities to learn and reinforce skills and knowledge at their current instructional levels. Further, as a school driven to collect, analyze, and apply data, instruction will be highly focused on teaching students at their level. Instruction and small group composition will be highly responsive to the data and will adjust as students acquire increased levels of content mastery.

For students with disabilities, having an academic program in which differentiation and small group instruction is built into the structure of the school will provide an inclusive environment in which individual needs can be met while continuing to interact with classroom peers. Too often, students with disabilities have instruction delivered in a separate classroom environment beyond their Least Restrictive Environment (LRE), depriving them of valuable opportunities to take part in the building of classroom culture. Ingenuity Prep is committed to delivering instruction in an full inclusion setting and preference will be for the provision of services to take place within the general classroom, provided this meets the individual IEP goals and LRE needs of students with disabilities. However, in accordance with the Individuals with Disabilities Education Improvement Act (IDEA 2004) the school will ensure that all services are provided in accordance with the student's Individual Education Plan (IEP) in the setting most appropriate for that student.

Ingenuity Prep strongly believes that support for struggling learners does not begin at the identification process. Instead, high-quality academic programs have robust systems that closely monitor the development of all students to ensure that learning is happening at appropriate rates. To that end, Ingenuity Prep intends to implement a Response to Intervention (RTI) structure within the school. RTI is a structured approach to ensuring the success of all students and for effectively responding when progress is not made. As outlined by the National Center on Response to Intervention, there are four key components to a strong RTI program:

1. A schoolwide, multi-level instructional and behavioral system for preventing school failure
2. Screening
3. Progress Monitoring
4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law)<sup>62</sup>

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<sup>62</sup> National Center on Response to Intervention, *Essential Components of RTI* (2010), U.S. Department of Education, [http://www.rti4success.org/pdf/rtiessentialcomponents\\_042710.pdf](http://www.rti4success.org/pdf/rtiessentialcomponents_042710.pdf) (accessed 29 Dec. 2011), p. 1.

Level 1 of the school's RTI program will consist of a core instructional program that is of the highest quality that addresses the academic needs of at least 80% of students. The school's small-group, differentiated approach to learning is set up to ensure students are successful in the classroom and that teachers are responsive to individual needs. In the event that a student is not making adequate progress at Level 1, the student will move to Level 2. At Level 2, students are referred to the Student Support Team (SST). The SST is a diverse team comprising teachers, support staff and administrators. The SST will meet regularly to gather additional facts about referred students, ask clarifying questions, and offer multiple classroom and non-classroom based interventions. The SST will assign a case manager from the team to oversee the timely implementation of interventions and provide support to teachers and other staff. Individual students will be reevaluated by the SST team approximately 6 to 8 weeks after their initial referral so that the SST can determine necessary next steps. If adequate progress is still not being made, the determination will be made whether to evaluate a student to determine if that student qualifies under one of 13 federally recognized disability categories. If a student is identified as having a disability, the student will be considered as being in Level 3 of the RTI structure. At Level 3, a student receives specialized delivery of instruction as outlined in a student's IEP or 504 plan, developed by the student's IEP following identification of a disability.

One key piece of a high quality RTI program involves proactive screening of all students to ensure early identification of potential academic, behavioral, verbal, social-emotional, physical, visual, and/or gross and fine motor challenges. Over the 2012-13 founding year and prior to the school's August 2013 opening, instructional leadership at Ingenuity Prep will research, evaluate, and/or develop screening tools that will be administered to all entering students. Data from these screening tools will be shared with necessary teachers and staff. Further, screening tool data will be considered if a student is referred to the SST.

At Ingenuity Prep, students with disabilities will receive services from educators and related service providers who are highly qualified (possess or are eligible for DC certification in their endorsement area) under NCLB. In providing services through the least restrictive environment (LRE), the school anticipates that a majority of its students will receive services through full-inclusion in a general education classroom. With this in mind, one teacher on each grade level teaching team (most likely one of the three literacy teachers) will be certified in special education and positioned to deliver and coordinate services to ensure each individual student's IEP requirements are being met. The school will also hire a full-time special education coordinator who will conduct education evaluations for special education, chair eligibility committees, oversee related service providers, inform the school community about Child Find, oversee compliance (with the Head of School) required by IDEA and the School Reform Act, and ensure that all timelines and due process procedures are strictly adhered to. Further, the special education coordinator will be a trained special educator capable of providing special education services, particularly for students who require services provided outside of the general education classroom. Founding Group member Will Stoetzer, a former special educator with a Masters degree in Special Education, has provided guidance to the Founding Group in regards to best practices in special education and how to develop an academic program to ensure all students are successful. Following approval of the

charter, Mr. Stoetzer will continue to provide support to the school in this area.

Ingenuity Prep will endeavor to increase the capacity of all the adults working with students with disabilities by emphasizing that special education is a service, not a place, and that every teacher at Ingenuity Prep is a special educator and responsible for addressing the individual needs of all students in the classroom. To build staff capacity around special education consistent professional development in the areas of evidence-based practices for learning and behavior, special education law and procedures, IEP development and delivery, will be incorporated into professional development opportunities both within and external to the school. In many cases, special educators are viewed as the primary advocates for students with disabilities within the school building. At Ingenuity Prep, all teachers will be advocates for all students, including those with disabilities and those without. All teachers will be responsible for ensuring all students receive a fair and appropriate education, with teachers expected to be advocates within and beyond the school community in ensuring students' individual needs are met.

In addition to staff education, Ingenuity Prep will work closely with parents and families of students with disabilities. The school will ensure parents have the necessary information in regards to disabilities, legal rights of parents and students, and school and community support resources among other topics. Beyond simply providing information, the school will build collaborative relationships with parents and families of students with disabilities to ensure a consistent stream of communication. The school believes that building positive and proactive relationships will lead to improved outcomes for students both in the school and home environments while resulting in fewer contentious situations between the school and families of students with disabilities, which can often occur in schools without strong relationships with parents and families.

Ingenuity Prep has elected to be its own LEA for special education purposes, and will therefore be eligible for IDEA Part B funds to offset evaluation and other costs borne by LEA-charters. The school will actively collaborate with DCPS to ensure services are provided in a continuous manner in the event that a student moves into or out of a DCPS school. The school will also facilitate a smooth transfer of necessary records, including a student's IEP, to and from DCPS for students with disabilities.

## **A. EDUCATION PLAN**

### **2. CHARTER SCHOOL CURRICULUM**

#### **f. ENGLISH LANGUAGE LEARNERS**

As stated in its philosophy outlined in Section A.1.b, Ingenuity Prep believes "all students are capable of making significant academic progress and should be provided ambitious goals and expectations." With this in mind, the school will meet the needs of English Language Learners in following the process outlined by U.S. Department of Education's Office for Civil Rights. Co-Founder Aaron Cuny is currently in his third year as Resident Principal at DC Bilingual Public Charter School, a Spanish-English dual immersion program. In his experience at DC Bilingual, Aaron has supported

all of the following processes described below in meeting the needs of the school's English Language Learners.

**Enrollment.** Ingenuity Prep's enrollment process will not discriminate based on English language proficiency or immigration status. The school will actively seek to support in the enrollment process those families who are not proficient in English. In these efforts, the school will utilize internal and, where necessary, external resources to provide for written and oral translation of key information.

**Identification.** Upon enrolling, the school will support all families in completing a survey designed to gather information that will allow the school to best meet the needs of the student and family. Among other things, this information will allow the school to determine parents' preferred language of communication and identify students who may need initial ELL language screening. The school will ensure the initial process for identifying ELLs is thorough and timely.

**Assessment.** Those students recommended through the identification process will be assessed using the WIDA ACCESS Placement Test. In providing for valid and reliable results, the school will ensure the administrators of this assessment are appropriately trained. Results of this assessment will be used to determine the students' levels of English language proficiency and, accordingly, what level of programmatic and instructional support they should receive. Results of the assessment will be shared with parents.

**Placement, Model & Services.** In supporting students identified as ELLs through the ACCESS Placement Test, the school's Director of Curriculum, teachers, and parents will collaborate to develop an educational plan that outlines baseline proficiency levels (per the ACCESS), language goals, and the corresponding services to be implemented towards those goals. Given the current demographics of the school's target population (see Section A.1.a), the school expects to have a small ELL population (projected at less than 5% of its total population). In ensuring this population receives rigorous and appropriate English as a Second Language services, the school will leverage the following:

- *Consistent Small-Groupings of Students:* The school's primary instructional structures will naturally lend themselves to the support of ELLs, with most instruction in the core content areas occurring in small-groups and most instruction in non-core content areas occurring in a split class. These groupings will provide for a lower student-teacher ratio and, thus, allow students more frequent opportunities to interact and engage and teachers greater opportunities to check for students' understanding.
- *A Strong Literacy Program:* The school's literacy program will provide for three hours of daily small-group and individualized literacy instruction (see Section A.2.b). With three highly qualified literacy teachers in each K-5 classroom--each focused on specific components of students' literacy development while collaborating across these areas around students' holistic literacy development. An additional biweekly Academic Enrichment/Intervention block provides further opportunity to reinforce this literacy development.

- *Utilization of Specially Designed Academic Instruction in English (SDAIE) and other Best-Practice Strategies for ELLs:* Teachers of ELLs will receive specialized SDAIE training. Additionally, the school’s instructional practice will regularly emphasize for all students--and particularly ELLs--conscientiousness in instructional voice, wait time, emphasis on visual clarity and graphic organizers, regular opportunities for student voice--including frequent think-pair-shares, representational kinesthetic motions, and strong vocabulary practice.
- *Pull-Out and Push-In Intervention Support as Needed:* While most ESL support will be provided in-class through the structures outlined above, when necessary, in order to meet the individual needs of all students, the school will offer additional push-in or pull-out support.

**Transition/Exiting.** All ELL students will be annually assessed using the WIDA ACCESS. Results from this assessment will be used to determine when students have attained English language proficiency. While this progress will be celebrated, as the school continues to provide best practice for language instruction in the classroom, students will likely see little substantive change in their participation in the school’s academic program.

**Monitoring.** The school’s strong culture of data-driven instruction will provide regular, strategic opportunities to monitor students’ language development. Among other things, the school will monitor students’ progress through ongoing conversation, in-class verbal and written checks for understanding, daily exit tickets, weekly quizzes, a range of projects, stories, and essays, and periodic interim assessments. Additionally, the school will use diagnostic and summative assessments as well as its annual administration of the WIDA ACCESS. Data from all of these assessments will be used on a regular basis to inform instructional and programmatic decisions for the school’s ELLs.

## **A. EDUCATION PLAN**

### **2. CHARTER SCHOOL CURRICULUM**

#### **g. STRATEGIES FOR PROVIDING INTENSIVE ACADEMIC SUPPORT**

Based on achievement data for its target population (see Section A.1.a), the Founding Group anticipates that a high percentage of students will enter its school performing below grade-level benchmarks in both literacy and math. With this said, the school is confident that that these achievement gaps can be closed through provision of the following:

**Strong Culture of Data-Driven Instruction.** The Founding Group believes the school will be best positioned to meet the academic needs of its students if teachers and school leaders are constantly equipped with up-to-date, nuanced data on students’ understandings and misunderstandings. Given this, the group believes the most critical component of closing the achievement gap is a strong data-driven instructional culture, including the following:

- ongoing administration of rigorous diagnostic, formative, and summative assessments
- regular analyses of performance data and student work for those assessments, and
- purposeful reteaching and intervention based on those analyses

Co-Founders Aaron Cuny and Will Stoetzer have, in their current positions, been leaders in driving their school's data-driven-instructional work. Over the past 2.5 years, they have engaged in regular collaboration with Justin Jones of the Achievement Network in developing their practice in this area. As a result of the strong gains the school has demonstrated on Achievement Network interim assessments, the school has been showcased at Achievement Network events. Additionally, Co-Founder Aaron Cuny has spoken at Achievement Network leadership panels and co-presented with Achievement Network Founder John Maycock at the 2011 Gates Foundation "Unleashing Group Genius" Conference. With this experience, the Founding Group will provide for the following at Ingenuity Prep:

- Diagnostic/baseline assessments will be administered at the beginning of each year and prior to the start of each term.
- Across each term, formative assessment data--in myriad forms--will be gathered on a daily basis.
- At the close of each term, interim assessments will be administered, and will serve as key indicators of progress towards year-long goals.
- Robust, "teacher friendly" systems will be used to input, monitor, and analyze assessment data--including that from digital content providers.
- School leadership will support teachers in their analysis of assessment data, with full-day data-analysis days by term and more frequent data check-ins across each term.
- Ongoing analyses of assessment data will be used to 1) identify who is/isn't learning, 2) identify why students are/aren't learning and 3) inform the following strategies, supports, and interventions:
  - communication with students on progress towards their goals
  - communication with parents on areas of support outside of school hours
  - long-term, unit, and daily lesson plan content and instructional strategies
  - students' focus areas for their individualized work on the digital content
  - the balancing/re-balancing of small-groups
  - the content/strategies delivered during the Academic Enrichment/Intervention block
- Finally, regular schoolwide reflection meetings will be held to evaluate the effectiveness of the school's assessment administration, data collection and analysis, and follow-up strategies, supports, and interventions.

Through these efforts, the Founding Group is confident it can provide for greater efficiency and effectiveness of instruction and, thereby, better meet students' individual academic needs.

**Extended Day and Extended Year Schedule.** Ingenuity Prep will offer an extended day schedule running from 8 a.m. to 5 p.m. and an extended year schedule running from early August through late June. Given a high quality of instruction, this increase in the quantity of instructional time will support the school's mission of ensuring students meet college readiness expectations for both core content skills and knowledge and 21st century skills and knowledge. The extended day schedule

will provide for the instructional time necessary to develop skills and knowledge in classes such as Information, Media, & Technology Literacy and the core content classes of Literacy and Math. In fact, with three hours of Literacy per day and 1.5 hours of Math per day, the daily allocation of instructional time for these core content areas is comparable to that of other high-performing charter schools such as those in the KIPP, Achievement First, and Uncommon networks. Additionally, the school is considering hosting an “Opportunity Camp” during the month of July for those students performing below-grade-level in the core content areas. This time will leverage small-group instruction, individual tutoring, and digital content to provide the remediation necessary to prepare students for success in the following school year. Altogether, students at Ingenuity Prep—particularly those performing below-grade-level in the core content areas—will benefit from significantly more high-quality instructional time than their peers at most other district and charter schools in the city.

**Small-Group Rotational Model in Literacy and Math.** In the Ingenuity Prep Literacy and Math classrooms, small groups of students will rotate across interactions with teachers, peers, and digital content. In this model, teacher facilitated mini-lessons will consistently be delivered to small groups of typically 6-8 students. Student groupings will be informed by and differentiated for a range of data. Moreover, with the low student-teacher ratio in each rotation, students will have greater opportunities to engage and share their thinking. Additionally, teachers will be better positioned to monitor and respond to individual students’ understandings and misunderstandings.

**Use of Digital Content.** As outlined in Section A.2.c, purposeful use of digital content holds great potential for meeting the individual learning needs of all students, particularly those performing below-grade-level in the core content areas. In providing for an individualized course of study and adaptive responsiveness within that course of study, this mode of instructional delivery will ensure students are regularly working within their zone of proximal development. Furthermore, in providing engaging programs within which students receive regular feedback on and recognition of their work, students’ investment in their learning will be notably increased.

**Major Investment in K-5 Literacy Staffing.** Given its foundational importance, the school will make a significant investment in staffing its K-5 literacy classrooms, with three highly-qualified, content-specialized literacy teachers in each classroom. By increasing each class size to approximately 30 students, the school is able to leverage additional per pupil revenue to fund this human capital investment. And, with consistent implementation of the rotational model described above, the potential downsides of the larger class size are negligible. While regularly collaborating on the holistic literacy development of their students, each teacher within the literacy classroom will assume primary responsibility for the outcomes of one of the following components of that literacy development:

- Decoding & Fluency
- Comprehension & Vocabulary
- Grammar & Writing, Listening & Speaking

Thus, one teacher will, for example, take ownership over instruction and outcomes for students’ comprehension and vocabulary. This teacher will lead a small-group rotation focused on

comprehension and vocabulary development and will, in turn, primarily track, monitor, and analyze that data. Additionally, he/she will regularly collaborate with the other literacy teachers on his team to share data and identify areas of support across the other components of students' literacy development. In each group of literacy teachers, one will serve as a Master Teacher, with this individual responsible for coordinating the collaboration and support of the others on his/her team. With three highly-qualified, content-specialized literacy teachers in each classroom—each facilitating small-group instruction and each focused on a specific component of literacy outcomes—the school will be well-positioned to identify and meet students' individual needs.

**Grade-Level-Band Looping.** At Ingenuity Prep, each Preschool and Prekindergarten class (one group of approximately 24 kids per grade level) will be supported by a team of three teachers:

- One math/science specialist
- One literacy/social studies specialist
- One teaching assistant

Each Kindergarten - 5th grade class (two groups of approximately 30 students per grade level) will be supported by a team of five teachers:

- Three literacy specialists (as outlined above)
- One math specialist
- One cross-disciplinary teacher (who, across the course of a week, will teach Science, Tech Literacy, Social Studies, and Civic Leadership)

In teams, teachers will loop with their class of students across the following grade-level bands:

- PS to PK
- Kinder to 2nd grade
- 3rd to 5th grade

Thus, a student will have one teaching team for PS and PK, one teaching team for Kinder - 2nd grade, and one teaching team for 3rd - 5th grade. For all students, particularly those in need of intensive academic support, the grade-level-band looping process provides a number of benefits:

- *Continuity in Relationships:* While students at Ingenuity Prep may--in any given year--have a higher number of teachers than a traditional model, the looping process will provide for greater continuity over time. This will have profound implications for the ability of both students and families to develop stable relationships as students grow and develop.
- *Continuity in Expectations:* Our looping model will minimize the inefficiencies that typically occur at the beginning of each new school year when students learn the new expectations, procedures and protocols for new teachers and new classrooms.
- *Continuity in Support:* With our looping model, as teachers begin the second and third years of the loop, they do so with intimate knowledge of students' individual social and emotional needs, academic performance levels, learning styles, and specific areas of strength and growth. Furthermore, they bring full context for the instructional strategies--both successful and unsuccessful--used the previous year.

- *Expanded Breadth of Teacher Content-Knowledge:* Finally, in this looping model, teachers have the opportunity--within their respective content areas--to expand their breadth of content expertise. A math teacher looping with a class of students from Kindergarten through 2nd grade, for example, develops a range of content-area expertise that likely wouldn't occur were he/she to spend several years within the same grade-level. This expanded base of content knowledge provides a strong foundation for subsequent transition into content-area-coaching, potentially within the school's own leadership pipeline.

**Enrichment/Intervention Block.** Twice a week, all students will have Enrichment/Intervention class, with the content they focus on and the support they receive dependent on performance levels in literacy and math. During this time, those students performing below grade-level will have another opportunity to engage in focused, data-driven online remediation lessons and practice on their highest priority areas of development. While students work independently and/or with peers, teachers facilitating this time will pull small-groups of students most in need of support for remediation lessons.

**Robust Teacher Professional Development.** Teacher support and professional development will serve as a key driver for the school's capacity to effectively support students performing below grade level. With this in mind, the school will provide for the following:

- Individual professional development plans for each teacher, collaboratively-developed with a member of the school's instructional leadership team
- At least one individual coaching meeting per week with a member of the school's instructional leadership team
- Two-hours of teacher preparation and planning per day, Monday through Thursday
- One-hour of differentiated professional development each Friday

Throughout these planning, coaching, and professional development experiences, a strong emphasis will be placed on data and student-work analysis, particularly for those students performing below grade-level.

## **A. EDUCATION PLAN**

### **3. STUDENT PERFORMANCE**

#### **a. GATEWAY MEASURES**

The school will use key data points from formative and summative assessments and student work samples to determine eligibility for promotion. As outlined below, students will gather, reflect on, and share-out on these data points and work samples at intermediate points throughout the year and at the end of the year.

**Performance Tracking Systems.** The school will establish integrated systems for tracking student performance as it seeks to make informed decisions on student promotion and retention. In his current position, Co-Founder Will Stoetzer has worked to create and manage data management

systems that allow school leaders and teachers to utilize both formative and summative assessment data. This work will inform the development of Ingenuity Prep’s own systems for tracking and monitoring formative assessment data, summative assessment data, portfolio data, and report card data.

**End-of-Year Portfolio.** All students in grades K-8 will compile, across the year, a portfolio outlining their performance as it relates to both the academic and non-academic goals for their respective grade-level. This portfolio will include:

- key data points from key summative assessments
- key data points on students’ individual progress in the digital/online learning platforms
- a progression of writing samples from across the year
- behavioral rubric data
- written reflections and/or oral testimony on other key formative learning experiences, including students experiences in their Civic Leadership class

These end-of-year portfolios will place a strong emphasis on students’ literacy performance, with DRA, Chicago STEP, and NWEA assessments (discussed further in Section 2.A.d) providing key data points.

**Marking Term Portfolio.** For each marking-term (approximately every 7-8 weeks), students will compile a small portfolio, with several data points and student work samples backwards-mapped from and aligned to the End-of-Year Portfolio. For example, a 3rd grader might for his Marking Term Portfolio include, among other things, scores from his most recent Achievement Network interim assessment, scores from his most recent STEP assessment, and a written reflection explaining the group collaboration strategies he utilized in his Leadership & Team Problem-Solving class.

**Student Engagement.** At the beginning of each year, students will set academic and non-academic goals. Developmentally appropriate ongoing tracking of academic and non-academic performance data and reflection on work samples will provide students institutionalized opportunities to self-monitor their progress against their goals, identify successes to be celebrated, and determine next steps for growth. This ongoing tracker will occur over the course of each marking term and will be synthesized--within the Marking-Term Portfolios--every 7-8 weeks.

**Parent Engagement.** As noted above, the information provided in students’ marking-term report cards will be aligned to the key data points students will report on in their Marking-Term Portfolios. Part of the parent-teacher conference schedule will provide time for students to review with their teacher and parent/guardian the aligned report-card (produced by the school/teacher) and portfolio (produced by the student).

**Criteria for Promotion.** A student will be promoted if he/she:

- is above/at/near grade-level performance--particularly in his/her literacy and math performance--as evidenced in the key data points and student work samples compiled in his/her End-of-Year Portfolio,
- has made significant progress towards grade-level performance--particularly in his/her literacy and math performance--as evidenced in the key data points and student work samples compiled in his/her End-of-Year Portfolio

**Ongoing Monitoring & Intervention.** Teachers and instructional leadership will, on an ongoing basis, monitor students' performance data to gauge promotion and retention probability. Students in danger of retention will receive "deep dive" analysis and intervention planning with the school's Student Support Team. Teacher, parent/guardian, and student review of Marking-Term Portfolios will provide opportunities to discuss--as appropriate--likely promotion/retention at intermediate points throughout the year

## **A. EDUCATION PLAN**

### **3. STUDENT PERFORMANCE**

#### **b. LEADING INDICATORS**

**Promotion of High Levels of Attendance & Engagement.** The school will implement a range of strategies to promote high levels of student attendance.

- **High Expectations.** In initial orientation communication and beyond, the school's teachers and leaders will communicate to students and parents clear and specific expectations for acceptable attendance and tardy rates. The school will work to provide concrete explanations on the implications of missed school time (for example, loss of opportunity to participate in guided reading lesson as a result of arriving late on a given day).
- **Tracking & Reporting.** The school will use its student information system to track and share through dashboards and updated reports students' attendance levels. Schoolwide and class-level attendance rates will be publicly displayed.
- **Student & Family Investment.** In addition to using concrete educational implications to invest students and families in high attendance rates, the school will implement schoolwide, classroom, and--within each classroom--small group incentive systems to recognize low rates of absences and tardies. Classes and small-groups with the best attendance rates will be recognized at weekly community meetings.
- **Communication & Accountability.** Each time a student is absent or tardy, the school will send a recorded call to parents through its auto-call system and an auto-text message through its student information system.
- **Systems for Intervention.** Early in the year, the school will establish a low threshold for the rates of absences and tardies that warrant strong intervention. A tiered intervention system will quickly progress from auto-responses to parent-teacher conferences to parent-leader conferences.

**Promotion of High Levels of Re-Enrollment/Retention.** The school’s re-enrollment/retention rate will likely have a profound impact on school culture and organizational development. With this in mind, the school will implement a range of strategies to promote high levels of re-enrollment and retention.

