

DIGITAL PIONEERS

ACADEMY

Application for a Public Charter School to the District of Columbia Public Charter School Board

March 8, 2017

Applicant Information Sheet

Note: The full application, including this form, will be posted on DC PCSB's website. Local community members, including members of the media, may contact the designated representative for questions about the proposed school. Do not redact contact information on this sheet.

Name of Proposed Charter School: Digital Pioneers Academy

If applicable, affiliated **Management Organization:** NA

Affiliated Management Organization is: Non-profit For-profit

Designated Representative: Mashea M. Ashton

Address: 600 New Hampshire Ave NW 9th Floor 20037

Telephone: 973-368-2445 **Email:** mashea.ashton@gmail.com

Names of all members of the founding group, including their affiliation with the proposed school:

Mashea Ashton, Founder, CEO, and Board Member

Michael Spencer, Founding Board Member

Sarah Batterton, Founding Board Member

Cheryl Borden-Thompson, Founding Board Member

Type of Application:

New School Conversion of Existing School: Public Private

If conversion, name of the school being converted: NA

Proposed First Year of Academic Operation: 2018

Relationship between the school and its employees:

Contract At-will

Requested Enrollment Ceiling

	2018-2019	2019-2020	2020-2021
PK3			
PK4			
K			
1			
2			
3			
4			
5			
6	120	120	120
7		120	120
8			120
9			
10			
11			
12			
Adult			
ABE-1			
ABE-2			
ABE-3			
ABE-4			
ABE-5			
ABE-6			
TOTAL	120	240	360

Proposed Location of School, if known (address or area(s) of city): Ward 7

If applicable, list all schools that the Management Organization currently operates, has been approved to operate, or is currently applying to open: NA

Executive Summary

Mission and Vision

The mission of Digital Pioneers Academy (DPA) is to develop the next generation of innovators. We prepare students to meet or exceed the highest academic standards, while cultivating the strength of character necessary to both graduate from four-year colleges and persist in 21st century careers.

DPA will ultimately be a college preparatory middle and high school (6th-12th grade) for students from Ward 7 and 8 in Washington, DC. Beginning with sixth grade and adding one grade per year, DPA will provide a unique, personalized educational experience that integrates best practices from schools across the country, preparing students to be innovators and active citizens in our technology-driven world. DPA's learning model will leverage a curriculum built around traditional subjects with the critical inclusion of Computer Science as a core content area. Through core classes and personalized, project-based work, students will develop computational thinking skills, a set of capabilities that can be flexibly applied to succeed in four-year college and in a variety of fields. In addition to rigorous academics and project-based learning, our innovative approach focuses on character building, diverse out-of-school experiences ("expeditions"), and developing the social and emotional capacities of our students.

Empowering Washington, DC Ward 7 and 8

The demand for computing jobs in DC is high, with 11,006 currently vacant positions.¹ The jobs pay an average salary of \$100,757. Tragically, the residents of Wards 7 and 8 have not been equipped with the education needed to capture these opportunities. The unemployment rate in southeast Washington DC, Ward 7 and 8 is close to 13% - almost three times the national average and fewer than one in 20 residents in southeast Washington, DC hold a bachelor's degree. At the K-12 level, the average academic proficiency for the zoned middle schools in southeast DC is 8% in English and 3% in Mathematics. Students in Ward 7 and 8 can achieve high academic proficiency levels, succeed in college, and thrive in rewarding careers if given the opportunity. DPA will provide this opportunity, preparing students with the knowledge, character, and skills necessary to succeed².

Why Computer Science?

Computer Science is not just about teaching students to code. As the foundation for all computing, computer science is defined as "the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society."³ Through helping students understand why and how computers work, computer science provides the basis for a deep understanding of computer use and the relevant rights, responsibilities, and applications. Computer Science builds on computer literacy, educational technology, digital citizenship, and information technology.

Computer Science teaches a mindset that encompasses the "Innovator's DNA"⁴, including the five "discovery skills" that distinguish most creative executives: questioning, observing, networking,

¹ 4.7 times the average national demand rate, according to <http://techhire.org/community/washington/>

² School Performance data from www.learnDC.org.