- **Ongoing Relationship Cultivation.** The school will seek to cultivate strong relationships with its primary constituents--students and families--through 1) ensuring ongoing communication is characterized by respect and humility, 2) actively organizing relationship-building events such as potlucks, and 3) leveraging the continuity in teacher-student and teacher-parent relationships that will occur as a result of extended grade-level band looping.
- **Opportunities for Engagement.** In addition to relationship-building events, the school will seek to actively engage parents in supporting the overall mission of the school. This might involve parents serving as greeters in the morning or volunteering in the classroom later in the day.
- **Systems for Feedback.** The school will establish regular ongoing systems for gathering and analyzing parent feedback. Additionally, and most importantly, the school will transparently and systematically respond to parent feedback. This might involve meetings after each parent survey is given in order to discuss survey results and the school’s intended follow-up.
- **Systems and Protocols for Re-Enrollment.** The school will clearly and thoroughly communicate to parents procedures for re-enrollment, including surveys in November and February to determine families’ re-enrollment plans.

## **A. EDUCATION PLAN**

### **4. SUPPORT FOR LEARNING**

#### **a. PARENT INVOLVEMENT**

Ingenuity Prep sees parent involvement as a critical component of the school’s success--both in guiding and supporting the work of the school. The school’s approach to parent involvement will involve three key strategies, each critically important to the success of the others:

- Build Relationships
- Cultivate Voice
- Communicate & Collaborate to Support Students

#### **1. Build Relationships**

The establishment of positive, trusting relationships across the school community—but particularly among parents, teachers, and school leaders—is the most critical and foundational component of parent involvement. With this in mind, the school plans for the following:

**Parent Orientation.** Prior to the start of each school year, the school will host an orientation for parents. A major focus of this time will be the cultivation of relationships amongst parents and between parents and members of the school's instructional and non-instructional staff.

**Ongoing Communication.** Through face-to-face meetings at school, phone communication, and home visits, the school will promote--on an ongoing basis--positive communication between parents and teachers.

**Community-Building Events.** Beyond regular, ongoing communication, the school will host events across the school calendar that provide opportunities for relationship-building. Among these will be family potlucks and student work showcases--both organized on a per term basis by grade-level teams.

## **2. Cultivate Voice**

In the process of building positive, trusting relationships with parents and families, the school will seek to provide substantive opportunities for parent voice to inform the vision and operations of the school.

**Parent-Teacher Association.** The school will support parents in organizing a Parent-Teacher Association. This body will provide a productive forum for the following:

- discussing cultural, operational, and academic updates from teachers and school leadership
- sharing in celebrations of what's working at the school
- collaborative, solutions-based conversations to strategize on areas of improvement.

**Board of Directors.** As outlined in Section B2b, two parent representatives from the school's Parent-Teacher Association will serve on the school's Board of Directors. These individuals will ensure the interests of the parent community are conveyed and considered by the Board when engaged in decision-making. As those most closely involved with the students of the school, the parent Directors are an integral part of ensuring the Board remains focused on enabling the school to provide the highest quality academic program.

**Parent Surveys.** The school will administer quarterly surveys designed to provide parent voice and perspective on key schoolwide and classroom goals and progress benchmarks. This data will be analyzed and shared publicly across the school community. Furthermore, it will provide an important source of data for the school's continuous improvement action planning process.

**Focus Groups.** Where the school seeks to perform a "deep dive" on key data points from its quarterly surveys, it will organize externally-facilitated parent focus groups to further probe parent perspective and identify supporting anecdotes. Again, data gathered from these focus groups will inform the school's continuous improvement action planning process.

### **3. Communicate & Collaborate to Support Students**

With positive relationships established and systems for parent voice provided, the school will be in a strong position to communicate and collaborate with parents around the support of students' academic and socio-emotional development.

**Parent Orientation.** As noted above, prior to the start of each year, the school will host a parent orientation. In addition to the relationship-building component of the orientation, the school will share with parents academic and behavioral expectations for students as well as concrete ways in which parents can continue to support their children outside of the classroom.

**Daily Reports.** As described in detail in Section A.4.c, the school will use its Core Values Leadership Log to provide an organized platform through which, on an ongoing basis, 1) students can reflect on their behavior as it relates to the school's core values, 2) teachers can provide their assessment of student behavior, and 3) parents can monitor this information. Additionally, these reports--which are to be signed by parents or guardians on a nightly basis--provide parents and teachers data points around which to collaborate on student support.

**Report Cards.** Too often, the design and content of report cards fail to provide parents with relevant, accessible, and actionable information. Ingenuity Prep will design its own report cards, specifically with these criteria in mind. In particular, the school will ensure report cards provide clear, concise "next steps" for supporting students' academic and socio-emotional development. Co-Founder Will Stoetzer has led this process in his current position. A sample of what this document might look like is included in the Appendix.

**Parent-Teacher Conferences.** Rather than mailing report cards home or sending them home with students, the school will establish post-marking term parent-teacher conferences as the primary means through which report cards are shared. With the flexibility provided by the school's team teaching model, the school will be positioned to schedule the conferences in a way that 1) is convenient for parents and 2) provides for conversations longer than the typical parent-teacher conference. Specifically, the school will provide parents the opportunity to sign-up for 45-minute conferences, with a range of available time slots across an entire week. With the extended conference time, teachers will be able to:

- listen to parents' own reports on student progress
- share progress updates across multiple content areas
- discuss concrete action steps for parents supporting students' learning outside of the classroom
- invite students to join the conference to, themselves, share with their parents and teachers key evidence of their learning as shown through their portfolios (outlined further in Section A.3.a).

At the Co-Founders current school, this model—of extended availability for and duration of parent-teacher conferences—was recently implemented to great success with a consensus of positive feedback from parents and teachers.

**Parental Notifications for No Child Left Behind**

Ingenuity Prep is committed to meeting all federal requirements under the No Child Left Behind (NCLB) Act. This includes the following:

- reporting on the Adequate Yearly Progress (AYP) of students for each grade and subject tested
- reporting on the percentage of students tested/not-tested
- disaggregation of all reported assessment data by a range of subgroups
- parental “right to know” notifications including the following:
  - the right to request and receive essential information on the professional and educational background of the teacher(s) instructing their child(ren)
  - the right to be notified when the child(ren) of a parent are taught by a non-highly-qualified teacher for more than four weeks (Title 1 schools).

**A. EDUCATION PLAN**

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**b. COMMUNITY PARTICIPATION**

Ingenuity Prep endeavors to form strong relationships with a range of community organizations across the city and, particularly, in the school’s surrounding community. As a school with a mission-driven focus on civic leadership, the adults and staff of Ingenuity Prep will actively model for students community engagement efforts. Early in the process, the founders met with Ward 6 School Board Representative Monica Warren-Jones, and Bonnie Cain, Education Advisor to Ward 6 Councilman Tommy Wells. Additionally, the school has engaged ANC 6D representatives Ron McBee and Rhonda Hamilton as well as local parent representative Melissa Rohan. In an effort to gather ideas from target-neighborhood parents on their current experiences with local schools and their desires for new options, the Founding Group is in the process of planning parent focus groups across a variety of neighborhoods and has already hosted one such meeting in Southwest DC. The table below presents initial outreach efforts with several community-based organizations. These efforts represent the beginning of what will be an ongoing process that will continue through the 2012-13 planning year in preparation for the school’s opening in August of 2013.

<i>Organization</i>	<i>Key Contact</i>	<i>Status</i>	<i>Nature of Partnership</i>
Near SE/SW Community Benefits Coordinating Council	Eve Brooks	Letter of Support	The founders have met with Ms. Brooks to discuss community engagement strategies in Southwest. Going forward, the founders will continue to collaborate with Ms. Brooks as the school considers the SW neighborhood for location.

DC Arts and Humanities Education Collaborative	Dixie Hairston	Letter of Support	In identifying programming for its Friday art/music block and daily after-care, the school is investigating partnership with this organization that works to promote a range of quality art programming across DCPS and charter schools.
SW Neighborhood Association	Kael Anderson	In discussion	The founders have spoken with Mr. Anderson, President of the SW Neighborhood Association, about community engagement strategies in Southwest.
Smithsonian Early Enrichment Center	Meredith McMahan	In discussion	As the school seeks to leverage the rich cultural resources in the area--particularly that of the Smithsonian museums--the school will partner with this organization as it supports early enrichment learning.
Life Pieces to Masterpieces	Erin Krivicky	In discussion	In identifying programming for the Friday art block, the school is investigating a partnership with this organization which seeks to use art to engage the creative abilities of African America males.

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### 4. SUPPORT FOR LEARNING

#### c. SCHOOL ORGANIZATION & CULTURE

Given its powerful impact on student and staff satisfaction, family retention, and--ultimately--student outcomes, the Founding Group of Ingenuity Prep is committed to the explicit, strategic cultivation of a strong school culture. The school's STRONG core values, outlined below, will provide the core expectations of students *and* adults and thus the foundation around which much school culture will be framed:

- **Self-Aware:** Through regular reflection, we strive to know ourselves, our values, and our goals.
- **Tough:** When things get difficult, we work hard and persevere. We see error, failure, and critical feedback not as a permanent setback but as an opportunity to learn and grow.
- **Respectful:** We communicate and collaborate with others with humility, empathy, and compassion.
- **Open to new ideas:** We recognize we don't have all of the answers and are willing to listen to others and think outside the box. We strive to be creative and innovative.
- **Noble:** With honesty, integrity, and a willingness to admit our mistakes, we strive to demonstrate great character.
- **Grateful:** We recognize our own strengths, accomplishments, and good deeds and those of others. We take time to celebrate each other.

As elaborated on below, across the school--in sights, sounds, systems, and behaviors--these values will be evident.

**Physical Space.** At Ingenuity Prep, the physical space will serve as a primary tool for promoting the school's core values. Visually-compelling posters representing the school's core values will be posted on hallway and classroom walls. Pictures of proud students recognized for exemplary demonstration of the core values will be prominently displayed in the school's lobby. Projects and reports exemplifying student demonstration of the core values will be displayed inside and outside the classrooms.

**Daily Classroom Community Meetings.** To begin and close each day, classes will engage in short community meetings that will provide a primary forum for conversation on the school's STRONG core values. With a rotating daily focus on each of the six values, teachers across the school will facilitate a consistent protocol in which students engage in rich conversations sharing their reflections on ways in which that day's value has been and can be lived out. In these reflections, students will celebrate their peers and address their own respective areas of improvement as it relates to the daily focus.

**Daily Leader Log.** In addition to the regular classroom community meetings, the school's core values will be systematically promoted and monitored through the Daily Leader Log. While the format and implementation of this system will look different depending on students' developmental levels, its core functions will be consistent, providing an opportunity for the following:

- daily student self-reflection on STRONG behaviors as they relate to the school's core values
- daily teacher feedback on students' STRONG behaviors
- daily transparent communication to parents on students' STRONG behaviors
- a systematic way to gather quantitative and qualitative data--at the student, classroom, and schoolwide levels--on students' STRONG behaviors

Management of the system will be shared by teaching teams of five teachers at each grade level. On average, each teacher will be responsible for "closing out" the daily log for approximately 12 students. The beginning of the Choice Time (explained below) provides an explicit time for this process.

**Choice Time.** In adopting a best practice used at North Star Elementary in Newark, N.J., the school will close each day with 20 minutes of Choice Time. Those students who have met or exceeded baseline expectations for "leader" behavior, as documented in the Daily Leader Log, will earn the privilege of choosing from among various productive classroom activities. These students may, for example, choose to gather a group to play a math game, read a book with a friend, research a topic of interest on a computer, or create a dramatic play based on a recently read novel. Students who do not meet that day's baseline expectations for "leader" behavior will engage in a reflective, solutions-based process with the classroom teacher designed to empower the child with strategies to better meet the "leader" behavior expectations.

**Weekly Schoolwide Community Meetings.** A major forum through which schoolwide culture will be developed will be weekly schoolwide community meetings. These meetings, occurring each Friday, will provide for the following:

- Community chants/songs/affirmations
- Teacher recognition of students
- Student recognition of peers
- Leadership updates on progress towards schoolwide goals, areas of success, and areas of improvement

**Multi-Tiered Student Recognition Systems.** At Ingenuity Prep, students will be regularly and systematically recognized for a range of academic and non-academic achievements. The Founding Group has carefully and purposefully chosen “recognition” over “reward” as it believes public celebration and recognition to be a more effective and appropriate means of honoring students’ past achievements and investing students in future achievement. Recognitions will occur at the following levels, for the following reasons, and in the following ways:

<i>Levels at Which Students Will Be Recognized</i>	<i>What Students Will Be Recognized For</i>	<i>How Students Will Be Recognized</i>
<ul style="list-style-type: none"> <li>• Individual</li> <li>• Small-Group</li> <li>• Classroom</li> <li>• Schoolwide</li> </ul>	<ul style="list-style-type: none"> <li>• Overall academic achievement levels</li> <li>• Academic improvement</li> <li>• Exemplary demonstration of core values</li> </ul>	<ul style="list-style-type: none"> <li>• Public recognition within classroom</li> <li>• Public recognition at schoolwide events such as the weekly schoolwide community meeting</li> <li>• Posted pictures in public space</li> <li>• Provision of celebratory badges</li> </ul>

**High Expectations for and Clear Systems Around Student Behavior/School Discipline.**

Outlined in more depth in Section A.4.e, it bears noting here the critical importance of expectations for and systems around student behavior and school discipline in providing a foundation for a positive school culture. Toward this end, school leadership will invest heavily in building a shared vision in these areas.

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**d. EXTRACURRICULAR ACTIVITIES**

With an extended day schedule, Ingenuity Prep is positioned to offer the instructional time necessary for students to 1) develop strong skills and knowledge in core content, 2) cultivate 21st century skills and knowledge, and 3) have rich foreign language, fine art, performing art, and musical experiences. All students will engage in the following extended day classes, lasting from 3:45-4:30 p.m. Mondays-Thursdays and 1:45-3:45 p.m. on Fridays. Students’ individual schedules during these extended day classes will be informed by academic standing and parent and student choice of foreign language and extracurricular art and music offerings.

## **Extended Day Classes**

**Foreign Language.** With the goal of offering a rich, engaging, innovative foreign language experience within budgetary constraints, the school intends to leverage the digital content offered through Rosetta Stone<sup>63</sup>. While the costs of providing multiple foreign language offerings--or even a single offering within small groups--through a traditional teacher-facilitated classroom would be prohibitive, delivery of content through the Rosetta Stone platform will offer many advantages:

- *Parent Choice:* Parents will have the ability to choose from among the wide range of languages offered through program and, subsequently, sign their child up for an individualized course of study in that language. A family who has recently immigrated from Sudan might choose the Arabic program for their child. Another, with family members in El Salvador, might choose the Spanish language program. A third, with an eye to the future, might choose Mandarin. Within this model, there is unprecedented capacity to meet parent/student needs and interests.
- *Intense Engagement:* Through the Rosetta Stone platform, students' language learning will be characterized by constant engagement. With rich visual imagery and a high level of interaction, students will learn and practice listening comprehension, speaking, reading, and writing for their respective language.
- *Individualized Pacing and Adaptive:* In this language model, students will be free to move through lessons as quickly or slowly as they need. Additionally, each step of the way, the program will ensure students receive adaptive feedback based on their performance.
- *Beyond the Classroom:* Students particularly invested in their language study can take it with them—home, to the library, or wherever they might have internet access.

As outlined in the sample schedule provided in Section A.4.g, students will have two explicit foreign language blocks each week during extended learning time. The school is also investigating the potential for establishing partnerships with local organizations to provide native speakers from the community to facilitate discussion groups for cohorts of students studying a common language.

**Academic Intervention/Enrichment.** Twice a week, during extended day learning, students will have an Academic Intervention/Enrichment class. Through support from teachers and online learning programs, students who are performing below grade-level in core content will receive remediation. Students who are performing above grade-level will participate in enrichment activities. One curriculum the school is considering for this content is Destination Imagination. In involving students in collaborating as a team to identify creative and innovative solutions to problems, the program has a particularly strong alignment with the school's mission.

**Friday Afternoon Art & Music.** During Friday afternoon extended-day time, students will have the opportunity to attend both art and music classes. In collaboration with the Head of School, the Director of Business and Operations will oversee the management of contracts with several community-based organizations to provide services during this time. As outlined in Section A.4.b, the school is currently cultivating relationships with several of these organizations, such as Life

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<sup>63</sup> <http://www.rosettastone.com/Schools/overview/how-we-teach>

Pieces to Masterpieces. Over the 2012-13 founding year, the school will evaluate options to select high-quality service providers for these classes. In order to ensure consistency in expectations for students, upon contracting with external service providers, the school will organize trainings to establish a shared vision for behavioral and procedural expectations, schoolwide discipline policy, and other key components of school culture.

### **Before- and After-School Services**

The school intends to offer a before-care program running from 7:00-8:00 a.m. each morning and an after-care program running from 5:00-6:00 p.m. Monday through Thursday. The school is currently investigating a range of services and activities to be offered during this time, including homework help, club sports, chess, and additional art and music classes. The school will charge for this programming, with parents of Free/Reduced Lunch students paying on a sliding scale.

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### **4. SUPPORT FOR LEARNING**

#### **e. SAFETY, ORDER, AND STUDENT DISCIPLINE**

### **Philosophy on Student Discipline**

Several of the key philosophies outlined in Section A.1.a and noted below form the backbone of Ingenuity Prep's approach to student discipline:

- Students learn best in a positive, encouraging environment where there are high expectations for student behavior and procedural efficiency.
- Students learn best when adults are clear, firm leaders and when they ensure their communication with students is characterized by humility and a commitment to the promotion of students' dignity.
- Students learn best when adults are consistent in their responses to student actions and when they strive to meet each student's individual socio-emotional needs.

Beyond these philosophies, the school will seek to maintain an asset-based approach to managing student discipline as it seeks to promote leaders who demonstrate the Core Values outlined in Section A.1.b.

### **Clarity in Expectations and Protocols**

Students are most likely to thrive in schools where there is clarity around what's expected of them. In order for this to occur, the adults in the school must themselves have clarity of expectations. With this in mind, Ingenuity Prep will invest heavily prior to the start of each year in establishing unified expectations for 1) student behavior, 2) schoolwide and classroom procedures, and 3) response protocols when students fail to meet behavioral or procedural benchmarks.

**A Clear Discipline Plan.** The primary means for establishing this clarity will be a thoughtfully - developed, nuanced discipline plan that clearly aligns behavioral infractions, consequences, and relevant teacher and administrator response protocols. The full discipline plan will be developed prior to the school's opening; however, for an example of a plan meeting these criteria and developed by Co-Founder Aaron Cuny in his current position, see the Appendix.

**Daily Leader Log.** The school will develop a Daily Leader Log that, among other things, will provide a daily space for students to 1) self-reflect on their behavior as it relates to the school's seven core values and 2) receive feedback from their teachers on their behavior as it relates to those core values. Rather than aligning to the formal Discipline Plan--which will be developed with adults as its audience, the Core Values Leadership Log will be developmentally-differentiated by grade-level. Each day, students will take their log home and have it signed by a parent/guardian--ensuring parents are able to monitor students' self-reflections and the behavioral evaluations of their teachers. Implications for students' performance against daily behavioral benchmarks is discussed further in Section A.4.c.

**Supporting All Students.** The school will consistently maintain high behavioral expectations for all students. For those students who struggle to meet those expectations--due to documented special needs or otherwise--the school will identify additional supports. This may, for example, involve the creation of an Individualized Behavior Plan that outlines additional strategies, support systems, consequences, and incentives--all designed to help the student reach the same high benchmarks for behavior as his/her peers.

### **Progress Monitoring**

The school intends to use a Student Information System to track its discipline data. School leadership will regularly monitor this data to identify and analyze trends across individual students and teachers and across the school. The leadership will use this information to inform interventions for students and professional development and coaching for teachers.

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### **4. SUPPORT FOR LEARNING**

#### **f. PROFESSIONAL DEVELOPMENT FOR TEACHERS, ADMINISTRATORS & OTHER STAFF**

The establishment of an effective professional development (PD) experience for teachers, administrators, and other staff should follow best practice for effective strategic-planning. This process as it relates to teacher PD is outlined in the four steps below:

#### **1. Establish a Comprehensive Vision of Teaching Excellence**

**A Rigorous Teaching Framework.** In his current position, Co-Founder Aaron Cuny served as the primary designer and writer of his school's teaching framework, a document used to 1) provide a vision of expectations for teacher actions and 2) guide teacher professional development, coaching,

and evaluation. At Ingenuity Prep, he will collaborate with the school's Director of Curriculum & Instruction to create a similar document--drawing on model frameworks from Charlotte Danielson, Teach for America, and the District of Columbia Public Schools. This document--unique to the school's instructional model and vision--will form the foundation of the school's teacher professional development.

**Video Models, Demonstration Lessons, and Peer Observations.** In order to truly bring to life the vision of the teaching framework, the school will utilize a series of strategies. First, the school will gather external and--over time--internal videos to serve as exemplars across the various teacher actions of the framework. The school will begin this work by identifying external videos from Teach for America's professional development resources and Doug Lemov's *Teach Like a Champion* video models. Additionally, in providing concrete visions of instructional excellence aligned to the school's teaching framework, the school's instructional leaders will 1) provide model demonstration lessons in-class and out-of-class and 2) facilitate peer observations.

## **2. Determine a Focus & Set Goals**

Too often, teacher coaching and professional development sessions are neither focused nor aligned to larger strategic professional development goals. Even a rigorous, comprehensive, and concrete vision of teaching excellence--outlined in a teaching framework--is, alone, insufficient in providing for effective professional development. Effective professional development must take the expansive set of skills necessary for great teaching, identify those that are most critical to driving student outcomes, and strategically focus on them.

**Schoolwide Goals.** Each year, the school's instructional leadership and teacher leadership will collaborate to 1) evaluate schoolwide instructional practice, 2) identify best practice from research and exemplar schools, and 3) create 2-3 overarching schoolwide professional development goals. While some allocation of coaching and professional development time will remain undesignated in order to be responsive to instructional practice data gathered during the year, much of this coaching and PD time throughout the year will focus on these goals.

**Individual Goals.** As noted above, in addition to the 2-3 schoolwide professional development goals, teachers will have a small number of differentiated individual goals. For under-performing teachers, these goals may focus on areas of development not shared by other teachers but nonetheless critical to improving student outcomes. Or, conversely, high-performing teachers may have differentiated individual goals designed to move them towards truly exemplary practice.

## **3. Provide Professional Development Aligned to Those Goals**

With a clear vision outlined in the teaching framework and focused goals following from that framework, the school will offer a range of professional development experiences aligned to those goals.

**Summer Institute.** Over the course of three weeks prior to the start of the school's first year and two weeks prior to the start of every year thereafter, the school will host its Summer Institute. This time will be devoted to the following:

- team-building
- professional development on schoolwide goals
- data analysis from the previous year's summative assessments
- teacher curriculum writing
- classroom preparation

**Weekly Preparation & Planning Time.** The expected teacher work day will run from 7:15-5:15 p.m. Mondays through Thursdays and 7:15-4:15 p.m. on Fridays. On these days, teachers will have two hours (excluding lunch time) of independent and team-based preparation and planning. During this time, a teacher may, for example, evaluate exit tickets from the day's lesson, write lesson plans for the following week, and collaborate with a grade-level colleague on an intervention strategy for a struggling student. While the expected length of the teacher work day at Ingenuity Prep is longer than that of the average public school teacher, Ingenuity Prep teachers will have a significantly more limited scope of planning responsibilities than most public school teachers—with four of five teachers on each grade-level team prepping for only one subject each day. School leadership at Ingenuity Prep aims to set teachers up to accomplish all to most of their planning and preparation within their expected work day hours, allowing teachers to leave at the end of the day free from professional responsibilities. Teachers at Ingenuity Prep will see and hear school leadership value work-life balance and emotional health.

**Weekly Individual Coaching Sessions.** Once per week, each teacher will meet with a member of the school's instructional leadership team for at least 30 minutes for an individual coaching session. During this time, the coach will follow a tight schoolwide coaching protocol, including the following:

- analyzing student work and student performance data
- debriefing the week's observations
- supporting planning for the coming weeks

**Weekly Friday Professional Development Sessions.** Each week on Friday afternoon, while students are in extended day specials classes, teachers will come together for 90 minutes of professional development that, depending on the session, may include any of the following:

- guided-planning
- team collaboration
- data analysis, student work analysis
- whole-staff professional development (both administrator and teacher-leader led)
- differentiated small-group professional development

**Full-Day-Friday Data Analysis & Reteaching PD.** On the Friday following the close of each term, classes will be cancelled for students and teachers will engage in a full day of professional development aimed at analyzing the previous term's performance data and planning reteaching and intervention efforts for students who failed to meet performance benchmarks. With an

extended-year-schedule, the school is able to offer such an allocation of teacher PD time with a mitigated impact on student instructional time.

**Full-Day-Friday Reflection and Pre-Term Planning PD.** Two weeks prior to the start of each term, the staff will gather for another full-day of professional development. During this time, the staff will review data for and reflect on the effectiveness of the prior term’s reteaching and intervention efforts. Additionally, the staff will be provided guided-planning time for the upcoming term. Again, the extended-year-schedule allows for this allocation of teacher PD time.

**External Expertise.** In addition to the professional development opportunities outlined above, where the school finds outstanding expertise externally, it will seek to leverage that expertise. The following provides a few potential examples:

- model school/classroom visits
- school-year conferences
- external summer professional development opportunities

#### **4. Monitor Progress & Continually Increase Effectiveness**

The school will utilize several strategies for monitoring progress towards its professional development goals, including the following:

**Instructional Leadership Observation.** Instructional leadership will regularly gather data from plans and classroom observations to gauge the effectiveness of coaching and professional development and the extent to which the school is meeting its professional development goals. This data will be tracked, analyzed, and discussed at leadership team meetings.

**Teacher Feedback.** The school will employ a variety of systems for gathering teacher feedback on professional development

- Short evaluative surveys after each Friday afternoon PD
- More extensive quarterly surveys on coaching and PD
- Externally-facilitated teacher focus groups

### **A. EDUCATION PLAN**

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##### **g. STRUCTURE OF THE SCHOOL DAY AND YEAR**

Toward the end of achieving its mission and vision, Ingenuity Prep has crafted a daily schedule and year-long calendar aimed at maximizing the quantity and quality of rich, rigorous, and purposeful learning opportunities provided to students.

## Daily Schedule

### *Daily Schedule Overview & Highlights: Monday-Thursday*

	<i>PS-PK</i>	<i>K-5</i>	<i>6-8</i>
<b>Arrival</b>	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15
<b>Breakfast</b>	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.
<b>Optional Morning Reading Block</b>	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Independent Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms
<b>Classroom Community Meeting</b>	8:00-8:45 a.m. (includes Free Choice time)	8:00-8:15 a.m.	8:00-8:15 a.m.
<b>Morning Instructional Block</b>	8:45-11:00 a.m. (with mid-block break for snack & bathroom)	8:15-11:30 a.m. (with mid-block break for snack & bathroom)	8:15-11:45 a.m. (with mid-block bathroom break)
<b>Lunch &amp; Recess</b>	11:00-1:45 (includes nap)	11:30-12:30 p.m.	11:45-1:00 p.m.
<b>Afternoon Instructional Block</b>	1:45-4:15 p.m.	12:30-4:30 p.m.	1:00-4:45 p.m.
<b>Classroom Community Meeting and Choice Time/Reflection</b>	4:15-5:00 p.m. (includes Free Choice time)	4:30-5:00 p.m.	4:45-5:00 p.m.
<b>After-School</b>	5:00-6:00 p.m.	5:00-6:00 p.m.	5:00-6:00 p.m.

\* Monday-Thursday, over the course of each 7:15-5:15 work day, teachers will have 120 minutes of preparation, individual and collaborative planning, and one-on-one coaching.

**Daily Schedule Overview & Highlights: Friday**

	<i>PS-PK</i>	<i>K-5</i>	<i>6-8</i>
<b>Arrival</b>	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15	All students may begin arriving to the cafeteria at 7:15
<b>Breakfast</b>	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.	Students may eat breakfast from 7:15-7:55 a.m.
<b>Optional Morning Reading Block</b>	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Buddy Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms	Independent Reading time lasts from 7:40-7:55 a.m., when students transition to classrooms
<b>Classroom Community Meeting</b>	8:00-8:45 a.m. (includes Free Choice time)	8:00-8:15 a.m.	8:00-8:15 a.m.
<b>Morning Instructional Block</b>	8:45-10:30 a.m. (with mid-block break for snack & bathroom)	8:15-11:30 a.m. (with mid-block break for snack & bathroom)	8:00-11:15 a.m. (with mid-block bathroom break)
<b>Grade-Level Band Community Meeting</b>	10:30-11:00 a.m.	11:30-12:30 p.m.	3:45-4:15 p.m.
<b>Lunch &amp; Recess/PE</b>	11:00-1:45 p.m. (includes nap)	11:30-12:30 p.m.	11:15-12:15 p.m.
<b>Afternoon Instructional Block</b>	1:45-3:30 p.m.	12:30-4:30 p.m.	12:15-3:45 p.m.
<b>Classroom Community Meeting and Choice Time/Reflection</b>	3:30-4:15 p.m.	4:30-5:00 p.m.	4:15-4:30 p.m.

\*Fridays, over the course of each 7:15-4:30 work day, teachers will have 90 minutes of preparation, individual and collaborative planning, and one-on-one coaching. Additionally, each Friday from 1:45-3:45 p.m., teachers will have professional development time, with the latter 90 minutes of this time designated for a range of professional development including guided planning, whole-staff professional development sessions, and/or differentiated professional development sessions.

### **Sample Student Schedule: PS-PK**

	<b>Monday - Thursday</b>	<b>Friday</b>
<b>7:15 AM</b>	Breakfast	Breakfast
<b>7:30 AM</b>		
<b>7:45 AM</b>		
<b>8:00 AM</b>	Free Choice	Free Choice
<b>8:15 AM</b>		
<b>8:30 AM</b>	Opening Group (Mystery Question, Calendar, Weather, Message Time, Share the News)	Opening Group (Mystery Question, Calendar, Weather, Message time, Share the news)
<b>8:45 AM</b>	Story Lab	Story Lab
<b>9:00 AM</b>	Buddy Reading	Buddy Reading
<b>9:15 AM</b>	Play Block (Play Planning, Play, Make Believe Play Practice)	Play Block (Play Planning, Play, Make Believe Play Practice)
<b>9:30 AM</b>		
<b>9:45 AM</b>		Snack/Bathroom
<b>10:00 AM</b>		Blueprint Literacy
<b>10:15 AM</b>		Snack/Bathroom
<b>10:30 AM</b>	Blueprint Literacy	Grade-Level Band Community Meeting
<b>10:45 AM</b>		
<b>11:00 AM</b>	Recess	Recess
<b>11:15 AM</b>		
<b>11:30 AM</b>		
<b>11:45 AM</b>	Lunch in classroom	Lunch in classroom
<b>12:00 PM</b>	Nap	Nap
<b>12:15 PM</b>		
<b>12:30 PM</b>		
<b>12:45 PM</b>		
<b>1:00 PM</b>		
<b>1:15 PM</b>		
<b>1:30 PM</b>		
<b>1:45 PM</b>		
<b>2:00 PM</b>	Second Step / Civic Leadership	Second Step / Civic Leadership
<b>2:15 PM</b>	Learning Centers  (Small-group literacy, math, and technology rotations, with data-driven individual and small-group pull-outs)	Learning Centers  (Small-group literacy, math, and technology rotations, with data-driven individual and small-group pull-outs)
<b>2:30 PM</b>		
<b>2:45 PM</b>		
<b>3:00 PM</b>		
<b>3:15 PM</b>		
<b>3:30 PM</b>		
<b>3:45 PM</b>	Art/Music	Pack-up/Free Choice
<b>4:00 PM</b>		
<b>4:15 PM</b>	Closing Group/Snack	*Students dismissed at 4:15 p.m., teachers at 4:30 p.m. on Friday.
<b>4:30 PM</b>	Free Choice/Pack up	
<b>4:45 PM</b>		

**Sample Student Schedule: K-5<sup>th</sup>**

	<b>Monday/Wednesday</b>	<b>Tuesday/Thursday</b>	<b>Friday</b>
7:15 AM	Breakfast	Breakfast	Breakfast
7:30 AM			
7:45 AM			
8:00 AM	Classroom Community Meeting	Classroom Community Meeting	Classroom Community Meeting
8:15 AM	Literacy: Individualized Digital Content	Literacy: Individualized Digital Content	Literacy: Individualized Digital Content
8:30 AM			
8:45 AM			Literacy: Small-Group Guided Reading & Independent Reading
9:00 AM	Literacy: Small-Group Guided Reading & Independent Reading	Literacy: Small-Group Guided Reading & Independent Reading	Small-Group Guided Reading & Independent Reading
9:15 AM			
9:30 AM			Snack, Bathroom
9:45 AM	Snack, Bathroom	Snack, Bathroom	Literacy: Small-Group Decoding & Fluency Using Reading Mastery
10:00 AM	Literacy: Small-Group Decoding & Fluency Using Reading Mastery	Literacy: Small-Group Decoding & Fluency Using Reading Mastery	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking
10:15 AM			
10:30 AM			Grade-Level Band Community Meeting
10:45 AM	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking	PE/Free Play
11:00 AM			
11:15 AM			
11:30 AM	PE/Free Play	PE/Free Play	Lunch
11:45 AM	Lunch	Lunch	Math: Individualized Digital Content
12:00 PM			
12:15 PM			
12:30 PM	Science: Split Class Guided-Lesson with Teacher	Social Studies: Split Class Guided-Lesson with Teacher	Math: Small-Group Guided Lesson with Teacher
12:45 PM			
1:00 PM			Civic Leadership: Split Class
1:15 PM	Information, Media, Technology: Split Class	Civic Leadership: Split Class	Music
1:30 PM			
1:45 PM			
2:00 PM	Snack, Bathroom	Snack, Bathroom	Art
2:15 PM	Math: Individualized Digital Content	Math: Individualized Digital Content	
2:30 PM			
2:45 PM			
3:00 PM	Math: Small-Group Guided Lesson with Teacher	Math: Small-Group Guided Lesson with Teacher	Classroom Community Meeting, Choice Time/Reflection,
3:15 PM			
3:30 PM			
3:45 PM	Academic Intervention/Enrichment	Foreign Language	*Students dismissed at 4:15 p.m., teachers at 4:30 p.m. on Friday.
4:00 PM			
4:15 PM			
4:30 PM	Classroom Community Meeting, Choice Time/Reflection,	Classroom Community Meeting, Choice Time/Reflection,	
4:45 PM			

**Sample Student Schedule: 6-8<sup>th</sup>**

	<b>Monday-Thursday</b>	<b>Friday</b>
7:15 AM	Breakfast	Breakfast
7:30 AM		
7:45 AM		
8:00 AM	Literacy: Individualized Digital Content	Literacy: Individualized Digital Content
8:15 AM		
8:30 AM		
8:45 AM	Literacy: Small-Group Guided Reading, Text Study, Independent Reading	Literacy: Small-Group Guided Reading, Text Study, Independent Reading
9:00 AM		
9:15 AM		
9:30 AM	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking	Literacy: Small-Group Grammar/Conventions, Writing, Listening & Speaking
9:45 AM		
10:00 AM		
10:15 AM	Science: Split Class	Academic Intervention/Enrichment
10:30 AM		
10:45 AM		
11:00 AM	Information, Media, Technology: Split Class	PE
11:15 AM		
11:30 AM		
11:45 AM	PE	Lunch
12:00 PM		
12:15 PM		
12:30 PM	Lunch	Math: Individualized Math Practice Using Digital Content
12:45 PM		
1:00 PM		
1:15 PM	Social Studies: Split Class	Math: Small-Group Guided Lesson with Teacher
1:30 PM		
1:45 PM		
2:00 PM	Civic Leadership: Split Class	Music
2:15 PM		
2:30 PM		
2:45 PM	Math: Individualized Math Practice Using Digital Content	Art
3:00 PM		
3:15 PM		
3:30 PM	Math: Small-Group Guided Lesson with Teacher	Grade-Level Band Community Meeting
3:45 PM		
4:00 PM		
4:15 PM	Academic Intervention/Enrichment	Classroom Community Meeting / Reflection
4:30 PM		
4:45 PM		
	Classroom Community Meeting / Reflection	*Students dismissed at 4:30 p.m. on Friday

**Year-Long Calendar**

Ingenuity Prep will operate on an extended-year calendar, with 200 days a year of high-quality instruction. Students who are performing below-grade-level in core subjects may be required to attend Fall, Spring, or Summer Opportunity Camps which—in total—will provide for another 20 days. Thus, students performing below grade-level may receive up to 220 days a year of high-quality instruction. This compares with approximately 180 days a year, on average, for other public school students.

***Draft 2013-14 School Calendar***

<b>Event(s)</b>	<b>Date(s)</b>
Summer Teacher Institute	July 15-August 2
First Day of School	August 5
Holidays & Breaks (No School for All)	September 2, October 14, November 11, November 24-28, December 22-January 7, January 20, February 17, March 23-27, May 26, July 4
Data Analysis and Reteaching Planning PD (No School for Students)	October 18, January 17, March 28, June 20
Pre-Term Planning PD (No School for Students)	October 4, December 20, March 14
Fall Opportunity Camp (Required of All Below-Grade-Level Students)	November 25-27
Spring Opportunity Camp (Required of All Below-Grade-Level Students)	March 23-26
Last Day of School	June 26
Summer Opportunity Camp (Required of All Below-Grade-Level Students)	June 30-July 18
Teacher Vacation	June 27-July 25

# B. Business Plan

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## B. BUSINESS PLAN

### 1. PLANNING AND ESTABLISHMENT

#### a. PROFILE OF THE FOUNDING GROUP

In building its Founding Group, the Co-Founders sought to identify collaborative, high-achieving leaders from diverse backgrounds who shared an unyielding belief in the potential of children and an ambitious vision for organizational excellence. This team is composed exclusively of individuals with direct connections to the District, with seven of nine team members current residents of the District. The team brings a strong record of experience and expertise in curriculum, instruction, and educational leadership—across the early childhood, elementary, and middle school levels. Furthermore, with additional expertise in business management, finance, accounting, law, real estate, facilities, and construction project management, the team is well-positioned to collaborate on the development of ambitious and feasible visions for the school’s education, business, and operational plans.

Name	Current Position	Area of Expertise
Aaron Cuny	Resident Principal, DC Bilingual Public Charter School	Curriculum & Instruction, Upper Elementary, Middle School
Will Stoetzer	Data and Results Coach, DC Bilingual Public Charter School	Data Management/Systems, PCSB Accountability, Special Education
Debra Santos	Chief Financial Officer, Great Hearts Academies (recent); Consultant with B.E.T.	Finance, Accounting
Jessica Marker	Managing Director of Teacher Leadership Development, Teach for America	Curriculum & Instruction, Early Childhood Education
Thaly Germain	Executive Director of Aligned Staff, New Leaders	School Leadership
Alex Sierra	Director of Finance, 50CAN	Finance, Accounting
Althea Holford	Real Estate Specialist, DC Office of General Services	Law, Real Estate, School Facilities
Shawn Samuel	President, JDC Construction	Construction, School Facilities
Liz Striebel	Managing Director of District and School Support, The Achievement Network	Curriculum & Instruction, Literacy

### ***Aaron Cuny***

A Ward 1 DC resident, Aaron currently serves as Resident Principal at DC Bilingual Public Charter School. After interning in Senator Edward Kennedy's education office in the 2002, Aaron taught for seven years at both the elementary and middle school levels, spending five years at low-socioeconomic status district schools in Oakland, California, and two at private, high-socioeconomic status International Baccalaureate schools in Mexico. After receiving leadership training as a School Director through Teach for America, through the Summer Principals Academy at Columbia University, and through the New Leaders for New Schools residency program, Aaron joined the staff of DC Bilingual. At DC Bilingual, Aaron has been instrumental in shaping the vision for and coordinating implementation of a wide range of academic, operational, and cultural reforms. This past year, he helped lead the school to strong combined reading and math gains on the 2011 DC CAS, with the school's combined gains ranking 6th of over 120 charter and DCPS elementary schools. Additionally, as the coordinator of the school's math program, he led a decrease in the percentage of students performing Below Basic from 32% on the 2009 DC CAS to 14% on the 2011 DC CAS and an increase in the percentage of students performing Proficient and Advanced from 33% to 46%. Aaron holds a Bachelor of Arts from the University of North Florida in English and Economics, with a minor in Business Administration, and a Masters in Education Leadership from Columbia University's Teacher College.

### ***Will Stoetzer***

A Ward 1 DC resident, Will currently serves as Data and Results Coach at DC Bilingual PCS. With a Masters in Special Education, he has experience as both an inclusion teacher and lead classroom teacher. As a teacher-leader, Will collaborated with school leadership to redesign multiple curricular and programmatic components of the math program. As a result, the school made significant gains on the math portion of the 2011 DC CAS, ranking 3rd of over 120 charter and elementary schools for achievement gains in the low-SES subgroup. As Data and Results Coach at DC Bilingual, Will has led the design of a wide range of systems to gather, monitor, and--ultimately--utilize academic and non-academic data. Additionally, he has managed much of the school's charter board accountability work and led the school's implementation of SchoolForce, a recently adopted data management system.

### ***Debra Santos***

A Ward 1 DC resident, Debra most recently served as Chief Financial Officer for Great Hearts Academy in Phoenix, Arizona. She began her career at Arthur Andersen and Company in their Los Angeles office working primarily on publicly traded companies in the manufacturing industry. After earning her certified public accountant status, Debra worked at Litton Industries in their corporate consolidations department. She subsequently went into private practice for seven years providing auditing and accounting services to governmental entities and non-profit organizations. She then worked as the Director of Finance & Administration for the Los Angeles office of the March of Dimes and as a Vice President of Finance at Clinical Micro Sensors (CMS), a biotech startup located in Pasadena, CA. After successfully managing several rounds of private financing, CMS was acquired by Motorola where Debra served as Director of Integration and Alignment. In this role she created synergy and fluid work processes across four business sites in three states. After leaving Motorola, Debra served as CFO for Economic Opportunity Board, the largest non-profit organization in

Nevada and worked as a project consultant for Robert Half in California and Arizona on a variety of for profit and not for profit clients. In 2008, Debra worked for the Obama Campaign across six states. Debra earned a Bachelors of Science from California State University Long Beach in Business Administration with a special designation in Professional Accounting. She holds an MBA from Keller Graduate School of Management and a MSM in Telecommunications Management from the University of Dallas. She has recently begun the pursuit of a Ph.D. in Organizational Psychology at Walden University. In addition, Debra currently serves as a consultant with Black Entertainment Television.

### ***Jessica Marker***

A Ward 6 DC resident, Jessica currently serves as Managing Director of Teacher Leadership Development at Teach for America (TFA). She moved to Washington, DC in 2006 where she worked as a DCPS Prekindergarten and Kindergarten teacher at Scott Montgomery Elementary in the Howard/Shaw neighborhood. She transitioned to a Manager of Teacher Leadership Development for TFA in 2008 where she worked as an instructional coach and mentor to over 50 early childhood and elementary teachers working in DCPS, DC Charter, and Prince George's County Public Schools. In 2010, Jessica began working as a Managing Director of Teacher Leadership Development, managing the instructional support, coaching and professional development of over 200 TFA teachers in and around the DC Region. In 2008, Jessica also received her Masters in Early Childhood Curriculum and Instruction from George Mason University where she has served as an adjunct professor, teaching Masters courses in Early Childhood education. She has lived in Ward 6 for six years.

### ***Thaly Germain***

A Ward 8 DC resident, Thaly currently serves as Executive Director of Aligned Staff for New Leaders for New Schools. In this role, she helps develop and support all program staff across the organization. Prior to serving in this position, Thaly led the New Leaders charter initiative, where she worked closely with charter schools leaders, coaches, and other key stakeholders in developing a plan to support leadership development in the charter community—with such efforts aimed at moving New Leaders charter school students to 90%+ proficiency. Prior to joining New Leaders, Thaly served as Principal, Assistant Principal and Teacher at Maya Angelou PCS. Thaly began her career as an educator at Harry S. Truman High School in the Bronx where she helped to found the Peace and Diversity Academy in partnership with the Anti-Defamation League. She holds a Masters in Education and a Masters in Administration.

### ***Alex Sierra***

A Georgetown University graduate and New Jersey resident, Alex currently serves as Director of Finance at 50CAN. After graduating from Georgetown, Alex worked for two years as an analyst in the Emerging Markets Group at the Federal Reserve Bank of New York where he tracked U.S. and foreign equity markets and sovereign debt issuance. He then spent seven years working in Paterson Public Schools as a middle school math and language arts teacher, later receiving a Masters in Education Leadership from Columbia University's Teachers College. From 2007 to 2011, he worked as Director for Planning and Analysis at Teach For America, where he supported the management of over \$40 million of the organization's operating budget. Since August 2011, he has served as the Director of Finance at 50CAN, an education advocacy organization.

***Althea Holford***

A Ward 8 DC resident, Althea currently serves as Real Estate Specialist for the DC Office of General Services. As a DC barred attorney with a background in real estate, Althea provides expertise in negotiation, contracts, document drafting, and the DC real estate market. In her current position with DC Department of General Services, she manages all closed public schools in the District. She brings to the team firsthand knowledge of the process for acquisition and maintenance of public school buildings in the District. Althea is a graduate of the University of Massachusetts, Amherst, and The George Washington University Law School.

***Shawn Samuel***

A DC native and Maryland resident, Shawn currently serves as President of JDC Construction Company. In this role, he oversees preconstruction and construction management services on a variety of development projects, coordinating the administrative and on-site details to ensure that projects stay on schedule and within budget. In this work, he collaborates with clients, government agencies, general contractors, and consultants towards the goal of providing a finished product that satisfies the client's requirements. He has worked as a Senior Project Manager with Orr Partners and as a Project Manager with The Leapley Company.

***Elizabeth Striebel***

A Ward 6 DC resident, Elizabeth currently serves as Managing Director of School and District Support at The Achievement Network. In this role, she supports education in the District of Columbia in two capacities. She coaches DC school leaders to build and sustain data-driven instruction practices in throughout the schools. As a consultant to the District of Columbia Public Schools, she designs trainings for DCPS instructional superintendents to deliver to school leadership teams across the district. She has worked in urban public education for the past 10 years, teaching elementary school in both New York City and Washington DC. She has served as a literacy coach at Orr Elementary School in Ward 8 for three years. As an instructional coach she applied her expertise in balanced literacy instruction and data driven practices to design curriculum and provide job-embedded professional development and coaching.

## **Supporters and Advisors**

During the founding process, the Founding Group has consulted with a range of individuals and organizations, outlined in the table below, as it has sought to develop and refine the education, business and operational visions for its school.