³ Tucker et. al. *Computer Science Handbook*. Boca Raton: Taylor and Francis, 2004.

⁴ Dyer, Jeffrey H., Gregersen, Hal, and Christensen, Clayton M. "The Innovator's DNA." *Harvard Business Review*. Cambridge, MA: Harvard University Press, December 2009.

experimenting, and associating. DPA will cultivate these skills by providing students with a rigorous Computer Science course and reinforcing computational thinking skills across the curriculum.

Computational thinking is a robust way to think about problems. If you are facing a big, ambiguous project at home or at work, computational thinking helps you break this problem into smaller chunks. Recognizing what is important and what needs to be solved first are critical thinking skills that are valuable in any context.

Computer Science encompasses a range of skills that students need to succeed in college and persist in their careers. DPA alumni will be prepared to succeed in *any field* but will also leave school with a set of marketable coding skills – giving students the flexibility to pursue a challenging and rewarding career in Computer Science, or leveraging their diverse “toolkit” to become productive and engaged members of society in other fields.

Digital Pioneers Academy’s 3 Pillars

Rigorous content. At DPA, every child will take a rigorous Computer Science course starting in the 6th grade. From 6th through 12th grade our pedagogy and content model will cultivate computational thinking skills and focus on Computer Science projects that require students to apply skills across DPA’s core disciplines of Computer Science, Math, ELA, and Science & Social Studies. Students will work through Computer Science projects at their own pace and take assessments on demand. They will work with teachers to set short-term and long-term goals and connect these projects back to their daily actions. In addition, each course will align to Common Core State Standards and advance character skills and mindsets necessary for success in the 21st century.

Rigorous instruction. Research shows that the number one predictor of student achievement is teacher quality⁵. The most effective strategy in supporting all students to be college and career ready is quality teaching in bigger doses. DPA will hire teachers who believe all students can achieve at high levels, who have demonstrable experience raising achievement for urban students, and who have developed authentic relationships with students and families. We create school conditions where great teaching can thrive. Professional development will provide training and support in best practices of effective teaching.

Putting Learners at the Center of their Learning and Creating the Conditions for a Love of Learning.

To create a school community in which every student and adult feels known, loved, and respected, it is essential that every member of our community live the DPA values: *Integrity, Results, Excellence, Empathy, & Innovation*. DPA will gather information about each student’s strengths and gap areas, motivation and goals, learning styles, and other personal data related to their learning experience and needs. Research shows that students excel in environments with strong data systems, high behavioral expectations for students, extended learning time, strong family and community connections and school leadership with an unrelenting focus on results⁶.

⁵ Wright, S.P., Horn, S.P., & Sanders, W.L. “Teacher and classroom context effects on student achievement: Implications for teacher evaluation.” *Journal of Personnel Evaluation in Education*, 11, 57-67, 1997.

⁶ Turnaround for Children www.turnaroundusa.org

Section A – Establishing the Need

Section A.1 – Evaluating the Landscape

Education Needs of Target Population and How School Will Address

Southeast Washington DC needs a middle school focused on both academic excellence and preparation for college and careers in the digital economy.

Only about a quarter of students educated in DCPS and in charter schools are considered ready for college and careers per the recent Partnership for Assessment of Readiness for College and Careers (PARCC) test results. The percentage is even lower for Ward 7 and 8 – only 4%. The challenges facing students East of the Anacostia River are twofold. Often, school is unengaging with a lack of rigor. That is combined with a sense from students that attending school does not correlate to a viable, high wage job.

Digital Pioneers Academy will be a college preparatory 6th through 8th grade middle school located in Ward 7. The school will open with a 6th grade class in the fall of 2018. We intend to expand under a future charter amendment to eventually serve students in grades 6-12 once fully established. To address the educational needs of Ward 7 and 8, DPA will provide a unique, personalized educational experience that integrates best practices from schools across the country, preparing students to be innovators and active citizens in our technology-driven world. DPA's learning model will leverage a curriculum built around traditional subjects with the critical inclusion of Computer Science as a core content area. Through core classes and personalized, project-based work, students will develop "computational thinking skills," a set of capabilities that can be flexibly applied to succeed in four-year college and in a variety of fields. In addition to rigorous academics and project-based learning, our innovative approach focuses on character building, diverse out-of-school experiences ("expeditions"), and developing the social and emotional capacities of our students.