Name	Title	Organization	Area of Support	Status
Jennie Niles	Founder, Head of School	E.L. Haynes Public Charter School	Operations, Founding Process	Letter of Support
Eric Westendorf	Co-Founder	LearnZillion	Academic Model, Blended Learning	Letter of Support
Anthony Kim	CEO and Founder	Education Elements	Academic Model, Blended Learning	Letter of Support
Dawn Gunderson Taylor	Managing Director, Alumni Affairs	Teach for America – DC Region	Founding Process	Letter of Support
Stephanie Amann	Senior Managing Director	Teach for America – DC Region	Development	Letter of Support
Bryan Hassel	Co-Director	Public Impact	Human Capital	Letter of Support
John Maycock	Founder and Chief Growth Officer	Achievement Network	Development	Letter of Support
Justin Jones	Washington DC, Managing Director	Achievement Network	Data-Driven Instruction	Letter of Support
Chaula Gupta	Managing Director of Social Entrepreneurship and Innovation	Teach for America – National Office	Founding Process	Letter of Support
Hillary Lewis	National Recruitment Director	Teach for America – National Office	Founding Process	Letter of Support
Larkin Tackett	Deputy Director of Promise Neighborhoods	U.S. Department of Education	Wrap-Around Services	Letter of Support
Michelle Pierre-Farid	DC Executive Director	New Leaders for New Schools	Founding Process, Governance	Letter of Support

Name	Title	Organization	Area of Support	Status
Sara Schonwald	Principal and Founder	Listen to Lead Consulting	Student Leadership, Service Learning	Letter of Support
Tom Porter	Director of Real Estate Operations	Building Hope	Facilities	Letter of Support
Eve Brooks	Secretary	Near SE/SW Community Benefits Coordinating Council	Community Engagement	Letter of Support
Ahna Smith	Senior Advisor	Office of the Deputy Mayor for Education	Founding Process	Ongoing Support
Alex Hernandez	Partner & Vice President	Charter School Growth Fund	Blended Learning	Ongoing Support
Jacquelyn Davis	Managing Director	ED-Volution Education Group	Founding Process	Ongoing Support
Josh Kern	Owner	Ten Square	Governance, Facilities	Ongoing Support
Maura Maurino	Associate Partner	New Schools Venture Fund	Founding Process	Ongoing Support
Mieka Wick	Executive Director	CityBridge Foundation	Founding Process	Ongoing Support
Paul Bambrick Santoyo	Managing Director	North Star Academy, Uncommon Schools	Curriculum and Academic Model	Ongoing Support
Stefan Huh	Director, Charter School Programs	U.S. Department of Education	Finance, Budgeting	Ongoing Support
Alicia Adams	Managing Director of Program, DC	New Leaders for New Schools	Founding Process	Ongoing Support
Ben Rayer	Founder and CEO	Touchstone Academy	Academic Model, Blended Learning	Ongoing Support
Regan Kelly	Talent Management Coach	The New Teacher Project	Teacher Support, Professional Development	Ongoing Support
Russ Williams	Founding Executive Director	AppleTree Public Charter School	Operations	Ongoing Support
Simmons Lettre	Executive Director	Charter Board Partners	Board Governance	Ongoing Support

Name	Title	Organization	Area of Support	Status
Bonnie Cain	Policy Advisor	Office of Tommy Wells	Academic Model, Community Engagement	Ongoing Support
Bryan Patten	Co-Founder	EdOps	Business and Operations	Ongoing Support
Steve DeMann	Alumni Director	Teach for America – DC Region	Civic Engagement & Education	Ongoing Support
Cynthia Millinger	Founding President	Charter School Startup	Academic Model, Curriculum	Ongoing Support
Jesse Rector	Principal	North Star Academy	Academic Model, Curriculum	Ongoing Support
Jimmy Henderson	Chief Operating Officer	E.L. Haynes Public Charter School	Operations	Ongoing Support
Joel Goering	Charter School Finance Specialist	EdOps	Business and Operations	Ongoing Support
Kael Anderson	President	Southwest Neighborhood Assembly	Community Engagement	Ongoing Support

## **B. BUSINESS PLAN**

### **1. PLANNING AND ESTABLISHMENT**

#### **b. PLANNING PROCESS**

With the conviction that all children—regardless of socioeconomic status—deserve the opportunity to receive an excellent education, Co-Founder Aaron Cuny made the decision in October 2011 to submit to the Public Charter School Board an application for a new school. Having spent seven years as a classroom teacher in both low and high poverty contexts, Aaron saw firsthand the transformative impact a high quality instructional experience could have on students from a wide range of backgrounds. This personal experience led him to the belief that when adults “get it right,” all students—including those from high-poverty backgrounds, those with incoming skill deficits, and those with learning disabilities—can make significant academic achievement gains. In his experience as a classroom teacher, Aaron saw this belief borne out time and again in the performance of his students. Most recently, in his work as a school leader in DC, Aaron has again had these beliefs reaffirmed in seeing a consistent pattern of high levels of student character development and academic growth in classrooms where the culture was rich, the curriculum rigorous, and the instruction robust.

Co-Founder Will Stoetzer joined the Founding Group having worked with Aaron for two and half years as a teacher and data coach. With a shared foundation of experiences to draw from, a strong

consensus on the key levers that drive student achievement, and a commitment to the citywide effort to ensure every family has a quality school option, the two began the process of outlining the school's vision, building a strong Founding Group, and engaging a wide range of stakeholders to provide feedback on the school's vision.

In gathering the Founding Group, outlined further in Section B.1.a Profile of Founding Group, the Co-Founders sought to build a diverse team of individuals with direct connections to the District, a track record of demonstrated achievement across a range of experiences, high capacity for communication and collaboration, and a commitment to children. Through the planning process, the Founding Group has collaborated through biweekly meetings, conference calls, and other ongoing communication. Beyond this, throughout the development of the application, the team has engaged in approximately 30-40 meetings/calls with the advisors noted in Section B.1.a Profile of the Founding Group to help develop this application. These individuals—representing a range of education reform, political, and community-based organizations—have provided important input that has shaped in critical ways the development of the school's application.

Currently, the Founding Group is working to engage a range of community-based organizations and parents to provide input and feedback on the vision for the school. Towards this end, the Founding Group is organizing a series of parent focus groups designed to 1) gather parents' feedback on current experiences with the schools their children attend and 2) identify parents' desires for any future schools in their area. Through these efforts, the school aims to establish an early version of its Parent Engagement Association that will serve to inform the Founding Group's efforts through the remainder of the charter application process and founding year.

## **B. BUSINESS PLAN**

### **1. PLANNING AND ESTABLISHMENT**

#### **c. CORPORATE STRUCTURE AND NONPROFIT STATUS**

On January 13th, 2012 Ingenuity Prep was incorporated as a non-profit corporation in the District of Columbia under the name Ingenuity Prep, Inc. Articles of Incorporation and receipts of incorporation for the organization can be found in Section I. The school has drafted by-laws that are also included in Section I. Upon conditional approval of the Charter, the school will file a change of name to Ingenuity Prep Public Charter School.

The Founding Group, led by Althea Holford in consultation with legal counsel, has investigated the application process for obtaining its 501(c)(3) tax-exempt status from the IRS. The school will apply for tax-exempt status with the District of Columbia and with the IRS immediately following charter approval. Upon approval, non-profit status would be retroactive to the first day of incorporation as the application was filed within one year of incorporation.

## **B. BUSINESS PLAN**

### **2. GOVERNANCE AND MANAGEMENT**

#### **a. BOARD OF TRUSTEES**

The Board of Trustees of Ingenuity Prep is responsible for ensuring that the school is committed to, focused on, and able to fulfill the mission set out in The Charter. The Board, as the governing body of the school, will have oversight of the school's performance and that of the Head of School, provide strategic visioning and planning, provide support in securing the appropriate financial resources through fundraising, ensure legal and financial compliance, and cultivate leadership at the Board and school level for the purposes of sustainability and growth. The Board sets policy while the day-to-day management and operations of the school are fully under the purview of the Head of School.

#### **Selection Process and Terms**

Ingenuity Prep is committed to the development of a highly-qualified, dedicated, and active Board of Trustees that provides effective oversight, development of resources, and sustainability. In identifying individuals with the potential to carry out the functions of a member of the Board, the following characteristics should be present in all potential nominees and will guide in the identification of nominees (See detailed board member job description included in Section I.

Required Documents):

- A high level of personal and professional integrity
- A commitment to education and community involvement demonstrated by memberships and association
- Education and industry experience in an area of skill required by the organization to remain sustainable financially and operationally.
- Steadfast commitment to mission and vision of school
- Willingness and ability to assist and support the school's fundraising efforts
- Ability to provide financial and strategic oversight over the school's operations, or a desire and willingness to participate in board training to develop the requisite skills
- Embodiment of the core values of the school, as outlined in Section A.1.b. Mission and Philosophy.

The process for selection for the Board of Trustees takes place in three stages to ensure a stable transition from the Founding Group into a fully seated Board. The *first stage* occurred when the Founding Group selected six individuals to serve as a transitional Board<sup>64</sup>. Those members, selected from within the Founding Group, are Aaron Cuny, Will Stoetzer, Thaly Germain, Debra Santos, Althea Holford, and Jessica Marker.

The role of the transitional Board will be to lead, plan, and implement the *second stage* of the Board selection process through the recruitment and development of individuals to serve on the initial

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<sup>64</sup> Board Member Agreements are included in Section F.

Board of Trustees. The transitional Board will have the final Board seats fully filled, in accordance with the By-laws, by January of 2013. The members of the transitional Board will become the first six trustees seated on the final Board. To ensure a staggered rotation of members on the Board, those members who continue on from the transitional Board to the full Board will serve a three-year term. The next four trustees appointed to the Board will serve a two-year term. The remaining members appointed to the Board will serve one-year terms. For Board members that serve a one-year or two-year initial term, that initial term will not count towards the overall term limit. Terms will begin at the first meeting of the full Board.

The *third stage* of Board member selection will occur following the seating of the first full Board, when the recruitment and recommendation of new Board members will be guided by the Governance committee of the Board of Trustees. The Governance committee will work to identify potential candidates for the Board in consultation with other Trustees, the Head of School, parents, community members, and partner organizations, among other stakeholders. The Governance committee will evaluate the qualifications of all nominees, taking into consideration the expertise, priorities, and needs of the Board and the larger school community. The Governance committee will make a recommendation to the full Board for vote.

Selection of the two parent members of the Board will come from among the parents of currently enrolled students. The Governance committee will work particularly close with the Parent Engagement Association to identify potential Board nominees. Selection of the first parent members of the Board will occur no more than six months after the enrollment of students. This will ensure that the parent representatives are selected from the entirety of the parent community, that potential nominees are fully versed on the mission of the school, and that the Board has a fully developed sense of the nominees' commitment to the mission and philosophy of the school. Parents and guardians will be notified during the enrollment process of the opportunity to serve as a member of the Board of Trustees. This information will also be included in the family handbook, which the school will be developing.

Unless previously noted, members of the Board serve three-year terms from their date of appointment. Upon elections, a trustee's term may only be adjusted as noted in the by-laws. Trustees will be limited to serving two consecutive three-year terms.

### **Composition of the Board**

The Board of Trustees will be composed of an odd number of members, never to drop below 9 or exceed 15. At least two of the members of the Board of Trustees will be parents or guardians of students who are enrolled in the school. The Head of School will serve as *ex-officio* member of the Board. At all points, a majority of Board members will reside within the District of Columbia. In identifying individuals for Board membership, the Board will seek to find those with expertise in the following fields: educational instruction and leadership, with particular focus on those who have experience in high-poverty schools in the District of Columbia; business and organizational leadership and consulting; finance; accounting; development, fund-raising and grant

writing/management; law, particularly individuals with experience working with charter schools; education technology and blended learning; real estate development and project management; marketing and community outreach/communication; and individuals involved with local and national philanthropic organizations.

**Committees**

The Board will have five standing committees aligned to the overall priorities and responsibilities of the Board. Each member of the Board is expected to serve on at least one committee and may not serve on more than three. The chair may establish additional ad-hoc committees when deemed necessary. The following committees will be the standing Board committees:

Committee	Description	Aligned Staff
Executive Committee	This committee comprises the Chair, Vice-Chair, Treasurer, and Secretary. The executive committee will oversee all business and operational functions of the Board when out of session and work in coordination with the Head of School to develop agendas and disseminate information for future Board meetings. Further, this committee is responsible for evaluation of the Head of School.	Head of School
Governance Committee	This committee ensures the Board and its members meet their duties and responsibilities, identifies, reviews, and orients new Board members, and analyzes and recommends revisions to by-laws.	Head of School
Educational Achievement and Accountability Committee	This committee analyzes and evaluates the academic performance of the school and its students, oversees the school’s accountability plan and compliance to local and state agencies.	Head of School; Director of Curriculum
Audit and Finance Committee	This committee has oversight of financial practices and policies, reviews financial statements; provides recommendation for approval of budget and leads the financial audit process.	Head of School; Director of Business and Operations
Development and Marketing Committee	This committee leads the Board’s involvement in fundraising initiatives; establishes, supports, and revises the Board’s “get or give” requirements; and ensures the long-term viability of the school through student recruitment and retention.	Head of School; Development Manager

## **Roles and Responsibilities**

The roles and responsibilities of the Board as a whole and for individual trustees are outlined under the Charter School Board of Trustees Job Description and the Charter School Individual Performance Expectations in Section I.

The Board of Trustees will elect a chair, vice chair, treasurer, and secretary from amongst its members to provide leadership and guidance to the Board. Officers are elected to 2-year terms and may be re-elected upon completion of their term. The job descriptions for the Board officers are as follows:

**Board Chair.** The chair of the board is a member of the board and serves as the leader of the Board of Trustees. The chairperson works closely with the head of school in achieving the organizations mission. The chair also:

- Provides leadership to the Board of Trustees in setting organizational policy
- Chairs meetings of the Board and develops meeting agendas.
- Leads the Board in strategic planning
- Appoints committee chairpersons, working in consultation with the Board members
- Serves as the direct supervisor of the Head of School
- Monitors financial planning and financial reports
- Leads fundraising efforts of the Board
- Evaluates Board member effectiveness and performance

**Vice Chair.** The vice chair is the successor to the chair and operates in the chair's role in their absence.

- Is a member of the Board
- Reports to the Board chair
- Participates in fundraising for the Board.
- Performs other responsibilities as assigned by the Board.

**Board Secretary.**

- Is a member of the Board
- Maintains records of the Board and ensures effective management of organization's records.
- Manages minutes of Board meetings
- Ensures minutes are distributed to members shortly after each meeting
- Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

### **Board Treasurer Job Description**

- Is a member of the Board
- Chairs the Finance Committee
- Maintains oversight responsibility for the finances of the organization
- Provides annual budget to the board for members' approval
- Ensures development and board review of financial policies and procedures

The by-laws further outline the roles and responsibilities of each officer and structure of succession.

### **Relationship to Administrative Structure/Staff, Parents, and Students**

The Board of Trustees will develop a structure of communication among the various constituencies within the school community. The board will, when appropriate, solicit input from parents and families, staff, administrators, and students so that multiple viewpoints are considered and incorporated in the decision-making process. The Board will work particularly close with the Parent Engagement Association to solicit input from and gauge the sentiment of the parents and families in the school community. The parent representatives will serve as important connection points between the business of the Board and the school community.

The Board of Trustees will gather for at least ten meetings over the course of each academic year. The schedules and agendas of each Board meeting will be made widely available to members of the school community. The Board of Trustees will disseminate information about their decision-making and significant discussions to staff, administrators, and parents and families. The Board will strive to ensure transparency by providing that each meeting be open to attendance by the school community while reserving the right to close off certain discussion of business to non-Board members when the nature of the of the conversations necessitate discretion and candor on behalf of the members of the Board.

The Board plays an important role in the lives of the students at the school. As the governing body for the school, Board members are expected to be active members of the school community through interaction with students and families at school events, classroom visits and observations, and presentations to students during Community Meetings. Board members will undergo a self-evaluation process annually to determine areas where additional board training and development could be useful to maximize the board's individual and collective effectiveness. The Charter School Individual Performance Expectation criteria for which the board will be held accountable is included in detail as part of Section I.

### **Board of Trustees' Relationship to Head of School**

The primary responsibility of the Board of Trustees is to provide oversight and strategic governance of the school. In that capacity, the Board has the authority to hire, evaluate the performance of, and terminate the employment of the Head of School. The Head of School is

responsible for faithfully implementing the mission and policies established by the Board. The Head of School is fully responsible for running the day-to-day operations of the school. The Head of School is directly responsible for all staff hiring decisions. As the only staff member whose compensation and employment terms are set by the Board, the Head of School is accountable to the Board of Trustees for his or her performance and the performance of the school.

To ensure a cooperative and clearly defined relationship between the governance function of Board of Trustees and the management function of the Head of School, both the Board and the Head of School will participate in trainings on the complementary responsibilities of both entities. Examples of those responsibilities include, but are not limited to:

The Board of Trustees	The Head of School
Develop and articulate the mission.	Faithfully implement the mission.
Evaluate the performance of the school’s academic programs in relation to the mission and goals.	Carry out the day-to-day operations of overseeing staff and ensuring the quality of the school’s academic programs.
Hire, evaluate and dismiss the Head of School.	Hire, evaluate and dismiss all other staff.
Review and approve budget and business plan.	Develop budgets and business plan for Board oversight and approval.
Set the financial policies for the school and provide oversight of the school’s audit process.	Ensure compliance with financial policies and the ability of the auditors to complete the audit process.
Establish and actively participate in strategic planning process.	Participate in the development of the strategic plan and carry out its implementation.
Review Board documents and provide feedback and make strategic decisions, when necessary.	Draft and prepare documents for Board review

**B. BUSINESS PLAN**  
**2. GOVERNANCE AND MANAGEMENT**  
**b. RULES AND POLICIES**

The goals and responsibilities of the Board of Trustees are outlined in the by-laws and are further contained in the Charter School Board of Trustees Job Description and Charter School Individual Director Performance Expectations. Following approval of the Charter and creation of the

transitional Board, a Board of Trustees manual will be developed by the transitional Board. The Manual will outline the rules and policies as they relate to personnel and human resources; legal documents; academic programs; financial accountability; strategic plans; Board organization, operation, and performance; school discipline; and other areas as needed or required by federal or District of Columbia Law. The Founding Group has begun conversations with Charter Board Partners, CityBridge Foundation and EdOps to engage the consultation of each group in the development of the Board Manual and the on-going training and development of the Board of Trustees.

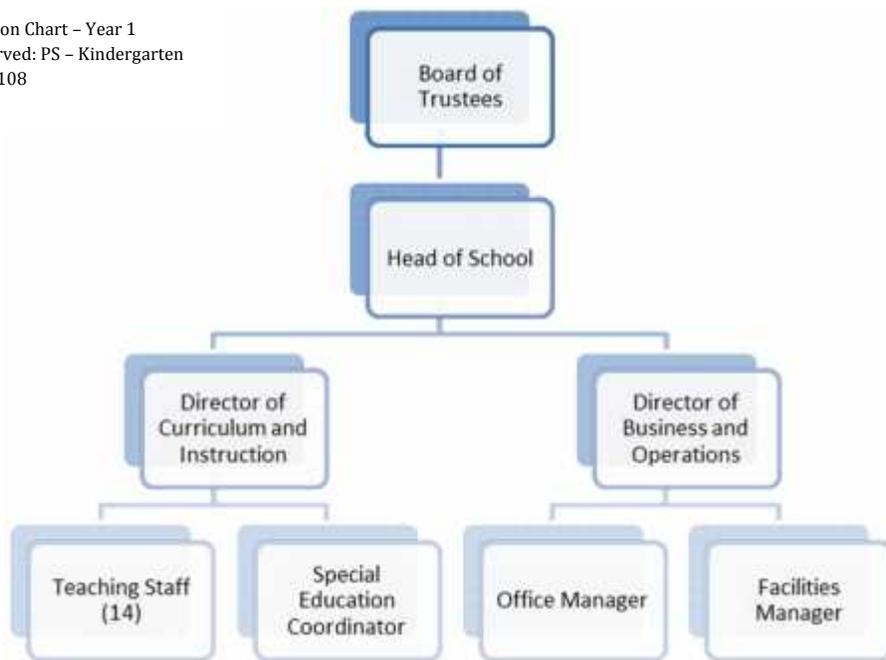
The Board manual will be submitted to the full Board for vote at the first annual meeting.

## B. BUSINESS PLAN

### 2. GOVERNANCE AND MANAGEMENT

#### c. ADMINISTRATIVE STRUCTURE

Organization Chart – Year 1  
Grades Served: PS – Kindergarten  
Students: 108  
20 FTE



(Organization charts for Year 2 – 5 included in Section L)

The Head of School will be supervised and supported in this role by the Board of Trustees. The Head of School will have authority over hiring, evaluating, and terminating the employment of all staff members. The Head of School will be required to regularly report to the Board on school and staff performance. The Board will provide feedback regarding the performance of the school and will evaluate and set compensation for the Head of School.

The school expects to fill several key administrative positions during the first five years of operation. Those expected positions include: Director of Curriculum and Instruction, who will report to the Head of School and will serve in the capacity of Principal; Director of Business and Operations, who will report to the Head of School; Development Manager, who will report to the Director of Business and Operations; and a School Culture Coordinator, who will report to the Head of School.

Below is an outline of the general responsibilities of expected administrative staff:

**Head of School:** The Head of School will assume primary responsibility for ensuring the school meets its academic and organizational goals. In doing so, he will carry out the duties listed below:

- *Internal and External Representation*
  - Serve as the primary contact for the Board of Trustees, attending all Board meetings and ensuring regular communication with the Board president
  - Serve as the primary contact for parent organizations
  - Represent the school to external stakeholders, including foundations and supporting organizations
- *Staffing*
  - Lead the school's efforts to hire highly-effective leaders, teachers, and support staff
- *School Culture*
  - Mobilize the school's various constituencies around a shared vision
  - Lead the school's efforts to cultivate a safe, welcoming school culture, collaborating with the School Culture Coordinator in these efforts upon his/her hiring
- *Instructional Leadership*
  - Collaborate with the school's Director of Curriculum and Instruction to establish visions for, build systems around, monitor implementation of, and ensure continuous improvement on curriculum development, instructional practice, and, ultimately, student achievement (see below for responsibilities of Director of Curriculum & Instruction)
- *Business & Operations Leadership*
  - Collaborate with the school's Director of Business & Operations to establish visions for, build systems around, monitor implementation of, and ensure continuous improvement on the school's business and operational practices (see below for responsibilities of Director of Business & Operations)

**Director of Curriculum & Instruction:** The Director of Curriculum and Instruction will collaborate with the Head of School to ensure the school achieves its academic goals. In doing so, he/she will carry out the duties listed below:

- *Staffing*
  - Work with the Head of School to hire highly-effective teachers who meet the criteria outlined in Section C.2.b Qualifications of School Staff.

- *Curriculum & Assessment Development*
  - Identify rigorous assessments to be used in guiding the school’s curriculum development
  - Serve as the school’s “lead expert” in the Common Core standards
  - Establish the vision for and philosophy behind the school’s curricula
  - Oversee implementation of the school’s curricula to ensure vertical alignment across grade-levels
- *Coaching, Professional Development and Instructional Practice*
  - Establish vision for the school’s instructional practice--including core instructional emphases
  - Organize and facilitate the school’s weekly professional development sessions
  - Coordinate weekly coaching of all teachers
- *Teacher Evaluation*
  - Establish systems for teacher evaluation
  - Lead evaluation of teaching staff
- *Data Tracking*
  - Monitor weekly school-wide academic achievement data
  - Lead short, interim, and long-term work to ensure formative and summative achievement data is regularly analyzed and used to inform instructional decisions

**Director of Business & Operations:** The Director of Business and Operations will collaborate with the Head of School to ensure the school achieves its business and operational goals. In doing so, he/she will carry out the duties listed below:

- *Financial Management*
  - Establish, implement, and maintain adherence to financial policies
  - Collaboratively develop the school’s budget with the Head of School and Board Treasurer and monitor financial performance against budget
  - Report results of financial operations and provide advice to Head of School on areas of potential concern, as well as recommend corrective action
  - Monitor revenues, expenses, and cash flow
- *Facilities*
  - Manage all facilities related issues including lease, acquisition, and maintenance
  - Lead the school’s long-term facilities growth strategy.
- *Procurement*
  - Facilitate the acquisition of goods and services within budgetary constraints
  - Ensure the school follows all procurement requirements with PCSB
  - Manage the food services process
- *Development and Marketing*
  - Oversee grant management process
  - Create and implement marketing and branding strategy
  - Manage development and fundraising activities

- *Human Resources*
  - Manage payroll and benefits
  - Maintain records of qualifications and certifications of school staff
  - Oversee operational components of hiring and dismissal
  - Ensure compliance with PCSB requirements for documentation of fingerprinting and background checks
  - Respond to employee related concerns and grievances
- *Compliance/Accountability*
  - Ensure the school's compliance and accountability with all District and federal requirements

**B. BUSINESS PLAN**

**2. GOVERNANCE AND MANAGEMENT**

**d. SCHOOL MANAGEMENT CONTRACT**

Ingenuity Prep Public Charter School has no intention to enter into an agreement with an educational service provider. As such, no contract is necessary.

**B. BUSINESS PLAN**

**3. FINANCE**

**a. ANTICIPATED SOURCES OF FUNDING**

Ingenuity Prep Founding Group members Debra Santos, Alex Sierra and Will Stoetzer led the Founding Group's work on development of all financial related matters. Ms. Santos has an extensive background in financial management, most recently as the CFO for Great Hearts Academies, a CMO based in Arizona. Mr. Sierra, a former teacher and Georgetown University alumnus, is the Director of Finance for 50CAN. Mr. Stoetzer, also a former teacher, has experience in his role as Data and Results Coach working with the DC PCSB in managing DC Bilingual PCS's enrollment audit process and allocation of per-pupil funds. The Founding Group enlisted the services of EdOps to develop financial models and providing specific financial guidance. The chart below outlines the anticipated student revenue for the Planning Year and Operating Years 1 and 2. For a more detailed account of the school's operating budgets, see Section E. Budgets.

	Planning Year	Year 1	Year 2
<b>Student Enrollment</b>			
Preschool		24	24
Prekindergarten		24	24
Kindergarten		60	60
First Grade		-	60
Total Number of Students		108	168
% of students receiving special education services		10% - PS to K	10% - PS to K 12% - 1 <sup>st</sup> to 4 <sup>th</sup>
% of students who are English Language Learners (ELLs)		2% - all grades	2% - all grades
<b>Per Pupil Allocations</b>			
UPSFF		\$1,468,498	\$2,331,848
Facilities Allowance		\$317,520	\$493,920
<b>Per Pupil Revenue</b>			
Total Per Pupil Allocation		\$1,301,878	\$1,910,092
Total Facilities Allowance		\$317,520	\$493,920
Total Special Education Funding		\$158,162	\$256,508
Total ELL Funding		\$8,458	\$13,067
Total Summer School funding		\$0	\$152,180
<b>Total Per Pupil Charter Payments</b>		<b>\$1,786,018</b>	<b>\$2,825,767</b>
<b>Other Public Revenue</b>			
Federal Entitlements	\$205,000	\$346,821	\$413,477
National School Lunch Program		\$57,668	\$100,387
Healthy Schools Act Program		\$3,394	\$6,923
E-RATE Program		\$2,400	\$11,124
<b>Total Other Public Revenue</b>		<b>\$410,283</b>	<b>\$531,911</b>
<b>Private Revenue</b>			
Grants and Donations	\$10,000	\$10,000	\$20,000
Lunch Sales		\$3,930	\$6,961
Interest Income		\$370	\$729
<b>Total Private Revenue</b>		<b>\$14,300</b>	<b>\$27,691</b>
<b>Total Income</b>	<b>\$215,000</b>	<b>\$2,210,601</b>	<b>\$3,385,369</b>

With an enrollment of 108 students in grades Preschool through Kindergarten, Ingenuity Prep anticipates receiving \$1,786,018 in DC public funding in Operating Year 1. This accounts for 81% of the school's total revenue and includes Per Pupil Charter Payments (including funding for students receiving special education services and those who are ELLs) and Per Pupil Facilities Allowance. The school further expects \$410,283 in funding from Federal Entitlements and Other Government Funding/Grants. This accounts for an additional 19% of the school's total revenue in the initial

operating year. All told, in the first two operating years the school would rely on District and federal funding for upwards of 99% of the total revenue. Operating the budget at this funding percentage helps to ensure that the school will be able to operate the education program without relying on outside funding streams.

In the school's Planning Year, 95% of the budget will come from the expected federal entitlement of Title Vb funding. Immediately upon charter approval, the school will submit an application for Title Vb funds to begin immediate operation. Title Vb funds are distributed on reimbursement. To secure funds to operate, the school will apply for \$250,000 of funding from the Walton Family Foundation. This will be applied for immediately upon approval of the Charter. Walton Family Foundation funding can be applied during the Planning Year or the school's first year of operations. As the Walton Family Foundations funds are awarded through a competitive grant process, the school has not included those funds in the Planning Year or 5-year Budget models that are contained herein. In addition to the Walton Family Foundation funding, the school plans to vigorously pursue multiple funding opportunities through private donations, local and national foundation grants, and the District and federal governments. Planned fundraising efforts are further outlined in Section B.3.b. Planned Fundraising Efforts.

**Contingency Planning.** In the case that District or federal funds are not made available as early as expected or are lower than the funding rate anticipated in budget projections or in the event that enrollment targets are not fully met, Ingenuity Prep may take one or more of the following measures to reduce expenses or generate more revenue:

- Reduce the number of Literacy teachers in classrooms from Kindergarten and above from 5 to 4. The school's model is designed so that if need be, the school can reduce the number of teachers in any grade above Kindergarten from 5 to 4. There would be a slight adjustment to the Literacy portion of the school day, which would result in students rotating twice through digital content over the course of the 3-hour block. This would save the school about \$80,000 per teacher in salary, benefits, and related expenses.
- Increase enrollment in Kindergarten and grades above. Currently, there are 60 seats available in Kindergarten. If need be, the available seats could be increased from 60 to 64. This would add about \$13,000 per kindergarten student and \$10,000 per 1st - 4th grade student in additional revenue when factoring in per-pupil allotments less costs associated with each individual student.
- Other possible cost-savings measures would include: reducing all salaries of full-time staff by \$1,000 (cost-savings of \$17,000), reducing classroom furniture expenses by \$3,000 per classroom (cost-savings of \$12,000), and reducing the number of computers from 30 to 20 (cost-savings of \$5,000).

In building the budget projections, the school operated very conservatively in estimating revenues and determining expenses. There are several places in which the school built in contingency funding to ensure that the school model was sustainable not just for Operating Year 1 but for the future of the school.

**Financial Goals and Objectives for Five-Year Budget.** Ingenuity Prep' primary goal for the five year budget is to generate a 5% cash budget position each year. As noted in the detailed five-year budget in Section E. Budgets, the school anticipates an ending fund balance of about \$1.5 million by the end of Operating Year 5. The fund surplus, coupled with a capital campaign, will provide contingency cash reserve and allow the school to be in a financially viable position to move to a permanent school facility following Operating Year 5. Another budget goal is to support the increased instructional and programming needs that will be incurred as the school adds an additional grade each year and implements a staffing model that supports that growth from the business and operations areas of the school, in conjunction with the academic needs. The school is also seeking to ensure that technology resources made available to teachers and students are of the highest quality, particularly as it relates to materials that will be used to support the digital content that students will be learning from.

## **B. BUSINESS PLAN**

### **3. FINANCE**

#### **b. PLANNED FUNDRAISING EFFORTS**

Ingenuity Prep has set out an aggressive and robust fundraising and development plan along with very conservative goals. As noted in the school's budget projections, Ingenuity Prep estimates raising \$10,000 in Operating Year 1, \$20,000 in Year 2, \$30,000 in Year 3, \$40,000 in Year 4 and \$50,000 in Year 5. These goals are very conservative and ensure that the school can operate its highly effective academic program without needing to generate significant amounts of funds in the way of donations or grants. Any funding that the school raises above the amounts previously stated would go towards improving the academic program through hiring additional teaching staff or providing additional classroom resources and experiences for students. Additionally, funds raised above the modest goals set will add to the cash reserves of the school to aid in securing a permanent school facility.

First and foremost, the school will apply and submit all materials in a timely manner for all federal funds that the school is eligible for due to the demographics of the school population. Upon approval of the Charter, the school will immediately apply for two grants. The first is the Title Vb grant administered by OSSE. The Title Vb grant would ensure a funding source to support activities and expenses in the Planning Year and can be applied to Operating Years 1 and 2. The total amount of funding available through Title Vb shall not exceed \$720,000 over the three years. The second grant the school will apply for immediately upon Charter approval is the Walton Family Foundation's Charter School Startup Grant. This grant allows for funding of up to \$250,000 for use in the school's Planning Year and Operating Year 1.

In addition to federal entitlements and Planning Year grant funding, the school will apply for multiple funding opportunities. The school has identified foundations and corporations that have targeted initiatives focused on one of the following: education; cultivation of 21st century skills;

cultivation/instruction of civics; community-based efforts in high-need communities; blended learning; early childhood development; literacy-based initiatives.

The work of fundraising and development will involve multiple individuals across the organization. The Development and Marketing Committee of the Board of Trustees will lead the Board's effort in fundraising both with external partners and by managing the Board's "Get and Give" policy. The Head of School is the primary staff position responsible for fundraising and development. As noted in Section B.2.d Administrative Structure, one of the primary roles of the Head of School is external representation of the school as it relates to fundraising and supporting organizations. The Director of Business and Operations will also support in the fundraising and development activities as they relate to the financial situation of the school. Additionally, starting in Operating Year 2, the school will seek to employ a full-time Development and Marketing manager who will be responsible for further establishing and refining fundraising targets, developing a comprehensive development strategy including overall marketing and branding of the school.

While much of the work of fundraising and development will come after approval of the Charter, the school has begun communication with or conducted research on multiple organizations and individuals.

The following is a list of grant and Foundation opportunities the school is currently in the process of exploring:

- Enhancing Education Through Technology - improve student achievement through the use of technology in elementary and secondary schools.
- Teacher Quality Improvement grant - improve teaching quality to enable better outcomes for students.
- Computers For Learning - federal grant to help ensure modern technology is available in classrooms.
- 21st Century Community Learning Centers grant
- NEA Foundation: Student Achievement Grants - grants to engage students in activities requiring critical thinking and problem-solving
- Walton Family Foundation - Charter School Startup Grant
- New Schools Venture Fund, DC Schools fund - On-going conversation with Maura Marino
- Charter School Growth Fund - On-going conversation with Alex Hernandez, Partner and Vice President leading "next generation" investments.
- CityBridge Foundation - On-going conversation with Mieka Wick, Executive Director.
- The Morris and Gwendolyn Cafritz Foundation - Local DC Foundation focused on improving the quality of life for DC residents.
- Charles Stewart Mott Foundation - national organization focused on improving education in areas of high-poverty
- Meyer Foundation - supports organizations improving the lives of low-income people in Washington DC.
- Bill and Melinda Gates Foundation: Next Generation Learning Initiative
- Jones Foundation - supports education initiatives through the DC region.

- Hill-Snowdon Foundation - through the Fund for DC supports initiatives that impact low-income communities
- Hattie M. Strong Foundation - supports projects within the education field in DC.
- Lois and Richard England Foundation - supports out-of-school time initiatives in DC.
- Bernstein Family Foundation - supports initiatives in the DC community
- The William and Flora Hewlett Foundation - supports “deeper learning” initiatives
- Action for Healthy Kids - supports school breakfast programs and healthy eating initiatives

The following is a list of Corporations or Corporate Foundations the school is currently in the process of initiating communication to explore funding opportunities:

- American Honda Foundation - Grants for Education program
- Target Early Childhood Reading Grants
- Allstate Foundation
- Adobe Foundation: Adobe Youth Voices
- Apple, Inc. - Founding Member of the Partnership for 21st Century Skills
- Cisco Systems: 21st Century Schools Initiative
- Dell Foundation: Urban Education Initiative
- Ford Foundation
- Intel Foundation - focus on advancing education
- Verizon Foundation - using technology to improve education
- Oracle Education Foundation
- Best Buy Foundation
- Brinker International Foundation
- Citi Foundation
- GE Foundation: Developing Futures in Education program
- The Hearst Foundations
- Conrad N. Hilton Foundation
- IBM
- Lowe’s Charitable and Educational Foundation

**Individual Giving.** In addition to Foundation and Corporate support, the school will look to secure small individual donations and in-kind giving. The Board of Trustees will establish a “Get and Give” policy in which Board members, with the exception of Parent Trustees, will be required to give or raise a pre-established amount of money. Additionally, the school will welcome any donations in cash or in-kind.

## **B. BUSINESS PLAN**

### **3. FINANCE**

#### **c. FINANCIAL MANAGEMENT AND ACCOUNTING**

Ingenuity Prep will maintain its financial records in accordance with generally accepted accounting practices (GAAP), as defined by the American Institute of Certified Public Accountants. The Head of School, Director of Business and Operations, and the Audit and Finance Committee of the Board of Trustees will establish financial policies and procedures that ensure strong internal controls. The Director of Business and Operations will be responsible for establishing the school's financial systems and implementing systems on a day-to-day basis. The Head of School will provide support and regularly review financial systems with the Director of Business and Operations. The Audit and Finance Committee of the Board will serve in an oversight and accountability role as it relates to the fiscal integrity of the school. In addition to the guidance of Founding Group member Debra Santos, the school intends to secure the services of EdOps to provide service including accounting, financial planning and statements, grants management, board meeting support, and bookkeeping services. EdOps is also supporting the Founding Group in the development of the school's budget. Following approval of the Charter, Ingenuity Prep will work with EdOps to determine the best financial management software to purchase.

To mitigate cash flow and management issues associated with only receiving four payments over the course of the year, Ingenuity Prep will seek to build up cash reserves and spend conservatively on discretionary items. The school will also work to establish a \$100,000 line of credit with a local bank. The school will establish an account immediately after approval of the Charter and begin to build bank account balances as to gain credibility with financial institutions. The Director of Business and Operations will be charged with managing the school's cash flow position through adjusting revenues and expenses as needed. The Head of School, with support from the Director of Business and Operations, will regularly update the Audit and Finance committee based on monthly cash flow reports.

## **B. BUSINESS PLAN**

### **3. FINANCE**

#### **d. CIVIL LIABILITY AND INSURANCE**

The Founding Group of Ingenuity Prep has reviewed the requirements for Civil Liability and Insurance under the DC PCSB's Fiscal Policy handbook. The school intends to secure at least the minimum requirements recommended in the guidelines. The following is an accounting of the minimum levels and types of insurance coverage the school will acquire:

Type	Estimated Amount
General Liability	At least \$1,000,000 per occurrence; \$2,000,000 aggregate
Umbrella Coverage	At least \$3,000,000; \$5,000,000 if providing transportation
Business & Personal Liability	100% of replacement cost
Auto/Bus Liability	At least \$1,000,000
Boiler and machinery insurance, if applicable	At least \$1,000,000
Computer Equipment	TBD in consultation with insurance broker
Workers' Compensation	As required by law
Personal Injury Liability	TBD in consultation with insurance broker
Directors and Officers Liability	At least \$1,000,000
Educators Legal Liability	At least \$1,000,000
Fidelity Bond	TBD in consultation with insurance broker

The Founding Group has also begun discussions with John Broullire, an insurance broker at Early, Cassidy, and Schilling, Inc. Mr. Broullire has extensive experience in charter school insurance and currently works with several charter schools in the District of Columbia. Mr. Broullire provided an overview of the most commonly implemented insurance structures, best practices from schools, and addressed the unique needs of the school to ensure that any insurance structure would be aligned to the specific needs of the school. The Founding Group was provided an estimate for costs, which are accounted for in the budget.

In addition to a well-developed insurance structure, the Founding Group will seek to minimize losses by developing a proactive risk management policy starting with the development of a comprehensive employee manual in consultation with an attorney specializing in employment law.

## **B. BUSINESS PLAN**

### **3. FINANCE**

#### **e. PROVISION FOR AUDIT**

Annually, an external CPA will conduct a comprehensive financial audit of Ingenuity Prep financial records. The audit will be conducted by a firm included in the DC PCSB's approved auditor list, who participates in an RFP process at least every 3 years. The Finance Committee of the Board of Trustees, with the assistance of the Head of School, will interview auditors and recommend the auditors to the overall board for approval. The Audit and Finance Committee of the board will work closely with the Head of School and the Director of Business and Operations to ensure a fully transparent and timely audit process. The school will be forthcoming with all financial records and any additional supporting materials requested by the auditing firm. The school has budgeted for the costs associated with the audit upon the recommendations of EdOps based on their work with multiple DC charter schools. Once concluded, the school will file a copy of the audit to the DC PCSB following required reporting guidelines, as outlined in the DC PCSB's Financial Policy Handbook.

## **B. BUSINESS PLAN**

### **4. FACILITIES**

#### **a. IDENTIFICATION OF A SITE**

The Founding Group of Ingenuity Prep began the process of identifying a school site early in the application process. Knowing that one of the most significant challenges that new charter schools face is identifying, securing, and making ready a facility, the Founding Group set out to develop a comprehensive and flexible facilities search plan. Founding Group members Althea Holford, a real estate specialist and attorney; Shawn Samuel, President of JDC Construction Project Management; and Will Stoetzer have led the Founding Group's facilities planning and search process. Though released late in the application process, the Founding Group used the recently commissioned study conducted by the Illinois Facilities Fund as a guide in the later stages of the facility identification process.

The first step in the process was to outline the school's priorities for a facility. In consultation with the entire Founding Group, the group established the following priorities to guide the site identification process:

- Located in a neighborhood interested in new educational opportunities that allows the school to serve its target population.
- Easily accessible to Metro Bus lines or Metro Rail stations.
- Space to initially accommodate 108 students with room to allow for growth, ideally through 350 students.
- Adequate space for classrooms, administrative offices, common/dining areas, food preparation. Due to the unique nature of the program, the school is flexible in space requirements allowing for a more traditional layout or a more open-space layout.

- Minimal need for renovations or repairs that the school would be required the school to tap its financial resources.
- On-site or nearby green space to allow for outdoor activities during Physical Education classes and Recess.
- A site that allows for students to safely arrive and depart and has adequate space to allow parents to drop-off and pick-up students.
- All in facilities costs that do not exceed the per-pupil facilities allotment, currently \$2,800 per student.

The Founding Group also outlined areas of the city in which the school will seek to be located. The group identified neighborhood cluster 9 in Ward 6, comprising the Southwest and Near Southeast neighborhoods, neighborhood cluster 31 in Ward 7, comprising the Deanwood neighborhood, neighborhood cluster 38 in Ward 8, comprising the Garfield Heights neighborhood, and neighborhood cluster 39 in Ward 8, comprising the Congress Heights neighborhood, as the primary search areas for site location. The goal is to offer a unique K-12, blended learning experience in a high-need area in Wards 6, 7, or 8. Each of these locations were selected after careful demographic analysis in consultation with Jeff Noel at OSSE, formerly at FOCUS, and using multiple tools, including the Illinois Facility Fund's (IFF) Quality Schools study, 2010 US Census data, FOCUS's School Quality Dashboard, and OSSE's No Child Left Behind data. Each geographic area represents a community in need of additional high-quality school options and that has high levels of families living below the Federal Poverty Threshold. As noted in Section A.1.a Educational Needs of the Target Population, the school is committed to serving students in communities with the highest need of more high-quality academic offerings. Given the challenges associated with finding a school facility, the Founding Group recognizes it may be necessary to further expand the preferred geographic search areas in order to be ready for operation on schedule.

Having established a clear hierarchy of preferences and requirements of the facility as well as preferred geographic areas of location, the Founding Group next determined whether purchasing or leasing a space would be most appropriate. After evaluating both options it became apparent that purchasing a facility is highly unlikely in the early years of the school as the school has yet to develop a proven track record of high-quality academic outcomes, a financial management history that demonstrates confidence, and a reliable revenue stream. However, the Founding Group did identify potential benefits of owning a building in the long-term. The Founding Group moved forward with the understanding that the school would lease a space for the first five years of operation and then would move into a facility that the school had purchased.

### **Leasing Options**

*Commercial space.* The Founding Group investigated commercial lease space as an option for securing a school facility. It first had discussions with Josh Kern of The Ten Square Group. Mr. Kern has extensive experience in the charter school facilities field and provided valuable consultation to the Founding Group. Additionally, the Founding Group initiated informal discussions with multiple commercial real estate brokers to discuss available space that might suit the needs of the school.

Through these conversations, the Founding Group has been informed of the current commercial leasing environment in the Southwest neighborhood. Accordingly, commercial Grade A space currently has an asking price of approximately \$55 per square feet, which negotiates to approximately \$35-\$40 per square foot. Additionally, special use property is leasing around \$15-\$20 a square foot. With this information, the Founding Group has considered its budget and broadened its scope of properties.

*Co-location.* The Founding Group has also identified co-location in a currently occupied but under-enrolled DCPS or charter school building as an option. The Landrieu Act or §38-1802.09 of the DC Code requires that all closed DCPS buildings first be offered to charter schools. To date the District has provided charter schools with significantly more favorable lease terms than the commercial market. The District is currently offering a dollar for dollar rent credit to all capital improvements. This lease structure allows for most charter schools to expend their facility allotments on the school facility. This leaves all other funds for operating and programming, a financial model, which is very favorable to the school. While these leases are very favorable to the charter school, it requires a sizable financial investment from outside lenders. To secure such financing, the school will have to establish a history of financial stability and academic excellence. The Founding Group anticipates that it may be able to take advantage of the favorable leasing rates from the District within 5 years of opening.

Founding Group member Althea Holford has extensive experience in working to find new occupants for vacated DCPS buildings and provided thorough guidance to the Founding Group about the suitability of available buildings. Furthermore, the Founding Group engaged in conversations with Ahnna Smith, Senior Advisor in the Deputy Mayor for Education's office to discuss how the Team could learn about available building space and pending DCPS and charter school closures.

*Incubator space.* To explore leasing options, the Founding Group began a conversation with Tom Porter, Director of Real Estate Operations of Building Hope. Mr. Porter outlined Building Hope's Incubator Initiative, which is a highly appealing option for the school. The Incubator is specifically for charter schools in their early stages facing the challenge of locating a home. An incubator space would provide the school with a unique opportunity to operate within the per-pupil facilities allotment while saving some of that money to develop cash reserves to enable the purchase of a site after several years. Building Hope has committed to helping the school explore space options following Charter approval. A letter of support from Mr. Porter is included in Section K. Letters of Support.

The Founding Group has prioritized the potential options available for facilities and established a timeline for accomplishment of key tasks to ensure a timely and well thought-out process that allows for potential delays that are often inevitable in the search for an appropriate facility.

The school's first preference would be to secure an incubator space with Building Hope. Upon approval of the Charter, the school will continue working with Mr. Porter to communicate our

preferences in a facility. We would first look to see if an existing incubator site would meet the needs of the school given the site constraints of the Incubator Initiative. If so, the school would look to secure the site and sign a Letter of Intent as early as possible. Having received commitment to work with Building Hope once the charter is approved, the Founding Group feels strongly that it would be able to utilize a Building Hope site. If however, an available incubator site does not currently exist, the school would then work with Building Hope to initiate a comprehensive search for a facility. Given the timeline would likely be extended with this process, the school would expect to identify a site by April 2013, receive control of the school site in June 2013, and have any necessary renovations completed and facility ready to move into by late July 2013.

Should the option of an incubator site not suit the needs the school, the school's second preference would be to co-occupy a school site with an under-enrolled DCPS facility or charter school. This option would require extensive communication, coordination, and collaboration with DC Public Schools, Veronica Falwell at Department of General Services, and the Deputy Mayor for Education's office. If it becomes clear that the Incubator might not be an option, the school will begin conversations with all interested parties to identify opportunities that might exist in the preferred geographic areas. We estimate that process would likely allow for the school to have a site identified by April 2013, receive control of the school site in June 2013, and have any necessary renovations completed and facility ready to move into by late July 2013.

After exhaustion of the two previous facility options, the third option that the Founding Group would consider is the lease of a commercial space. As previously referenced, the Founding Group has done initial investigation of the available commercial options. If previous two options have fallen through or look doubtful, the school will immediately begin an in-depth process of searching for and evaluating commercial real estate by enlisting the services of a commercial real estate broker. The school would also consult with an architect to understand the renovation needs of each facility to ensure that it meets the necessary charter school facilities guidelines for occupancy. The school anticipates the following timeline for identification, securing a lease, and renovations of the facility, if necessary<sup>65</sup>:

- Site search - Ongoing; more extensive post charter approval
- Site selection - January 2013
- Lease negotiation and formalization - February 2013
- Designing plans and Renovations, if applicable - March 2013 - June 2013
- Renovations completed - June 2013
- Site ready for occupancy - July 2013

Ingenuity Prep views the process of identifying and occupying a school facility as one of the utmost importance. Ensuring that the school has a clear vision of the school's needs and priorities while maintaining the flexibility to adjust given the potential for instability in the search process will position the school to be well prepared for the process that lies ahead. The Founding Group

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<sup>65</sup> Timeline assumes Incubator space.

believes the extensive planning process that has been undertaken so far and the strategic plan for guiding the remaining parts of the process help to set the school up for a successful facilities search process.

## **B. BUSINESS PLAN**

### **4. FACILITIES**

#### **b. SITE RENOVATION**

Ingenuity Prep intends to make use of an incubator site through Building Hope. Through an agreement with Building Hope, the school would not incur any expenses for site renovation or improvements. Nevertheless, the school has budgeted a modest amount of funding for renovations or leasehold improvements for contingency. While the school is firmly committed to making an incubator space work, if the school is unable to make use of an Incubator site the school might need to make budgetary adjustments to complete necessary building renovations on a leased commercial space. See Section B.3.a Anticipated Sources of Funding for discussions of options the school has considered for budget cuts. Also note that the school might also pursue tenant improvement loans from either OSSE or Building Hope.