Employment opportunities for computer science related fields are expected to grow faster than any other career path⁷, and this is particularly true in Washington DC. Unfortunately for students in Wards 7 and 8, there are very few options to gain the skills required of this growing field, and there are no middle schools that offer a personalized and rigorous Computer Science and computational thinking skills instruction.

DPA will be the first middle school in Washington, DC that offers a rigorous personalized computer science course as part of the core curriculum with an emphasis on computational thinking skills. In five years, we will double the number of students who pass the AP Computer Science exam in DC.

DPA Target Population and Grade Levels

DPA expects to serve a population that reflects the Ward 7 and 8 community demographics⁸. Ninety-four percent of students are black and one percent identify their ethnicity as Hispanic/Latino. Seventy percent of students live in households with income below 185 percent of the Federal Poverty Level. We expect that many of our students will come to us with IEPs (Individualized Education Plans) ranging from 15% to 26%.

⁷ <https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

⁸ http://www.neighborhoodinfodc.org/wards/Nbr_prof_wrd7.html

DPA projected student demographics

Race/Ethnicity					Special Education					ELL	Low-Income	At-Risk
Black	Hisp/Latino	White	Asian	Other	Level 1	Level 2	Level 3	Level 4	Total SPED			
99%	1%	0%	0%	0%	8.8%	64.7%	14.7%	11.8%	26.7%	0%	100%	60%

DPA projected enrollment

Grades	Middle School			High School – Future Charter Amendment			
	2018	2019	2020	2021	2022	2023	2024
6	120	120	120	120	120	120	120
7		120	120	120	120	120	120
8			120	120	120	120	120
9				120	120	120	120
10					120	120	120
11						120	120
12							120
Total	120	240	360	480	600	720	840

Describe How School Complements Existing Options and Demographic Variance

There is a significant need for more quality middle and high school seats in the Southeast quadrant of Washington DC, both from the standpoint of demand and community demographics.

Charter School Options in Ward 7 and 8

Of the 8,024 public charter school students living in Ward 7, 3,743 attend public charter schools that are located in Ward 7. Further, 2,087 students commute outside of their neighborhood schooling area (the areas in which Digital Pioneers Academy will serve)⁹.

Ward 7 has 10 schools that serve elementary grades, greater than other grade levels. These schools will serve as a natural feeder pattern for DPA.

The service gap is 2,322 seats, meaning that 97 percent of seats in schools serving the area in which Digital Pioneers plans to open are in underperforming schools, and only 3 percent are in Tier 1 schools. Of the seat in schools that make up this service gap, 1,204 make up grades 6-12.

There are almost 4,000 students on 6-12 charter school waiting lists in the city and over 20% of those waitlisted students are concentrated in schools in Wards 7 and 8.¹⁰

⁹ <http://www.urban.org/urban-wire/ward-ward-where-do-dc-kids-go-school>

¹⁰ DC Public Charter Board www.dcpsb.org

Total Students on 6-12 Waiting Lists	Students in Wards 7 and 8 on 6-12 Waiting Lists
3,771	844

An analysis of waitlists for 6th grade in Wards 7 and 8 also demonstrates that there is strong local demand and that there will be sufficient demand to sustain DPA.

Charter Schools in Ward 7 & 8	Waitlist
Achievement Prep	14
Center City Congress Heights	8
Cesar Chavez Middle School	0
DC Prep Benning Road	39
Democracy Prep	2
Excel	8
Friendship Blow Pierce	2
KIPP KEY	66
KIPP Valor	1
SEED	126
Somerset	2
Friendship Tech Prep	0
KIPP AIM	39
TOTAL	307

Though demand in Wards 7 and 8 is significant, the quality of schools in this part of the city is uneven. According to the DC Public Charter School Board’s Performance Management Framework, there are eighteen charter schools that serve middle and or high school students in Wards 7 and 8, a majority are either tier 2 or 3, and only two secondary schools are Tier 1.