Regardless of the eventual school site, the school will ensure that the facility is in compliance with all building codes and occupancy regulations. Founding Group member Shawn Samuel, President of JDC Construction Project Management, is providing expert guidance to ensure any school site meets all requirements.

Prior to Operating Year 6, the school anticipates purchasing a permanent school site. At that point, the school will begin working with an architecture firm and project management company to design and oversee the renovation process. Any construction and/or renovations will ensure that the facility is fully compliant under building, zoning, and safety codes., with an additional commitment towards building a sustainable facility. The school will follow the public notice, bidding requirement, and review requirements established under the DC School Reform Act, outlined in the DC PCSB's Fiscal Policy Handbook<sup>66</sup>.

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<sup>66</sup> Public Charter School Board. (2011, January). Fiscal Policy Handbook (4 ed.). Washington DC. Retrieved December 23, 2011 from the World Wide Web: [http://www.dcpubliccharter.com/data/images/pcsb\\_fph\\_2011\\_4thedition.pdf](http://www.dcpubliccharter.com/data/images/pcsb_fph_2011_4thedition.pdf).

## **B. BUSINESS PLAN**

### **4. FACILITIES**

#### **c. FINANCING PLANS FOR FACILITIES**

Ingenuity Prep intends to lease the school facility for the first five operating years. The school is exploring the option of occupying a Building Hope incubator space. In the case that the school uses an incubator space, the cost of the facility will be the total per-pupil facilities allotment less 20% in Year 1 and less 10% in each subsequent operating year for as long as the school is in the incubator space. This will ensure that the facilities costs never exceed the per-pupil facilities allotment and enables Ingenuity Prep to save a substantial amount of money each operating year for use as a down payment to purchase and renovate a long-term school facility.

Following the approval of the Charter, the school will establish an account with a bank in DC. Establishing a bank account will allow the school to apply for a line of credit and build a credit history that will position us to purchase or construct a school facility in the future. Additionally, the school intends to work closely with the Office of Public Charter School Financing and Support at OSSE to take full advantage of the multiple mechanisms, including credit enhancements and “gap” financing, available to charter schools looking to bolster their financial situation going into purchasing a permanent school facility. The school does not intend to move into a permanent facility until Operating Year 6.

## **B. BUSINESS PLAN**

### **4. FACILITIES**

#### **d. BUILDING MAINTENANCE**

Ingenuity Prep is committed to providing a clean, comfortable, and safe environment for students to learn and grow in. Having a well-maintained school building will help teach students the value of being good stewards and caring for the school environment. To that end, the school will hire a full-time custodian/day porter to ensure that the building is kept clean, orderly, and well-functioning. Additionally, the custodian will perform minor maintenance tasks, as necessary. For a more thorough cleaning, the school will have a custodial service that cleans the school facility nightly. Upon approval of the Charter, the school will create a plan for the provision of necessary inspections to ensure the school is meeting all codes and regulations. Oversight and accountability of necessary inspections will be a responsibility of the Director of Business and Operations, upon his/her hire.

## **B. BUSINESS PLAN**

### **5. RECRUITMENT AND MARKETING**

#### **a. OUTREACH TO THE COMMUNITY**

**Guiding Principles for Community Outreach.** As with its parent engagement strategies outlined in Section A.4.a Parent Involvement, Ingenuity Prep will take a three-pronged approach to community outreach:

- Build Relationships
- Cultivate Voice
- Communicate & Collaborate to Support Students

While these strategies will occur simultaneously and not necessarily in the sequential order outlined above, the Founding Group does recognize the primary importance of the first two in paving the way for an effective and healthy dynamic in the third. With this frame, the school has undertaken its initial outreach efforts and identified a strategic plan for its upcoming efforts.

**Initial Efforts.** The Founding Group is engaging a range of individuals and organizations across its target community, meeting and/or speaking with the following people to 1) listen to their reflections on the school needs in their community and 2) gather feedback on the initial vision for Ingenuity Prep:

- Monica Warren-Jones, Ward 6 School Board Member:
- Bonnie Cain, Education Advisor to Ward 6 Councilman Tommy Wells
- Kael Anderson, President, Southwest Neighborhood Assembly
- Eve Brooks, Secretary, Near SE/SW Community Benefits Coordinating Council
- Ron McBee, ANC 6D Chair
- Rhonda Hamilton, ANC 6D Commissioner
- Melissa Rohan, Ward 6 School Board Candidate, Near SE/SW Parents and Neighbors for Education Excellence Now!
- Ruth Hamilton: Pastor, Westminster Presbyterian Church

Additionally, the school is in the process of organizing—with Rhonda Hamilton and Melissa Rohan—several focus groups for Southwest parents and, from this group, building a Parent Advisory Council to serve as a community voice in informing the Founding Group through the application process and founding year.

**Upcoming Efforts.** Going forward the school will continue its efforts to build relationships, cultivate community voice, and communicate and collaborate to support students. In promoting its presence in the community, Ingenuity Prep will pursue the following strategies:

- Communicate important school updates with the lead blogger for the community's primary blog, *Southwest: The Little Quadrant That Could* (with whom the Founding Group has already spoken) and the community paper, *The Southwester*.
- Promote its website: [www.ingenuityprep.org](http://www.ingenuityprep.org) (initial development to occur in spring 2012).
- Distribute flyers at central community locations such as the King Greenleaf Community Center at First St and M St SW and the Safeway Grocery Store at 4<sup>th</sup> and M St SW.

- Distribute flyers and “go door to door” to promote the school in apartments and housing projects serving the school’s target population.

**Serving the Community.** The Founding Group is committed to serving both its local community and the broader education community across the District, and is exploring ways to do so strategically and effectively. These may include the following:

- Shared professional development with other local schools, including AppleTree PCS and Amidon-Bowen Elementary.
- Open-visitation policy wherein teachers from other schools across the District are invited to visit the school
- Monthly parent-empowerment workshops, open to the community, on topics self-selected by the parents

## **B. BUSINESS PLAN**

### **5. RECRUITMENT AND MARKETING**

#### **b. RECRUITMENT OF STUDENTS**

The Founding Group of Ingenuity Prep fully recognizes the immense challenge charter schools face in needing to build enrollment numbers. As educational options throughout the District of Columbia continue to increase, Ingenuity Prep will have to develop a thoughtful, directed student recruitment plan. Given the unique offerings of Ingenuity Prep’s academic program, the Founding Group believes that the school is well positioned in the market, appealing to parents who value a high-quality and rigorous program that is accessible both geographically and economically. Ingenuity Prep will stress the mission of developing knowledge and skills to empower students to be leaders in their 21<sup>st</sup> century communities.

The student recruitment strategies that Ingenuity Prep will employ are an outgrowth of the overall community outreach outlined in Section B.5.b Outreach to the Community. Through the community outreach work, the Founding Group has already started engaging community members in support of the vision and development of the school. Through development of the Parent Engagement Association, Ingenuity Prep has begun building relationships with parents and families in the Southwest community. While the purpose of building the Parent Engagement Association is to better understand the needs of the families in the community the school intends to serve, there is the added benefit that each of the members of the Parent Engagement Association will be a partner in the outreach and recruitment efforts of the school.

Ingenuity Prep intends to build a school that is reflective of the demographics of the surrounding community (see Section A.1.a Education Needs of the Target Population and Section H Demographic Analysis). As a school founded on the belief of primarily serving the students in the community that the school is located, a vast majority of marketing efforts will be targeted towards the surrounding community. As previously noted, Ingenuity Prep will utilize outreach and recruitment tools geared towards the local community. Through advertisements in the local community newspapers and on

the community blog, the school will target a local audience. If enrollment numbers fall below targets, recruitment efforts will be expanded to recruit students throughout District of Columbia as a whole.

In collaboration with the Parent Engagement Association, Ingenuity Prep will conduct a series of community meetings and information sessions to share the school's mission and philosophy and to discuss in more detail the educational program that the school will offer. These sessions will run from late September 2012 through late February 2013 as part of the overall enrollment process, as noted in Section C.1.a Timetable for Registering and Enrolling. The school will also distribute recruitment materials at locations with high local community volume, such as grocery stores, community centers, and restaurants. Information sessions and recruitment materials will clearly outline the enrollment timeline and all messaging to parents will include the urgency necessary to meet application deadlines. The deadline for submission of application materials is April 3<sup>rd</sup>, 2013. In the event that enrollment targets have been exceeded, a lottery will be conducted on April 10<sup>th</sup>, 2013. Parents and families not attending the lottery will be notified of the results within 5 days. Families will confirm enrollment through the completion of the enrollment packet, due to the school by May 8<sup>th</sup>, 2013.

Ingenuity Prep has identified the recruitment and enrollment of siblings of currently enrolled students a priority. As such, the school will institute a policy of sibling enrollment priority. The policies governing enrollment priorities is further outlined in Section C.1.b Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students.

Upon approval of the Charter, Ingenuity Prep will develop an extensive marketing plan in consultation with experts in the field and with currently existing charter schools in which to recruit students. Included in the development of the marketing plan will be an overall branding campaign to develop a school logo, colors, and fonts to ensure a consistent presentation and development of the school's identity. Once a brand has been developed, the school will develop marketing materials including a website, flyers, business cards, and advertisements for print and radio. In Year 2, the school will seek to hire a full-time Development and Marketing Manager who, in collaboration with Head of School and Director of Business and Operations, will manage the school's marketing and recruitment efforts. The Development and Marketing Manager will ensure consistency and clarity in the school's communication and outreach efforts to current and prospective students and families.

As part of the recruitment and retention efforts, Ingenuity Prep will work to partner with community organizations to assist in the recruitment, enrollment, and retention of homeless students. Per the spirit of the *McKinney Vento Homeless Assistance Act of 1987, as amended*, Ingenuity Prep will strive to ensure all students, regardless of their living situation, have access to the same opportunities of a high-quality education.

Ingenuity Prep will work tirelessly to recruit students to ensure enrollment targets are met by the first day of school. However, if enrollment targets are not met, the school has contingency plans to

ensure the school is capable of carrying out the educational program. Details of contingency plans are laid out in Section B.3.a Anticipated Sources of Funding. Primary among those contingency options is a reduction in the number of teaching staff, which the school can accommodate within the academic program, if necessary. Additionally, if seats remain vacant the school will have a rolling enrollment process throughout the school year for students who seek to enroll later.

## **B. BUSINESS PLAN**

### **5. RECRUITMENT AND MARKETING**

#### **c. FUTURE EXPANSIONS AND IMPROVEMENTS**

Ingenuity Prep will open in August 2013 with 108 students in four classrooms from Preschool through Kindergarten. The school will open with one classroom of 24 students in Preschool, one classroom of 24 students in pre-Kindergarten, and two classrooms of 30 students each in Kindergarten. Each subsequent year of operation, the school will expand to the next grade-level. Each yearly expansion will see the school add 60 additional seats, while replacing any vacated seats. Therefore, Year 2 total enrollment will be 168, Year 3 will be 228, Year 4 will be 288, and Year 5 will be 348. The school will meet full capacity for PS-8th grade in Year 9 with 678 students.

The enrollment figures shown in the table below are estimated numbers that are subject to adjustment depending upon multiple factors including facilities, consistency in per-pupil funding, and the ability of the school to recruit and retain students. Based on estimates from existing charter schools serving this grade range, Ingenuity Prep expects an attrition rate between 8% and 10%. Taking into account vacated seats and new seats available each year, the school is fully aware of the significant effort that must be focused on recruiting and retaining students and the members of a highly-effective teaching staff.

The school intends to be located in an incubator site for Years 1-5 and then relocate to a more permanent facility before Year 6. To maintain our commitment to the community and to ensure a minimally disruptive transition for our students and families, the school fully intends to find a permanent location in, or in close proximity to, the community in which our initial facility is located. If such a location is unable to be secured, the school will put forth all effort ensure that all enrolled students transition with the school from our initial location to the more permanent facility. If such a move were to occur, the school would also be dedicated to work with families, community members, organizations, businesses, ANC commissioners, and others within both our old and new communities to strengthen and reaffirm our existing relationship and partnerships, as well as developing new relationships and partnerships that provide opportunities to our students. In anticipation of the relocation before Year 6, the school will work in the first four years to develop capital necessary to secure an appropriate permanent facility in which the school will be able to continue to grow into without the need to relocate.

Ingenuity Prep is committed to a responsible, carefully thought out, grade-a-year growth strategy, which allows the school to focus above all else on creating an outstanding academic program for

students. To this end, the school has identified four priorities for sustaining our growth projections while maintaining a mission-aligned organizational culture and ensuring high quality instruction. They are: 1) identification and development of facilities and resources to support new facility acquisition, 2) a robust organizational structure, including a well-developed Board of Trustees, and staffing plan to assure mission and philosophy fidelity, 3) a rigorous interview and hiring process alongside an organizational commitment to staff satisfaction and retention, and 4) a student and family recruitment and outreach strategy that is driven by the value of the school’s high-quality academic program. It will be the responsibility of both the Board of Trustees and the Head of School to develop the structures to ensure the growth priorities are appropriately planned for and implemented.

**Five-Year Enrollment Targets by Grade-Level, including Special Education and ELLs**

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Preschool	24	24	24	24	24
Prekindergarten	24	24	24	24	24
Kindergarten	60	60	60	60	60
First		60	60	60	60
Second			60	60	60
Third				60	60
Fourth					60
<b>Total # of students</b>	<b>108</b>	<b>168</b>	<b>228</b>	<b>288</b>	<b>348</b>
# of students receiving Special Education services*	11	18	26	33	40
# of students who are English Language Learners (ELLs)**	3	5	7	9	11

\*based on estimation of 10% of students in PS-K and 12% 1st-4th.

\*\*based on estimate of 3% of students qualifying as English Language Learners (ELLs).

# C. Operations Plan

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## C. OPERATIONS PLAN

### 1. STUDENT POLICIES AND PROCEDURES

#### a. TIMETABLE FOR REGISTERING AND ENROLLING

Ingenuity Prep has a clear timeline for registration and enrollment to reduce uncertainty and facilitate an orderly and efficient process. This includes the creation and dissemination of enrollment materials, public notice of key dates, and a series of fair and easy to understand deadlines. Application documents will be made available in November 2012 with a deadline for submission of April 3, 2013 at 5pm. A lottery, if necessary, will be held a week after. The school will announce the roster of admitted students, and distribute and collect enrollment packets to ensure all available seats are filled well in advance of the first day of the school. If necessary, a wait-list will be maintained. The full timeline is outlined below:

Timeline	Objective
Mid August 2012	Develop school application document (to be used for registering for the lottery and/or seat reservation) and school enrollment packet (to be used once a student has been offered a seat).
Early September 2012	Finalize marketing strategy
Late September 2012 - Late February 2013	Begin holding community presentations and discussion forums to share school's mission and philosophy.
November 2012	Announce enrollment dates and details
November 2012 - April 3, 2013	Application collection period; all applications due by 5pm on April 3, 2013
April 10, 2013	Lottery (if applicable)
April 15, 2013	Announcement of Lottery results (for those not in attendance at lottery)
April 16, 2013 - May 8, 2013	Distribute Enrollment Packets - Enrollment Packets due by 5pm on May 8, 2013
Starting May 8, 2013	Remaining seats filled according to wait-list (if applicable).
April 15, 2013 - August 2013	Residency verification and collection of special education information (if applicable) for fully enrolled students. For students initially accepted through the lottery, this material will be due by the enrollment packet deadline of May 8th. For students accepted off of the waitlist, this material will be due within three weeks of their acceptance date.

June 2013 - July 2013	Parent and Family Orientation sessions (parents/families will be required to attend at least one session; food will be provided)
August 5, 2013	First Day of School (tentative)

**C. OPERATIONS PLAN**

**1. STUDENT POLICIES AND PROCEDURES**

**b. POLICIES AND PROCEDURES FOR ENROLLMENT, WITHDRAWAL, SUSPENSION, AND EXPULSION OF STUDENTS**

**Student Policies**

Following approval of the Charter, the Head of School, supported by the Director of Curriculum and Instruction, the Director of Business and Operations and in consultation with legal counsel, will develop the student handbook. The handbook will outline school policies and procedures as they relate to students, including the student discipline policy. It will be made available to all stakeholders and will be disseminated to all students and families during parent orientation meetings, held in the summer before the opening of the school. Development of the student handbook will begin in the fall of 2012 with the intention of completion by spring of 2013. The process will be guided by the mission and philosophy of the school and informed by best practices of other charter schools both locally and nationally, as appropriate.

**Enrollment**

**Eligibility.** All residents of the District of Columbia who are of the appropriate age and grade level are eligible to apply to Ingenuity Prep regardless of race, ethnicity, national origin, gender, disability, language proficiency, sexual orientation, any measure of aptitude or achievement, or any other basis prohibited under District of Columbia and federal law. Ingenuity Prep is firmly committed to a policy of non-discrimination in its enrollment practices. To that end, Ingenuity Prep will collect the minimally required information on its lottery application document. Only after a student is granted a seat will the school seek to gather further information through the school’s enrollment packet. All application and enrollment information will be securely stored in a storage apparatus and in a password-protected computer database. Furthermore, the school is committed to ensure residents who are homeless have full access to the application and enrollment process. The school will faithfully adhere to the intent and purpose of the law as expressed in McKinney-Vento Homeless Assistance Act of 1987.

**Enrollment.** Should the school receive more applications than the number of seats available, the school will conduct a lottery to fill the remaining seats. The lottery will be conducted in such a manner to ensure equality among all applicants. Following the first year of operation, the school will give preference to those students who are re-enrolling in the school. In the event that there are remaining seats available following the admissions timeline, the school will permit the enrollment of students who are not DC residents. These students would be required to pay the applicable

Nonresident Tuition Rate as established by the DC Office of the State Superintendent for Education. Though the school will allow for the enrollment of nonresident students, at no point will the school actively recruit nonresident students for enrollment. If the school is under-enrolled at the end of the admission timeline, the school will continue the enrollment process on a rolling, first-come-first-served basis until all remaining seats have been filled. Once all seats have been filled, the school will continue to develop a wait-list in the case a seat becomes available.

The school will offer enrollment preference to siblings of currently enrolled students. The policy is in alignment with the enrollment policies of many currently operating charter schools in the District of Columbia. Furthermore, Ingenuity Prep, to the extent allowable by law, will institute an enrollment preference policy to the members of the Founding Group. Policies and procedures governing the enrollment preferences given to any student will be fully outlined by the school following conditional approval and will be done in collaboration with the DC PCSB and legal counsel to ensure the school is operating in accordance with the DC School Reform Act.

**Other Enrollment Requirements.** In accordance with District of Columbia requirements, Ingenuity Prep will request proof of residency within the District of Columbia for all students. If residency cannot be verified by documentation provided by parents/families, the school will conduct home visits to verify residency, per DC PCSB policy. To ensure alignment with current enrollment audit requirements, the school will seek to collect residency verification forms after April 1 of each year.

### **Withdrawal**

With official notice by the student's parent or guardian, students shall be able to withdraw from Ingenuity Prep at any point. The school will maintain the student's records until they are requested transfer them by the student's new school, or by the student's parent or guardian. The school will also endeavor to conduct confidential exit interviews with all parents or guardians of withdrawn students. The school intends to use information gathered to improve the quality of the school and to have a comprehensive account of the reasons for student withdrawals.

### **Suspension and Expulsion of Students**

Ingenuity Prep is committed to ensuring all students are academically successful. The school also takes seriously the need to develop the appropriate behavioral skills that allow students to become leaders. Fundamental to that belief are the school's core values (See Section A.1b Mission and Philosophy), which are the characteristics the school endeavors to develop in students. To be leaders in the 21st century, students must be prepared to interact and collaborate with others, seek to find solutions to interpersonal problems, share ideas with openness, and embrace their own emotions while being cognizant of the emotions of others. Teachers, school leaders, volunteers, and families will strive to be consistent models of the school's core values, ensuring students have well-developed understanding of those values in action.

Complementary to those values is the organizational philosophy that instructional time is highly valuable and must not be wasted. Students are encouraged to take ownership of their learning and to cultivate a peer community in which every learning opportunity is seized and not wasted. Students who disrupt the learning of others in their classroom will be subject to the consequences outlined in the discipline plan. Multiple infractions or singular incidents of serious concern are grounds for suspension, or ultimately, expulsion.

Upon approval of the Charter, the Head of School will develop, with the Board of Trustees approval, a transparent student discipline policy to ensure students and families fully understand what is and is not acceptable academic behavior. The discipline plan will follow the guidelines outlined in the DC PCSB Policies and Procedures Manual<sup>67</sup>. As such, the discipline policy will be clearly stated in the student and family handbook that will be distributed to families at the beginning of the school year. It will also be discussed during student orientation, at school assemblies, and at the level of individual classrooms. The discipline plan will be firmly based on the aforementioned beliefs and the following philosophies about student behavior:

- Students learn best in a positive, encouraging environment where there are high expectations for student behavior and procedural efficiency.
- Students learn best when adults are clear, firm leaders and when they ensure their communication with students is characterized by humility and a commitment to the promotion of students' dignity.
- Students learn best when adults are consistent in their responses to student actions and when they strive to meet each student's individual socio-emotional needs.

The discipline plan will further outline the rights and responsibilities of students, parents, and school staff. It will outline all infractions, the consequences of infractions, the suspension and expulsion policies, and the appeals process (described below). The discipline plan will further stipulate the school's reporting requirements to the DC PCSB in regard to the reporting of all expulsions and suspensions through ProActive.

In the development of suspension and expulsion policies, Ingenuity Prep will fully comply with the intent of the law as outlined by the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 as it applies to students with IEPs.

**Appeals.** Parents or guardians have the right to appeal any expulsion decision made by the school. After the determination is made to expel a student from the school, the Head of School will inform parents/guardians of their right to appeal the disciplinary decision. All appeals of disciplinary action must be submitted in writing to the Board of Trustees (BoD) within 10 days of the determination of expulsion and the notification of the parent/guardians right of appeal. The BoD will establish a hearing date within a reasonable timeframe, not to exceed 10 days from receipt of the written appeal. The decision made by the BoD will be deemed final. The appeals procedures and

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<sup>67</sup> See Public Charter School Board. (September 30,2011). Policy and Procedures Manual. District of Columbia: Author.

policies will be further laid out in the student handbook, which upon completion will become the governing document for appeals.

## **C. OPERATIONS PLAN**

### **2. HUMAN RESOURCES INFORMATION**

#### **a. KEY LEADERSHIP ROLES**

##### **Head of School**

Co-Founder Aaron Cuny will assume the position of Head of School. In this full-time role, he will lead the school's Director of Curriculum and Instruction and Director of Business and Operations to ensure the school meets its annual academic, business, and operational goals. Now in his tenth year as an educator, Aaron brings to the position of Head of School successful experience as a classroom teacher and school leader. He has taught at both the elementary and middle school levels, spending five years at low-socioeconomic district schools in Oakland, California, and two at private, high-socioeconomic International Baccalaureate schools in Mexico. He received a Masters in Education Leadership from Teachers College, Columbia University, and has served as a School Director at Teach for America's Los Angeles summer training institute where he led a training program for 53 new teachers. In joining New Leaders for New Schools and serving as Resident Principal at DC Bilingual Public Charter School, Aaron has been a key driver in leading the school's turnaround efforts. This work- across the school's academic, cultural, and operational efforts- is outlined in his resume in Section F. Most recently, he helped lead the school to strong reading and math gains on the 2011 DC CAS: the school's combined achievement gains ranked 6th of over 120 charter and district elementary schools and its math gains ranked 3rd of over 120 schools for the low-socioeconomic subgroup.

##### **Director of Curriculum & Instruction**

The leader assuming this full-time position will work with the Head of School to coordinate the school's curriculum and lead the school's efforts to achieve its instructional goals. Until this position is filled, Co-Founder Aaron Cuny and Founding Group members Jessica Marker and Liz Streibel will lead the development of the school's curriculum. As is outlined in their resumes in Section F, this team brings a range of teaching and curriculum experience and expertise in early childhood education, elementary school, and middle school--particularly in the literacy domain. Given this experience, the team is well-positioned to ensure 1) a rigorous college-preparatory curriculum is developed and 2) a rigorous selection process is established for the hiring of this position.

##### **Director of Business & Operations**

The leader assuming this full-time position will work with the Head of School to ensure the school achieves its business and operational goals. Until this position is filled, Co-Founder Will Stoetzer and Founding Group members Debra Santos, Althea Holford, and Alex Sierra will lead the development of the school's business and operations plans. As is outlined in their resumes in Section F, this team brings a range of experience and expertise in charter operations, accounting, school finance, grants

management, charter facilities, and data management systems. Additionally, the team is working EdOps, a DC firm dedicated to providing business management services to charter schools. With this experience, the Ingenuity Prep team is well-positioned to ensure 1) thoughtful and viable business and operations plans are developed and 2) a rigorous selection process is established for the hiring of this position.

### **Legal Counsel**

Jacqueline L. Allen and attorneys at the law firm of Saul Ewing LLP are providing pro bono legal counsel to Ingenuity Prep Public Charter School. It is expected that, as pro bono legal counsel, she will provide guidance on contracts, leasing documents, corporate and governance documents, hiring practices and policies, employee and student policies (including development of an employee handbook, family handbook, and student policies and procedures handbook). It is estimated that these responsibilities will take 5%-10% of Ms. Allen's time. Upon conditional approval of the Charter, the Board of Trustees, in consultation with Saul Ewing LLP, will select permanent legal counsel.

## **C. OPERATIONS PLAN**

### **2. HUMAN RESOURCES INFORMATION**

#### **b. QUALIFICATIONS OF SCHOOL STAFF**

### **Baseline Qualifications**

In staffing the school, Ingenuity Prep will ensure qualifications required by statute are met, including highly qualified teacher provisions of No Child Left Behind. Additionally, the school will seek to recruit candidates who possess the following baseline qualifications:

- *Administrative Leadership*
  - Minimum of a Bachelor's Degree
  - 3-5 years of successful experience as a classroom teacher for curriculum and instructional positions
  - 2-3 years of successful business and/or operational experience for business/operations positions
- *Classroom Teachers*
  - Minimum of a Bachelor's Degree
  - At least two years of successful teaching experience (preferred)
  - Proof of content and pedagogical expertise as demonstrated on the Praxis II exams

### **Primary Hiring Criteria**

Beyond these baseline qualifications, the school will establish ambitious selection criteria and a rigorous selection process to ensure it hires leaders, teachers, and other staff who are well prepared to help the school achieve its ambitious goals. The primary hiring criteria for

administrative leadership and teachers, the recruitment process, and the procedures for selection and background checks are described below.

**Administrative Leadership.** Beyond the baseline qualifications, the school will seek leaders with 1) strong convictions on the capacity of all children to achieve and 2) the capacity to effectively realize the goals outlined for their respective position. In past achievement and future capacity, these leaders will demonstrate that they are:

- *Innovative and Visionary*
  - with the ability to think creatively, and
  - identify new strategies and approaches for existing problems
- *Inspiring and Trustworthy*
  - with the capacity to facilitate the development of, mobilize a community around, and clearly and compellingly articulate a shared vision; and
  - the demonstrated character and competence that leads others to trust them
- *Collaborative and Communicative*
  - with a strong track record of effectively leading and working within a group, and
  - the ability to communicate with authority, humility, empathy, and resonance
- *Reflective and Data-Driven*
  - with the capacity to accurately analyze and evaluate both personal and organizational actions, and
  - a track record of effectively managing data-driven continuous improvement processes

**Classroom Teachers.** Beyond the baseline qualifications, the school will--first and foremost--seek teachers with 1) strong convictions on the efficacy of children and 2) the capacity to effectively realize the goals outlined for their respective position. In past achievement and future capacity, these teachers will demonstrate that they are:

- *Critical-Thinking, Hard-Working, and Data-Driven*
  - with a strong track record of academic and professional achievement,
  - a demonstrated *capacity* to plan logical, data-driven, rigorous long-term, unit, and daily lessons, and
  - a demonstrated *willingness* to invest the time necessary to plan logical, data-driven, highly-rigorous long-term, unit, and daily lessons
- *Confident and Emotionally-Intelligent*
  - with the capacity to cultivate a safe, welcoming, positive classroom culture
  - high expectations for student behavior and procedural efficiency,
  - the ability to identify a wide-range of strategies for investing students in their individual goals and those of the larger classroom and school communities, and
  - the capacity to deliver instruction with poise, positivity, enthusiasm, and emotional constancy

- *Collaborative, Humble, and Culturally-Competent*
  - with strong communication skills and the capacity to both deliver and receive critical feedback, and
  - the ability to collaborate 1) around a shared vision and 2) across a diverse community of professionals

## **Recruitment**

The Founding Group of Ingenuity Prep believes the success of the school will rest largely on its ability to recruit and retain high-capacity, highly-effective individuals for its leadership, teaching and support staff positions. Prior to its founding year and beyond, the Head of School will place significant focus on recruitment and retention of leaders, teachers, and staff who meet the hiring criteria outlined above.

In recruiting for support staff, teaching, and leadership positions, the school will leverage the following resources:

- **Personal Networks.** The Founding Group has an extensive network of friends and colleagues who currently work across the education community in Washington DC. In his prior experience as a school leader, Co-Founder Aaron Cuny has found the “word of mouth” and personal networks of his best teachers to be the single greatest source of additional high-quality teaching candidates.
- **Teach for America.** As multiple members of the Founding Group are Teach for America alumni, the school hopes to leverage its strong relationship with the organization to identify and recruit experienced, highly-effective teachers and leaders.
- **The New Teacher Project.** Co-Founder Aaron Cuny has a working relationship with multiple members of TNTP’s DC staff and hopes to partner with them in their recent efforts to provide teaching candidate recruitment and screening services to DC charters.
- **Local Schools of Education.** In addition to tapping into non-traditional teacher certification pipelines like Teach for America, the school will build relationships with area universities to identify high-potential teaching candidates. Co-Founder Aaron Cuny has, in past years, attended job fairs at and hired teachers from local graduate schools of education.
- **New Leaders for New Schools.** Multiple members of the school’s Founding Group are affiliated with New Leaders for New Schools and, in leveraging this relationship, the school will seek to identify future candidates for leadership positions.
- **Partnerships with School Leaders at High-Performing Charter Management Organizations.** When and where appropriate, the school will leverage its relationships with school leaders at high-performing CMOs such as KIPP, Achievement First, and Uncommon Schools to identify teaching and leadership candidates who, due to factors such as regional relocation, may be potential candidates for teaching or leadership positions.

## **Selection & Background Checks**

In selecting candidates for leadership, teaching, and support staff positions, the school will employ a rigorous selection process designed to measure candidates against the selection criteria outlined for their position. The selection process will include multiple constituencies from the school community and will involve a rigorous series of written tasks, personal interviews, role-plays, and relevant task demonstrations.

Employment at Ingenuity Prep will be contingent upon a clean background check. The school will conduct national background checks on all school personnel. These checks will include extensive searches of criminal and court records as well as sex offender registries. Records of the background check will be confidential and kept in respective personnel files.

## **C. OPERATIONS PLAN**

### **2. HUMAN RESOURCES INFORMATION**

#### **c. STAFFING PLAN**

The staffing plan for Ingenuity Prep is outlined below. This includes staff during the planning year, as well as a variety of staff during the first five years of operations: curriculum and instructional leadership staff, classroom/teaching staff, student and family support staff, and business and operations staff.

#### **Planning Year Staff**

Upon approval of the charter, Ingenuity Prep will immediately move to hire the proposed Head of School, Aaron Cuny on a contract basis. In the Planning Year, the Head of School will be responsible for developing curriculum, engaging in outreach to families and community members, implementing and refining the plans laid out in the school's charter, and recruiting highly-effective teachers and staff. The Head of School will also work to secure additional grant and donation funding which would make it possible to bring on additional staff in the Planning Year.

If additional funding is secured, the school will hire the Director of Business and Operations, also on a contract basis. The Director of Business and Operations would have direct oversight of financial matters, securing facilities and classroom furniture to ensure a timely move into the school building, and implementation of the school's technology plan in consultation with EdElements, including data management systems and classroom tools.

While the process of identifying, recruiting, and interviewing school staff will begin upon hiring the Head of School, the school will begin hiring additional staff members in early July 2013. The additional positions include Teaching staff (Teachers and Apprentices), the Director of Curriculum and Instruction, the Special Education Coordinator, as well as school operations support staff.

#### **Curriculum and Instructional Leadership Staff for Operating Years 1 - 5**

One of the primary responsibilities of the Head of School is oversight and accountability in the

development of a quality curriculum and the highly-effective delivery of that curriculum through classroom instruction. To support the Head of School in these areas of responsibility, a Director of Curriculum and Instruction will begin in Year 1. The Director of Curriculum and Instruction will be directly responsible for creation of the curriculum, ensuring teachers are fully trained on the curriculum, and carry out classroom observations and debriefing conversations as a means of improving instructional quality. The Director of Curriculum and Instruction will also hold the title of Principal. As such, the Director of Curriculum and Instruction will be the primary report for the school's classroom and teaching staff. As the school adds both teachers and students over subsequent operating years, there will be a need to expand the instructional support structure of the school. To this end, the school will look to add one Instructional Coach in Year 4 and one Instructional Coach in Year 5.

### **Classroom/Teaching Staff for Operating Years 1 - 5**

Ingenuity Prep is committed to recruiting and retaining an outstanding staff of highly-effective and dedicated teachers. Knowing that teachers are the single most important factor in driving student learning, the school has a staffing structure which will ensure a low teacher to student ratio, a guiding principle that will enable high levels of differentiation of the curriculum and accommodation of varying learning styles. In each Pre-school and Pre-kindergarten classroom, there will be two full-time Lead Teachers, one of whom will be a certified in Special Education. Both teachers will be responsible for the primary instruction of all students, those with and those without IEPs. There will be an additional Apprentice Teacher in both the Pre-school and Pre-kindergarten classrooms.

In Kindergarten through Fourth grade, there will be grade-level teams of five teachers. Of that team of five teachers, three will be responsible for Literacy instruction, one will be responsible for Math instruction, and one will be responsible for Science, Social Studies, Civic Leadership, and Information, Media, and Technology Literacy. One of the three teachers hired for Literacy instruction will be a certified Special Education teacher. Additionally, one of the three teachers hired for Literacy instruction will be a Master Literacy Teacher. This person will coordinate the collaboration, support, and professional development of the teachers on his/her grade-level team.

The school will also be hiring Art, Music, and Physical Education instructors on a part-time basis. These teachers will instruct across multiple grade levels and, as such, will not be members of individual grade-level teams but will work in a collaborative nature with the grade-level teams to ensure curriculum alignment and develop opportunities to integrate concepts across content areas.

### **Student and Family Support Staff for Operating Years 1 - 5**

The Head of School will provide leadership in the area of Student and Family Support. As a highly visible advocate for the school, the Head of School will have frequent interaction with families and community partners to ensure the school is supporting the needs of individual families and the larger community and, when necessary, creating and implementing plans for the development of

new student and family support structures. In Year 2, the school will hire a full-time School Counselor to support the emotional well being of students and staff. In addition to providing counseling services to students with and without IEPs, the School Counselor will be an important resource for communication with families and community members about implementation of positive behavior support structures in both the school and home environments. In Year 2, the school will hire a School Culture Coordinator to directly support the development of the school's core values and a school culture of high-academic achievement. The School Culture Coordinator will also be primarily responsible for providing behavioral support to classroom teachers and students. As such, the School Culture Coordinator will be in frequent communication with parents and families to establish clear lines of communication around school culture. In Year 4, the school will hire a part-time Family Services coordinator to develop family and community partnerships and manage the school's wrap-around services.

An important area of student and family support is the school's support of students with IEPs. Ingenuity Prep is committed to providing outstanding Free and Appropriate Public Education (FAPE) to students with IEPs. To ensure the needs of students with IEPs are met, in Year 1 the school will hire a Special Education Coordinator. The Special Education Coordinator will coordinate necessary related services, support teachers and students, serve as the primary expert by educating teachers, staff members, and families on matters pertaining to disabilities and legal requirements, provide direct services to students, and manage the IEP process including necessary documentation, reporting and evaluation timeliness, and school accountability. The Special Education Coordinator will not be the only staff member responsible for the delivery of special education services, as previously noted, each grade-level team will have at least one teacher certified in Special Education who will deliver student services and collaborate with staff members to ensure the IEP is being faithfully implemented in all areas.

### **Business and Operations Staff for Operating Years 1 - 5**

The Business and Operations staff will work to ensure that the school is functioning and managed properly to allow the vast majority of the school's effort be placed on developing an outstanding academic program. As noted, the Director of Business and Operations oversees the business and operations activities of the school. The Director of Business and Operations reports to the Head of School. To ensure the adequate operation of the school, in Year 1 the school will hire an Office Manager to run the administrative functions of the school and support the management of food services. Additionally, the school will hire a full-time Custodian/Day Porter to tend to the cleanliness of the building and to assist as a handyman for issues that may occur during the school day. In Year 2, the school will hire a Development and Marketing Manager to support the Head of School and Director of Business and Operations in securing and managing grants, and developing partnerships with individuals, corporations, and philanthropic foundations. Also in Year 2, the school will hire a part-time Food Services manager who will manage the process of food distribution and oversee and recruit food service volunteers from the parent and local community. In Year 4, the school will hire a Data and Accountability Manager to oversee the school's student information systems and multiple accountability processes. Also in Year 4, the school will hire a

part-time Volunteer Coordinator to recruit, schedule trainings for, and manage all of the school's volunteers. The Volunteer Coordinator will also work to ensure all necessary documentation for volunteers is on file.

To provide technology support to the school, a technology consultant will be hired as a contractor to help develop and maintain the technology infrastructure and resources.

## Ingenuity Prep Public Charter School - Staffing Plan

	Salary Assumption	Pre-Open	Year 1	Year 2	Year 3	Year 4	Year 5
	Grades Served	NA	PS-K	PS-1st	PS-2nd	PS-3rd	PS-4th
	Expected Enrollment		108	168	228	288	348
<b>Executive Leadership Team</b>							
Head of School / ED	\$95,000.00	1	1	1	1	1	1
Director of Business and Operations	\$80,000.00		1	1	1	1	1
Director of Curriculum and Instruction	\$80,000.00		1	1	1	1	1
<b>Business and Operations Team</b>							
Data and Accountability Manager	\$45,000.00		0	0	0	1	1
Office Manager	\$35,000.00		1	1	1	1	1
Development and Marketing Manager	\$60,000.00		0	1	1	1	1
Facilities Manager / Custodian	\$25,000.00		1	1	1	1	1
Food Services Coordinator	\$25,000.00		0	0.5	0.5	1	1
Volunteer Coordinator	\$30,000.00		0	0	0	0.5	0.5
<b>Student and Family Support Team</b>							
School Counselor	\$50,000.00		0	1	1	1	1
School Culture Coordinator	\$50,000.00		0	1	1	1	1
Special Education Coordinator	\$63,500.00		1	1	1	1	1
Family Services Coordinator	\$40,000.00		0	0	0	0.5	0.5
<b>Instructional Leadership Team</b>							
Instructional Coach	\$70,000.00		0	0	0	1	2
<b>Teaching Staff</b>							
Literacy Teacher	\$63,500.00		3	6	9	12	15
Math Teacher	\$63,500.00		1	2	3	4	5
Social Studies and Civic Leadership	\$63,500.00		0.5	1	1.5	2	2.5
Science / Info, Media, and Tech Literacy	\$63,500.00		0.5	1	1.5	2	2.5
ECE Lead (Literacy/Social Studies)	\$63,500.00		2	2	2	2	2
ECE Lead (Math/Science)	\$63,500.00		2	2	2	2	2
ECE Apprentice	\$40,000.00		2	2	2	2	2
Music	\$55,000.00		0.25	0.5	0.5	0.5	1
Art	\$55,000.00		0.25	0.5	0.5	0.5	1
PE	\$55,000.00		0.25	0.5	1	1	1
<b>Total</b>		<b>1.00</b>	<b>17.75</b>	<b>27.00</b>	<b>32.50</b>	<b>41.00</b>	<b>48.00</b>
FTE		-	20	29	34	43	49
Student to FTE Staff Ratio		-	5.40	5.79	6.71	6.70	7.10

## **C. OPERATIONS PLAN**

### **2. HUMAN RESOURCES INFORMATION**

#### **d. EMPLOYMENT POLICIES**

##### **Hiring, Salary & Benefits**

Ingenuity Prep is committed to providing salary and benefit packages that allow the school to successfully compete for the highest-performing leaders, teachers, and support staff in the area. Upon being selected based on the criteria outlined in Section C.2.b Qualifications of School Staff, employees will sign one-year, at-will contracts. The school will offer salaries and benefits above those of DCPS and similar to other high-performing charters with extended day and extended year schedules. In alignment with budget priorities, and pending the availability of grant money such as that provided through the recent OSSE Teacher Compensation Grant, the school will seek to provide additional monetary compensation to its teachers for the following:

- summer training
- professional development
- after-school and/or weekend intervention work with students
- exemplary performance in the school's evaluation process

##### **Evaluation**

###### *Teacher Evaluation*

Ingenuity Prep will develop its own Teaching Framework which will outline its vision of teaching excellence and cover a range of teacher actions across multiple stages of development. This document will include but will not be limited to expectations for teacher performance in the following areas:

- long-term, unit, and daily lesson planning
- utilization of data to drive instruction
- the cultivation of student investment and class culture
- management and instructional execution in the classroom
- engagement of parents
- collaboration with colleagues
- maintenance of other professional responsibilities including compliance, bookkeeping, etc.

Teachers will be evaluated across at least two cycles annually. For each cycle, teachers will receive regular, ongoing feedback from members of the school's instructional leadership.

Where necessary the school will utilize student achievement data in the evaluation of teachers. Upon finalizing its summative assessments and data tracking systems, the school will outline its plan for the use of student achievement data in the evaluation process.

Across each evaluation cycle, members of the school’s instructional leadership team will contribute observational evidence towards teachers’ evaluations. This evidence will inform teachers’ final evaluation scores for each cycle.

Professional development, outlined in Section A.4.f Professional Development for Teachers, Administrators, and Other School Staff, will be aligned with the vision of excellence outlined in the school’s Teaching Framework and, thus, the criteria on which teachers will be evaluated.

#### *Administrative Leadership Evaluation*

As is the case for its teachers, Ingenuity Prep will develop a framework for each administrative leadership position outlining a vision of excellent performance for that position. Staff in these positions will be evaluated twice annually and will receive regular ongoing feedback on their performance against their respective framework.

#### *Head of School Evaluation*

Prior to the August 2013 opening of the school, evaluation criteria and protocols for the Head of School will be developed by the Board of Trustees. Evaluations will take place at least annually. Compensation will be informed by performance and benchmarked against compensation for school leaders at similarly-sized institutions in accordance with IRS form 990 guidance

### **Contracts & Dismissal**

#### *Teachers*

Teachers' individual category ratings and overall ratings at the end of each evaluation cycle will be the primary but not sole determinants in the school's rehire decisions. See below for a general guide on how evaluation scores will inform the retention process.

Rating	Retention Implications
Highly Ineffective	Retention Unlikely
Ineffective	Retention at Risk
Effective	Retention Likely
Highly Effective	Retention Very Likely

Thus, at the end of each evaluation cycle, a teacher’s retention will be considered “at risk” or “unlikely” if he/she receives any individual category rating or overall evaluation rating of *Ineffective* or *Highly Ineffective*. Teachers will receive a Teacher Improvement Plan (TIP) for each category score rated *Ineffective* or *Highly Ineffective*. TIPs will outline 1) areas of improvement and 2) time-bound goals for those areas of improvement and 3) short-term action steps teachers will take to achieve their goals. While teacher progress against their TIP goals will impact retention decisions, it is ultimately teachers’ overall evaluation cycle ratings and not their progress against their TIP goals that

will formally inform retention decisions. It is important to note that the table above outlines likely but not guaranteed scenarios. The school retains the right to retain and dismiss “at will.”

#### *Administrative Leadership and Head of School*

As noted above, all staff, including non-teaching staff, will serve under “at-will” contracts. Specific plans for improvement plans and dismissal protocols will be developed in consultation with the Board of Trustees prior to the August 2013 school opening.

#### *Unemployment Compensation*

Pending the circumstances of dismissal, employees may be eligible for unemployment compensation.

### **Other Employment Policies**

- Provision for DCPS Employees: Any DCPS employee who comes to work for the school may request a two-year leave of absence, renewable for an unlimited number of two year terms. During this time, should the employee choose, the school will pay into the employee’s DCPS retirement plan.
- Equal Employment Opportunity: Ingenuity Prep will be an equal opportunity workplace and is committed to hiring a diverse faculty and staff.
- Drug-Free Workplace: The school will remain a safe and drug-free workplace. Distribution of illegal drugs on school grounds will be cause for immediate dismissal.

## **C. OPERATIONS PLAN**

### **2. HUMAN RESOURCES INFORMATION**

#### **e. VOLUNTEERS**

Ingenuity Prep will seek to recruit an active group of volunteers of varying age ranges and experiences primarily among the parent and family communities but more broadly from the neighboring community, local and city-wide businesses, area universities, philanthropic organizations and foundations, and the vibrant education community across the District of Columbia. As such, the school expects to utilize the generosity of volunteers across multiple areas of the school day and organization. In the initial operating years, the Head of School and Director of Curriculum and Instruction will be the ones primarily responsible for the recruitment of volunteers. In seeking volunteers, the school will focus initially on the parent and family community. The school believes strongly that active family involvement fosters a strong community culture and exposes students to civic leadership behaviors and attitudes that are models for the school’s core values. The core values will be a guiding tool in the recruitment of volunteers.

Ingenuity Prep will recruit volunteers for as many roles as can be responsibly supervised by staff. The following is a sample of the many opportunities that will exist for volunteers at Ingenuity Prep:

- Parent Engagement Association
- Food preparation, service, and clean-up
- Support Physical Education teacher during PE/Recess
- Tutors for math and literacy support during our academic enrichment blocks
- Helping to generate publicity for student and staff recruitment
- Lead workshops in subjects including technology, language classes, parenting, financial planning for parents and families.
- Chaperone for exploration field trips and class outings.
- Planning and organization school activities or events (ex. Family picnic, Teacher Appreciation Week)
- Members of the Board of Trustees
- Fundraising and public relations events
- Publish and edit school publications
- Presenters for College and Career day

To ensure that all volunteers are able best support the school's students, Ingenuity Prep will make all efforts to train volunteers and prepare them to be successful in their interactions with students. As necessary, the school will seek the expertise of outside organizations or individuals to train volunteers. To this point, the Founding Group has already begun a relationship with Charter Board Partners and EdOps to provide training opportunities to our Board of Trustees on governance and financial matters. To ensure the safety of students, all volunteers will undergo criminal background checks conducted by a private firm with national search capabilities prior to working with students. Furthermore, all volunteers who interact with students will be supervised by a school staff member to ensure appropriate conduct of both volunteers and students.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

Ingenuity Prep will fully comply with all applicable federal and District of Columbia laws in the operation of the school. The following subsections outline the plans Ingenuity Prep has to ensure compliance with certain of such laws. Knowing that laws and regulations governing the operations of charters schools are subject to change and revision, the school will be diligent in its efforts to research and remain fully informed on the applicable requirements under both District of Columbia and Federal law. Ingenuity Prep will seek the advice of legal counsel, as needed, to ensure that school is fully compliant with applicable law.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **a. HEALTH AND SAFETY**

Ingenuity Prep is committed to ensuring the health and safety of students, families, staff, and visitors of the school. As such, as required by Section 2202(11) of the DC School Reform Act[1], Ingenuity Prep will fully comply with all applicable federal and District of Columbia health and safety regulations and any applicable requirements of the Occupational Safety and Health Administration.

Furthermore, as mandated by Section 2204(c)(4) of the DC School Reform Act, Ingenuity Prep will each year turn in a report to the District of Columbia Public Charter School Board that verifies the school's facilities comply with the applicable health and safety laws and regulations of the District of Columbia and the federal government. Upon request, the report will be made readily available to the public.

Ingenuity Prep will submit to all applicable health and safety inspections, take any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

Ingenuity Prep will train staff, as appropriate, in First Aid and CPR to ensure the safety of the school's students and staff. The school will also secure and store First Aid kits in locations around the school that are made clear and are easily accessible to staff in the case of an emergency situation. In identifying a school facility, Ingenuity Prep will look to have a facility that includes a space suitable for a health suite that would accommodate the placement of a nurse from the DC Department of Health (DOH). Upon identification of the school facility, Ingenuity Prep will begin communication with the DC DOH to acquire the on-site placement of a nurse.