DPA Similar Schools – Charter Schools

The demographics for DPA will likely be similar to other charter schools serving students in Wards 7 and 8 including KIPP DC - KEY Academy, Achievement Preparatory Academy Middle, and Friendship - Technology Preparatory Academy.

Similar School 1 ¹¹	KIPP DC - KEY Academy PCS Grades 5-8			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	Tier
Ward 7	PCS	341	100%	1
Black	Hispanic/Latino	White	Asian	Other
98.8%	0.3%	0.0%	0.0%	0.0%
Special Education (% of student body)				English

¹¹ Information for similar schools is from www.learnDC.org.

Level 1	Level 2	Level 3	Level 4	Language Learners
15.7%	15.7%	49.2%	19.6%	0.0%

Similar School 2	<i>Achievement Preparatory Academy PCS – Middle Grades 4-8</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	Tier
<i>Ward 8</i>	<i>PCS</i>	383	85%	2
Black	Hispanic/Latino	White	Asian	Other
99.2%	0.3%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
35.5%	46.8%	9.7%	8.1%	

Similar School 3	<i>Friendship PCS - Technology Preparatory Academy</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	Tier
<i>Ward 8</i>	<i>PCS</i>	543	100%	2
Black	Hispanic/Latino	White	Asian	Other
99.3%	0.3%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
22.5%	58.3%	9.2%	10.0%	

While there are a significant number of schools that serve sixth graders, the grade level at which our school will open, DPA will fill a space that does not exist for children living in Southeast DC. Although there are 40 public charter schools East of the River, there are only two middle schools that are ranked as Tier 1 on the PCSB's Performance Management Framework, meaning that there is a huge need for more quality seats in these most economically underserved neighborhoods.

DCPS Options in Ward 7 and 8

There is an urgent need for high-quality middle and high school options within Wards 7 and 8. DCPS operates six competitive application middle and high schools, and none of these are located within Wards 7 or 8. These schools offer a variety of science, technology, engineering, arts, and math programs. While over 39% of Washington D.C.'s children live in this jurisdiction, over one third of these students attend half of DCPS's application schools in other wards. This data shows that as students from Wards 7 and 8 enter middle and high school, many families with the resources to do so choose to opt-out and find options in other wards. This leaves families that have fewer resources with underperforming local schools as their only option¹².

The District of Columbia Public Schools has limited options in Wards 7 and 8. There are only eight comparable schools serving children in grades 6-12 and no school can credibly claim it prepares its students for college and career success. The percentage of students meeting or exceeding expectations on the 2015-16 PARCC (levels 4 and 5) test is tragically low:

School	Ward	Grades	Enrollment	Math % Met or Exceeded Expectations	ELA % Met or Exceeded Expectations
Kelly Miller MS	7	6 to 8	450	7.0%	7.7%
Sousa MS	7	6 to 8	255	2.6%	7.8%
Hart MS	8	6 to 8	381	1.2%	2.1%
Johnson MS	8	6 to 8	291	2.0%	3.8%
Kramer MS	8	6 to 8	247	0.5%	2.8%
Woodson HS	7	9 to 12	660	0.9%	3.6%
Anacostia HS	8	9 to 12	597	0.0%	2.7%
Ballou HS	8	9 to 12	933	0.4%	2.9%

Figure 1 DCPS Schools Serving Grades 6-12 in Wards 7 and 8

The highest performing middle school in Ward 7 and 8, Kelly Miller MS, prepares only 7% of its students for college and career in ELA and math. High school achievement is alarmingly low. Moreover, none of these schools offer a comprehensive Computer Science program, aimed at preparing students for college or high-wage, high-demand careers. The only DCPS programs that offer comparable academic programs are selective admission schools located in other Wards. Of the nine benchmarks that Code.org has identified as critical for cultivating a culture of Computer Science learning in a district, DC city government has achieved only two.¹³ Only 176 students took the advanced placement Computer Science examination in Washington DC last year, fewer than half of whom were African-American.