Further, in accordance with the DC Code §38-501 et seq. and applicable requirements of the District of Columbia Department of Health, Ingenuity Prep will require evidence of all student required immunizations and provide information to parents on such requirements clearly and completely.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **b. SAFETY**

Ingenuity Prep, as a local educational agency (LEA) for purposes of Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) (IDEA) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) (Rehabilitation Act), will be subject to the Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) (ADA) with

respect to access. The school will ensure that such requirements are observed in the selection or renovation of a leased facility and in the planning and construction of a permanent facility.

Furthermore, Ingenuity Prep will comply with all requirements of the District of Columbia Fire Prevention Code for the purposed of fire safety.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **c. TRANSPORTATION**

Ingenuity Prep will inform all students' parents and families of their eligibility to apply for reduced Metro fares and obtain other public transportation benefits available to students of District of Columbia public charter schools under Title 35, Subtitle 1, Chapter 2, Sub-chapter 2 of the District of Columbia Official Code.

To ensure the safety of students arriving or departing from school by foot, Ingenuity Prep will seek assignment of a crossing guard or guards through the District of Columbia Department of Transportation School Crossing Guard Program.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **d. ENROLLMENT DATA**

Ingenuity Prep will collect and maintain enrollment data as required pursuant to §2204(c)(12) of the DC School Reform Act. Residency information shall be verified and included in such data in accordance with the applicable requirements.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **e. MAINTENANCE AND DISSEMINATION OF STUDENT RECORDS**

Ingenuity Prep will utilize a web-based student information system to maintain student data and records. Ingenuity Prep will maintain student records in accordance with the requirements of the DC School Reform Act and other applicable laws, including with respect to enrollment, attendance, the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.) and DC Code §38-301 et seq. (regarding residency requirements and nonresident tuition) and DC Code §38-501 et seq. (regarding required immunizations).

Ingenuity Prep will endeavor to obtain student records and assessment results from a student's prior school. Enrollment packets will include a space for parent's to authorize the release of said data to the school.

### **C. OPERATIONS PLAN**

#### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

##### **f. COMPULSORY ATTENDANCE LAWS**

Ingenuity Prep takes serious the responsibility of the school to keep accurate, up-to-date enrollment and attendance records to ensure that each and every student is accounted for at any moment of the school day. To that end, Ingenuity Prep will keep detailed and accurate attendance records and take all necessary steps in the case of persistent absence and/or tardiness. All attendance data shall be collected, recorded and reported using the school's student information system and will be regularly uploaded to the attendance management reporting software, currently ProActive, as required by the District of Columbia Public Charter School Board.

Additionally, Ingenuity Prep will abide by the District of Columbia Compulsory Attendance Act of 1990, as amended (DC Code §38-201 et seq.).

### **C. OPERATIONS PLAN**

#### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

##### **g. SUBCHAPTER B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973**

Ingenuity Prep will comply with all federal regulations relating to special education, including Subchapter B of IDEA and Section 504 of the Rehabilitation Act. The school's special education philosophy and program, previously outlined in Section A.2.e Students with Exceptional Needs, have been developed in careful consultation with professionals who are fully versed in the legal requirements and best practices of federal law governing students with disabilities.

### **C. OPERATIONS PLAN**

#### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

##### **h. TITLE 1 OF THE IMPROVING AMERICA'S SCHOOLS ACT**

Ingenuity Prep fully anticipates being able to qualify for Title I funding for the purposes of ensuring "that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and

state academic assessments”<sup>68</sup>. Consequently, the school will comply with federal and District of Columbia regulations that govern the acceptable use of Title I funds.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **i. CIVIL RIGHTS STATUTES AND REGULATIONS OF THE FEDERAL GOVERNMENT AND THE DISTRICT OF COLUMBIA**

Ingenuity Prep will ensure compliance with Sections 2202(11) and 2204(c)(5) of the DC School Reform Act as well as all applicable federal and district civil rights laws, including applicable provisions of Title VI of the Civil Rights Act of 1964 (42 U.S.C §2000d et seq.), which prohibits discrimination on the basis of race, color or national origin, and Title IX of the Education Amendments of 1972 (20 U.S.C. Sections 1681 et seq.), which prohibits discrimination on the basis of sex in education programs, Section 504 of the Rehabilitation Act and Title II of the ADA, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975 (42 U.S.C. 12101 et seq.), which prohibits discrimination on the basis of age, and other applicable federal and District of Columbia laws and regulations promulgated thereunder, to avoid unlawful discrimination against any student, employee, or volunteer.

## **C. OPERATIONS PLAN**

### **3. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS**

#### **j. OTHER**

Ingenuity Prep will adhere to any additional federal and District of Columbia laws and regulations as they relate to employment, labor and benefits laws; contracting and procurement policies as outlined in DC PCSB’s Fiscal Policy Handbook; submission of financial statements, audited annually in accordance with Government Auditing Standards by a Certified Public Accountant listed in the Approved Auditor List for charter schools; access and the right to examine all records related to the award of the school’s charter; non-profit status under the terms stated in the District of Columbia Nonprofit Corporation Act, as amended, (DC Code §29-301.01 et seq.); DC Municipal Code;

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<sup>68</sup> *Improving the Academic Achievement of the Disadvantaged*. U.S. Code 20 (2000), § 6301. <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html> (accessed December 24, 2011)

**C. OPERATIONS PLAN**

**4. IMPLEMENTATION OF THE CHARTER**

**a. TIMETABLE AND TASKS FOR IMPLEMENTATION OF THE CHARTER**

	Begun	6/12-8/12	9/12-12/12	1/13-3/13	4/13-8/13
<b>A. Accountability</b>					
Develop a comprehensive accountability plan	√	√	√		
Develop 1 and 5 year academic and non-academic goals and outcomes	√	√	√		
Determine Data collection needs and reporting requirements	√	√	√		
Select and purchase software for student, staff and school assessment instruments - academic and non-academic		√	√		
Identify, research and purchase hardware and software for managing student personnel and financial info, and reporting requirements			√	√	
Finalize Student records and forms templates				√	√
Establish suspension and expulsion policies	√	√	√		
<b>B. Admissions</b>					
Collect sample applications and registration forms and design forms		√			
Establish actual student application period	√	√			
Establish an impartial lottery procedure for selecting students if applications exceed available seats	√	√	√	√	
Develop confidentiality policy for student records			√	√	
Collect sample student/parent handbooks and design new version			√	√	√
Accept Student Applications and acknowledge receipt			√	√	√
Enter application info into student info system			√	√	√
Establish and adhere to application deadline			√	√	
Conduct Lottery and establish waitlists (if applicable)					√
Send confirmation of admission or waitlist status; notify parents of deadline for completing registration					√
Move applicants of waitlist into accepted status and continue registration until school is fully enrolled					√
Create letter for requesting records from previous schools and begin requests as students enroll					√
Hold Open House and Parent and Student Orientation					√
Establish system for recording and compiling enrollment and attendance information					√

<b>C. Board of Trustees Organization and Procedures</b>					
Create By-laws, Conflict of Interest documents	√				
Schedule first annual Board of Trustees Meeting			√	√	
Conduct elections/selection of remaining board members			√	√	
Establish plan for transition from start-up board to ongoing governance body			√	√	
Hold First Board Retreat to establish: Roles & Responsibilities Board, Governance, Relationship to Principal				√	
Review and revise Governance Documents			√	√	√
<b>D. Communication &amp; Marketing</b>					
Develop Communication plan for outreach to DC parents, communities, organizations, and businesses and execute activities	√	√	√	√	√
Develop Identity and Website		√	√	√	
Develop Print Materials: Brochure and Flyers and grow Web Presence		√	√	√	
Contact Key Community Stakeholders	√	√	√	√	√
Develop Base of Volunteers		√	√	√	√
Hold Community Meetings	√	√	√	√	
Press Release about school and press follow up		√	√		
Hold Open House				√	
Run ads, distribute literature		√	√	√	√
<b>E. Recruitment</b>					
Hire Director positions		√	√	√	√
Hire Teachers & Other staff			√	√	√
<b>F. Development</b>					
Continue to identify and apply for private, corporate, foundation and government grants and support.	√	√	√	√	√
<b>G. Educational Program Development</b>					
Continue to develop educational program to assure program aligned with educational goals and accountability		√	√	√	√
Continue to develop enrichment, after school and summer programs		√	√	√	√
Encourage and support ongoing reading and research among faculty, professional development and the acquisition of materials		√	√	√	√
<b>H. Facilities</b>					
Identify and Select a School Site	√	√	√		
Lease Negotiation and Finalization			√		
Identify and address all zoning requirements or restriction on the building we expect to occupy or build			√		
Complete all inspections-fire code, health & safety, ADA, asbestos, etc				√	
Obtain certificate of occupancy					√
Acquire furniture and materials					√
Procure and manage communication lines					√
Technology installation					√
Move in furniture & arrange classrooms and other spaces					√

Open buildings for public access					√
If building will not be ready prior to school opening, secure space for staff training				√	√
Hire custodial staff					√
<b>I. Financial Management</b>					
Transfer responsibility for managing, administering, accounting for and reporting on initial grant funds, other revenues and disbursements to Head.		√			
Develop Year 1-5 operating and capital budget for Board approval	√	√	√		
Establish school bank account		√			
Make financing and banking arrangements and get letter of credit			√	√	
Develop financial management systems, policies and establish internal controls		√	√		
Determine insurance needs and obtain policies	√	√	√		
Contract with payroll firm				√	
Develop internal accounting, monitoring and financial reporting systems or choose vendor (EdOps)	√	√			
Identify and procure software for generating monthly financial reports and all other required reports			√		
Select independent auditor				√	
<b>J. Food Service</b>					
Select a Food Services Vendor	√	√	√	√	
Ensure facility meets any food service requirements					√
Ensure staff members acquire safe food handler training					√
<b>K. Governance</b>					
Establish Board of Trustees	√	√	√	√	
Advisory Board		√	√	√	
Establish Academic and Social Student Support Team					√
Establish Instructional Leadership Team					√
<b>L. Health and Safety</b>					
Acquire medical and health forms, including most recent physical exam, TB tests, immunization records					√
Check medical and health forms for completeness and conduct follow up					√
Establish policy for addressing noncompliance by parents or guardians in ensuring school receives all medical and health information required by state regulation				√	√
Provide all staff with first aid training and ensure school has adequate first aid supplies					√
Establish evacuation routes and procedures & schedule fire drills					√
Provide staff and students with orientation on code of conduct, suspension and expulsion policies, behavioral requirements, and prohibition of weapons on school property					√
Create risk management plan for emergencies / disasters					√
Orient families and staff on code of conduct, behavior requirements, suspension and expulsion policies					√

<b>M. Legal and Organizational</b>					
Receive approval of charter application		√			
Negotiate and sign contract with chartering authority		√			
File application for IRS 501c3		√			
File application for state tax exempt status		√			
Obtain licenses.		√	√		
<b>N. Parent Involvement</b>					
Ensure ongoing and meaningful involvement of parents in school governance, committees, classrooms, fundraising, and other areas					√
Establish and carry out process for choosing parent trustees				√	√
<b>O. Personnel</b>					
Collect sample personnel policies and handbooks and develop		√	√		
Develop benefits package		√	√		
Determine Staffing needs, including needs for multilingual counseling and social services and other staff	√	√	√		
Collect samples and design school's employment applications and contracts		√	√		
Develop job descriptions and timeline for hiring Administrators, teachers and staff. Advertise and hire.	√	√	√	√	√
Research requirements for background checks		√			
Research policies for staff taking leave from DCPS		√			
Develop staff professional development plan and schedule for year, including pre-opening activities		√	√	√	√
Establish salary scale / comp structure	√	√	√		
Conduct background check as required			√	√	√
Create personnel files				√	√
Assign classrooms and distribute curricular materials, furniture, supplies, etc.					√
Conduct employee orientation and pre-opening professional development activities					√
Distribute employee handbooks					
Establish staff evaluation policies and forms				√	√
Distribute class lists and cumulative records to teachers as appropriate					√
<b>P. Procurement</b>					
Order and manage delivery of textbooks and instructional materials					√
Order and manage delivery of desks, furniture and classroom equipment					√
Order and manage delivery of office equipment and supplies					√
Order and manage deliver of computers and other technology					√
Order and manage deliver of kitchen/cafeteria, gymnasium/recreation and other equipment and supplies.					√

<b>Q. Special Education</b>					
Obtain cumulative files (including existing IEPs) & suspension reports for all students from previous schools					√
ID students with IEPs					√
Create special education recordkeeping process, ensuring confidential records are kept in locked cabinet			√	√	√
Hire full-time staff, contract with outside provider, and or enter into agreement with school district for appropriate SPED service delivery				√	√
Establish pre-referral and referral process for students with potential special needs			√	√	√
Develop a description of the school's special education program and service delivery approach for parents and external entities (i.e. chartering authority, SPED monitoring entity)	√	√	√		
<b>R. Technology</b>					
Determine computer and other technical procurement for Year 1	√	√			
Purchase PCs and other technology				√	√

## **C. OPERATIONS PLAN**

### **4. IMPLEMENTATION OF THE CHARTER**

#### **b. MAINTENANCE AND REPORTING OF ACADEMIC AND NON-ACADEMIC PERFORMANCE DATA**

As a school structured to deploy significant technological resources in the classroom and to deliver a robust offering of digital content, Ingenuity Prep sees the value not just in technology in the classroom, but in education technology that has a purpose. Putting a computer or an interactive whiteboard into a classroom without a clear sense of what purpose that tool will serve ends up being a disservice to the whole school community. In developing a technology plan for the maintenance and reporting of academic and non-academic performance data, the school is seeking to create systems and tools to ensure that school leaders are empowered to develop an organizational culture that is infused with data-driven decision-making.

To ensure high-quality network connectivity, the school will secure at a minimum a T-1 Internet connection. The school will implement a wireless Internet network school-wide to allow for readily accessible Internet connectivity and to encourage flexibility for students, teachers and staff. Given the school's projected rate of free and reduced lunch population, the school will seek to apply for the federal government's E-Rate program to assist in securing the necessary technology infrastructure and services.

Prior to the school's opening, a complete data management system will be put into place that includes the school's student information system (SIS) and academic data tracking tools that are readily available to teaching staff and school leadership for instructional decision-making purposes. Led by Founding Group member Will Stoetzer, who has expertise and prior experience in implementing SIS and data tracking systems, the school will evaluate multiple available technology offerings. The school will seek a system that is secure, reliable, has high-quality reporting and data

analysis capabilities, is user friendly, allows for parent and student portals, allows for easy integration with the DCPCSB's student information system, and is Cloud-based. The school is particularly interested in Cloud-based systems as they are more reliable, can be securely accessed from multiple points, often don't require software downloads or installation, and require little in the way of maintenance on the part of the school. The SIS chosen will provide for the school to easily, safely, and accurately track student attendance, demographic information, parent and emergency contact information, behavior reports, academic information, grades, and school meals, among other functions. Additionally, all communication between the school and parents and families will be captured in the SIS. Currently, the school is most interested in SchoolForce, created and developed by Virginia-based, Acumen Solutions. SchoolForce provides all of the features that the school is looking for in an SIS, is offered at an affordable rate, and has a highly-responsive support and development structure in which the product is undergoing continuous improvement to meet the needs of partner schools. In his role as Data and Results Coach at DC Bilingual PCS, Mr. Stoetzer participated in a Race to the Top funded initiative to implement, test, and aid in the development of the SchoolForce system.

A robust SIS tool will allow the school to integrate data-driven decision-making into multiple areas of school performance. Based on prior experience, data management tools will allow the school to analyze: attendance to determine patterns in relation to tardies and absences; behavior reports to identify times or locations in which increased behavior incidents occur; determine which students mastered the daily teaching objective and which students should receive reteaching the following day; recognize mastery of content at the end of the term to ensure students are on-track to meet individual goals; find correlations between a student coming tardy to school and behavior reports during the school day. The school's data management tools will provide teachers with decision-making capabilities to develop appropriate small-groups, to differentiate lessons, and to guide students in their use of the digital content. Additionally, a high-quality SIS provides a parent and student portal that allows users to log-in to view grades, announcements, tasks, assignments, and calendars. In this way, the SIS will play an important role in the communication between the school and parents and students in regards to the learning that is taking place. However, the school fully recognizes that not all families will have regular Internet availability or the appropriate skills to navigate the tools. To that end, the school will make all efforts to create a parent resource center which would allow parents to use the Internet for the purposes of checking in on the progress of their child through the SIS parent portal.

The data management tools will also provide school leadership with important data and the systems to efficiently and effectively evaluate that data to make decisions that guide the school towards progress on its annual and long-term goals. Such data, when appropriate, will be reported out to the Board at the monthly meeting and to the larger school community. The Director of Business and Operations will be primarily responsible for the effective management of all data management systems. The Head of School and Director of Curriculum and Instruction will also have a significant role in the adoption of the tools amongst teachers and staff at the school. Additionally, they will be the driving forces behind the development of a culture of data-driven decision-making

within the school community. Upon hiring a Data and Accountability Manager in Operating Year 4, oversight of the data management tools will be a responsibility of the individual who fills that role.

The SIS and other data management systems also serve the function of ensuring that the school meets the reporting requirements for charter schools. The SIS will allow for the accurate and timely distribution of required reports relating to attendance and behavior. Additionally an accurate and up-to-date SIS is a powerful tool for ensuring a smooth and orderly enrollment audit process.

To support the implementation of the technology plan, the school will seek to hire a faculty and staff who are comfortable with and capable of incorporating technology into the classroom in ways that offer meaningful instructional value. As several components of the curriculum require the use of digital content, teachers will need to be well-versed in how to navigate the software offerings and quickly troubleshoot problems that may arise in the classroom. Each classroom will have a minimum of 8 computers for student use. Additionally, the school will provide a stipend to staff to purchase of a computer for work use. While the computer will be owned and maintained by the individual, staff will be required to have their computer available to them at all times during the school day to ensure they can access the school's SIS and other data management tools.

The school will also explore setting up a Google Apps for Non-profits account to serve as the school's email tool and for the purposes of sharing and collaborating on documents. The cloud-based system provides staff with flexibility in accessing documents and allows multiple users to view and edit documents at the same time. This tool is particularly beneficial given the collaborative nature of the school's grade-level teams and the need to jointly work on lesson, unit, and year-long planning materials. Additionally, the school is investigating Dropbox for Business, a cloud-based storage system that allows for secure document sharing and back-up.

To further support implementation of the technology plan, the school will contract with a technology consultant to help the school select, install, and train teachers on technology equipment. Currently, the school is working with Education Elements in a consulting capacity to help the Founding Group establish a comprehensive plan for the school's digital content and the technology infrastructure needed to support that content.

## C. OPERATIONS PLAN

### 4. IMPLEMENTATION OF THE CHARTER

#### c. MAJOR CONTRACTS PLANNED

Ingenuity Prep intends to enter into the following contracts with organizations for services in which the value may equal or exceed \$25,000:

Vendor	Service Provided	Estimated Cost (Planning Year or Year 1)
EdOps	Bookkeeping, payroll, financial reporting	\$38,000 - Year 1
Revolution Foods (Tentative)	Food service	\$98,748 - Year 1
Building Hope (Tentative)	Lease for incubator space	\$254,016 - Year 1
Education Elements	Technology, Digital Content Licenses	\$30,000 - Planning Year \$250 per student - Year 1
TBD	Special Education Related Services	\$35,000 - Year 1
TBD	Class Technology equipment	\$25,000 - Year 1
TBD	Classroom/Office Furniture	\$57,750 - Year 1

The school has not entered into any of the aforementioned contracts at this point, however discussions between the school and the entities listed above have already occurred and the school is in a position to begin finalizing the timeline for executing the contracts following approval of the Charter. Any major contract entered into by the school will undergo a diligent vetting process to ensure the contract is designed to meet the defined needs of the school. In determining which vendors might be best qualified to provide the services the school is seeking, the Founding Group, in addition to tapping the expertise on the Team, has sought the counsel of current DC charter schools, including E.L. Haynes PCS, and other individuals within the education field. In the instance where the school has yet to determine a vendor or major contracts needed following the approval of the Charter, the school will again seek consultation with other charter schools, independent schools, and other education professionals.

All contracts entered into by the school will carefully adhere to District of Columbia law set forth in the DC School Reform Act, outlined in the DCPCSB's Fiscal Policy Handbook<sup>69</sup>, in regards to requirements of appropriate public notice, bidding requirements, and the DCPCSB's right to review of major contracts.

<sup>69</sup> Public Charter School Board. (2011, January). Fiscal Policy Handbook (4 ed.). Washington DC. Retrieved December 23, 2011 from the World Wide Web: [http://www.dcpubliccharter.com/data/images/pcsb\\_fph\\_2011\\_4thedition.pdf](http://www.dcpubliccharter.com/data/images/pcsb_fph_2011_4thedition.pdf).

## C. OPERATIONS PLAN

### 4. IMPLEMENTATION OF THE CHARTER

#### d. ORIENTATION OF PARENTS, TEACHERS, AND OTHER COMMUNITY MEMBERS

**Teacher Orientation.** Prior to the start of each year, the school will engage teachers in a purposeful, rigorous, and inspiring Summer Institute. Given the opportunity it provides to develop shared vision and a community of common practice, school leadership will invest heavily in ensuring this time is well-planned for and efficiently and effectively utilized. The school has established three core purposes for its Summer Institutes:

1. Build trusting relationships that set up our school community to be highly-effective collaborators, communicators, and critical friends
2. Build a shared vision for school culture and operations
3. Build a shared vision for curriculum and instruction
4. Prepare classroom space to welcome students and families

This Institute will occur over the course of three weeks prior to Year 1 and two weeks thereafter. The objectives for the Year 1 Institute are outlined below. Objectives for subsequent Institutes will be developed in the spring prior to each Institute.

- *Summer Institute Year 1*
  - Build positive, trusting relationships across the staff
  - Develop a shared vision for student outcomes and schoolwide goals
  - Develop a shared vision for the key philosophies and pedagogies that will inform our approach to working with children
  - Identify, develop a vision for, and practice the core instructional strategies that will be consistently implemented across the school
  - Identify and develop a vision for the schoolwide behavior and procedural expectations that will be consistently implemented across the school
  - Ensure capacity in utilizing the key systems that will underlie our instructional, cultural, and operational goals
  - Develop a shared vision for the key assessments that will be used to backwards-map instruction and benchmark progress across the school year
  - Review the broad curriculum frames that have already been created
  - Fully develop Term 1 curriculum
  - Set up classrooms to welcome students and families

**Parent & Community Member Orientations.** Over the course of the summer prior to the school's August 2013 opening, school leadership will host orientations for both parents and community members. Multiple parent orientations will be held across a variety of times and dates in order to accommodate parents' likely diverse range of schedules and availability. Parents who have enrolled a child at the school will be expected to attend one of the orientation sessions. The school has established three purposes for its parent orientation sessions:

1. Build trusting relationships that set up parents and school staff to be highly-effective collaborators and communicators.
2. Cultivate a shared vision for student outcomes as it relates to students' academic and social-emotional growth
3. Cultivate a shared vision for school policies, procedures, and expectations for the collaborative support of students in achieving the designated outcomes.

## **C. OPERATIONS PLAN**

### **4. IMPLEMENTATION OF THE CHARTER**

#### **e. SERVICES SOUGHT FROM THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS**

Ingenuity Prep Public Charter School does not anticipate seeking any services from the District of Columbia Public Schools.

# D. Certifications

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- Assurances Form

# E. Budgets

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- Budget Narrative
- Planning Year Budget
- Planning Year Cash Flow
- Year 1 Budget
- Year 2 Budget
- Five-Year Budget
- Capital Budget
- Year 1 Cash Flow
- Five-Year Capital Budget

## F. Résumés, Board Member Agreements, Statements of Interest

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- Résumés
- Board Member Agreements
- Statements of Interest

## G. Conflict of Interest Forms

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# H. Demographic Analysis Form

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# I. Required Documents

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- Board of Trustees Job Description
- Individual Director Performance Expectation
- Articles of Incorporation
- By-laws
- Code of Ethics

# J. Curriculum Sample

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- Curriculum Development Timeline
- Curriculum Reference Guide

## K. Appendix: Letters of Support

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# L. Appendix: Organizational Chart

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