DPA Similar Schools - DCPS

Similar School 4	Kelly Miller MS Grades 6-8			
Ward &	School Type	Total Enrollment	Low-	

¹² HSAA Application school proposal

¹³ <https://code.org/advocacy/state-facts/DC.pdf>

Neighborhood Cluster			Income	
<i>Ward 7</i>	<i>DCPS</i>	450	100%	
Black	Hispanic/Latino	White	Asian	Other
94.9%	3.8%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
16.30%	44.2%	11.6%	27.9%	0.0%

Similar School 5	Sousa MS Grades 6-8			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	
<i>Ward 7</i>	<i>DCPS</i>	450	100%	
Black	Hispanic/Latino	White	Asian	Other
98.4%	1.6%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
8.8%	64.7%	14.7%	11.8%	0.0%

Comparable Options

Currently, there is no high-performing district or charter school serving student in grades 6-12 school that offers a comprehensive Computer Science course and computational thinking skills, rooted in both rigorous core instruction, and personalized learning. Moreover, none of the top performing schools has an explicit focus on preparing children for college and careers in the technology fields that constitute most of the region’s job growth, and offer the best opportunities for our children to become the job creators of the future. Even if students wanted to leave their neighborhoods to attend school, which many students in Washington, DC do, there is no school in the entire city that will have Digital Pioneer’s world-class approach to 6-12 Computer Science and computational thinking skills education.

The closest comparable charter school to Digital Pioneers Academy is the Friendship Technology Preparatory Academy, which serves over 500 students across its middle and high schools in a neighborhood with comparable demographics to our target location. The Friendship Technology Preparatory Academy is doing a good job of preparing many students to attend college, and the Digital Pioneers Academy will be a strong complement to this existing program. Digital Pioneers Academy will differentiate itself by providing a clear focus on Computer Science, coding, computational thinking skills,

and college and career preparation, while the Friendship campus places a heavy emphasis on engineering and traditional science courses.

Ward 7 & 8 Demographics

The schools in Wards 7 and 8 serve a population that is almost all African-American, except for the Cesar Chavez schools, and in some cases, up to 30% special education. We expect our student population to be similar in nature to the population of other schools in Wards 7 and 8, and our programs will be designed to serve a population that is mostly African-American and low-income.

	Child Poverty	Total Poverty	Unemployment Rate	Average Family Income	% Black	% Hispanic
7	38%	26%	20%	\$58,068	95%	2.7%
8	37%	50%	25%	\$45,249	94%	1.8%
DC Average	28%	18%	11%	\$124,340	51%	9.1%

Figure 2 Poverty and Racial Demographics by Ward

Meeting Needs That Are Not Being Met Currently

Currently, the children of southeast DC are being left out of a citywide technology boom. Their parents experience an unemployment rate higher than any other part of the city, while tens of thousands of high-paying IT jobs remain unfilled. This asymmetry points to a skills and opportunity gap that Digital Pioneers Academy hopes to help close. Digital Pioneers Academy will be founded on three core ideas:

- 1) **Computer Science is not a “Nice to Have,” it’s a “Must Have.”** Whereas most schools include Computer Science as an after-school activity or elective course for older students, every student at Digital Pioneers Academy will learn Computer Science at every grade level. Computer Science will sit alongside ELA, math, social studies, and science as the fifth element of our school’s core curriculum. Our Computer Science curriculum, based on the award-winning program at Republic Charter Schools in Nashville, TN, will ensure that every student passes the Advanced Placement Computer Science exam by the time they reach the 12th grade.
- 2) **Computer Science is Critical Thinking.** Because every student will learn Computer Science, students at Digital Pioneers Academy will share a specific kind of problem solving rhetoric and rigor. In learning, how to think like a computer scientist, and how to master the technical logistics of coding, the children of Digital Pioneers Academy will learn critical cognitive and non-cognitive skills. Problem solving, critical thinking, and team work will be hallmarks of the Digital Pioneers Academy approach, which emphasizes the skills most applicable to the kind of economy and workforce in which our students eventually will participate.
- 3) **Kids Need a Connection to the “Why” of the Work.** Students at DPA will have real world experiences and connect those experiences to the solution of real world problems. Those experiences will open their eyes to a world of options. From 6th grade onward we will provide students with access and visibility to both competitive universities and high-demand careers. Our unique annual schedule, which will include intercessions, will create room for both exploring careers and expeditionary projects.
- 4) **Kids Need to be Connected to Real Job Opportunities.** The children of Wards 7 and 8 are the ones who most need meaningful connections to educational opportunities that can help to ameliorate poverty, by giving them the tools to succeed in their careers and lives. The child poverty rates in the two Wards across the Anacostia are higher than anywhere else in the city. Those poverty rates

coincide with much higher rates of unemployment, not to mention much lower average incomes on a household basis than the average DC family. In addition, the high concentration of Black families in southeast DC creates an enormous equity challenge. As the economy of greater Washington DC grows, the failure to include the city’s historically disenfranchised population in that growth is an ongoing crisis. Digital Pioneers Academy reaches beyond the walls of the classroom to connect students to growing tech opportunities in Washington DC. The greater Washington region is one of the fastest growing labor markets in the country and one of the top five most desirable locations to create a tech startup,¹⁴ based on the sustained growth of the region and the mutually reinforcing effects of the existing tech talent pool. The Metropolitan Washington Council of Governments (MW-COG) recently released a report outlining the seven sectors that were most likely to drive growth in the DC economy in the next generation.¹⁵ Five of those seven sectors include major science and technology components, and the growth in careers that require STEM knowledge outpaces growth in every other sector. According to the MW-COG report, “During the first half of 2016, nearly a quarter (24 percent) of all job postings in metropolitan Washington were for STEM-intensive occupations.”



Figure 3 Source: TechHire

Within that band of STEM-intensive occupations, five jobs are in higher demand than any other: software developers, information security analysts, computer systems analysts, database administrators, and computer network architects. The information technology (IT) sector is hungry for more workers. According to TechHire, a part of the United States Department of Education’s Opportunity@Work program, there are over 32,000 unfilled jobs in the DC market alone.¹⁶ The concentration of demand for tech-savvy employees is higher in Washington DC than in almost any other city in the country.

¹⁴ <http://www.inc.com/aj-agrawal/why-washington-dc-could-be-the-next-big-startup-hub.html>

¹⁵ <https://www.mwcog.org/newsroom/2016/10/25/dc-regions-economic-growth-depends-on-stem-jobs-cog-reports-economic-competitiveness-economy-employment-workforce-development-education/>

¹⁶ <http://techhire.org/community/washington/>

Section A.2 – Recruitment and Retention

Outreach Plan and Strategies for Reaching Target Population

The founding team at Digital Pioneers Academy has extensive experience connecting with communities like the one the school ultimately hopes to serve. Founder Mashea Ashton started her career as a teacher at Beers Elementary School in Ward 7, and she has family that stretches back six generations in Southeast DC. Prior to founding Digital Pioneers Academy, Ashton led the Newark Charter School Fund, which established charter schools in the City of Newark; before that she was critical player in the early growth of the KIPP network nationally. In both of these roles, Ashton performed extensive charter school outreach and recruitment campaigns. Ashton will leverage her deep roots and extensive network in Southeast DC to disseminate information and recruit new students.

To recruit the initial class of DPA students, the founding team of the Digital Pioneers Academy will undertake the following outreach activities:

- **Door Knocking**: the quickest way to build relationships with local families and community members is to meet them where they are. The founding team plans to hold regular door knocking sessions, throughout Wards 7 and 8, to attract students to the school. We will focus on underserved neighborhoods, communities, and public housing developments to ensure that we are reaching the students in southeast DC with the greatest academic needs.
- **Information Sessions at Local Schools**: the founding team will arrange information sessions at local elementary schools, and particularly those that end in the 5th grade (there are 24 elementary schools with over 900 students finishing 5th grade each year.)
- **Presence at Community Meetings and Town Halls**: the founding team of Digital Pioneers Academy is already visible in the communities across the river. We plan to attend more town halls, community meetings, forums, panel discussions, and school events. At all events, we will be prepared to share our vision for Digital Pioneers Academy, and have materials describing the enrollment process.
- **Organize Informational Meetings**: in partnership with local nonprofits and community leaders, we will organize a series of informational meetings around Wards 7 and 8, to which we will invite interested parents and families.
- **Build Relationships with After School Programs**: the founding team will identify popular after-school programs and build relationships with the leadership of these endeavors. We will request time to present to the students and families who participate in these programs.
- **Outreach to Principals**: the founding team will reach out local elementary school principals to help disseminate information. In addition to setting up information sessions (as mentioned above), partner principals can share invitations to off-site information sessions and pass along information to students with an aptitude or affinity for computer science.
- **Flyers and Bulletin Boards**: we will post flyers about Digital Pioneers Academy at local establishments, including supermarkets, churches, and restaurants.
- **Digital Outreach**: we will leverage all social media outlets including Facebook, twitter, and online surveys to connect with our school community.
- **Participate in EdFest and Any Ward-level Enrollment Fairs**

Through these and other recruitment activities, we hope to enroll the 6th grade fully before the school opens in the fall of 2018. Even after we reach our enrollment target, we will continue with recruitment activities in order to build a robust waiting list, to ensure that attrition does not affect our enrollment and revenue. We

will enroll students regardless of their race, ethnicity, national origin, ability, language ability, religion, gender, sexual orientation, and gender presentation.

We will translate our enrollment and marketing materials to Spanish, as that is the largest non-English speaking population our school is likely to attract, given the student population of comparable schools, and neighborhood demographics. Once we identify and secure a facility, we will conduct a thorough analysis of the languages spoken in the surrounding communities. If we identify communities that speak languages other than Spanish, we will translate enrollment and marketing materials as needed. To the extent that there are other language populations that are overrepresented in our recruitment pool, we will make every effort to translate materials into those languages as well.

Digital Pioneers Academy plans to participate in the My School DC enrollment process. Based on the timeline for the current school year, we predict the application deadline for the 2018-2019 school year will be sometime on or around March 1, 2018. As such, most of our heaviest recruiting activities will take place in the fall of 2017, into the first months of 2018. Additional tactics we may consider include:

- We will pre-enroll 150 students in 2017 for year 1 of DPA using a “Commit to Attend” card. DPA will target all households in ward 7 and ask them to sign a “commit to attend” card during the pre-enrollment phase (after the DPA charter application is approved) to build excitement and capacity for the school. There will be a simultaneous digital campaign asking for commitments as well. These targets (parents) will be reached again via phone and email closer to the beginning of open-enrollment.
- Host Three DPA Days of Action. Days of action are themed organizing events that will allow DPA to organize its enrollment strategies around special days or events that are important to the D.C. and Ward 7 community. A day of action, in which we scale up and seek to massively increase our organization’s impact on a given day, also allows us to give DPA champions (parent and community validators and surrogates) the self-awareness that they’re achieving an incredible aggregate effect -- simultaneously giving us a chance to test the organizational family engagement capacity at various engagement intervals.
- Through canvassing, we will knock on 450 doors throughout Ward 7. DPA will send field representatives, mostly parents commissioned via DPA family engagement program and paid staffers, door-to-door to have meaningful conversations with residents of ward 7 to increase enrollment to garner community feedback and support, educate the community (test messaging/themes--as outlined in Foundational Recommendation section) and leverage volunteer-base in direct community action in creating DPA Champions.
- Through DPA Phone Banks, we will call 3,100 households throughout Ward 7. Phone banking is the most efficient way to talk with parents and families in the community about the issues that matter to them in regards to education. These phone calls will also allow us ability to share DPA message and discuss enrollment with as many people in the community as possible.
- We will acquire a list of 1,500 community members/DPA supporters by having them 'sign on' to a pledge support to DPA. DPA will utilize online strategies to enroll students, in addition to offline strategies, as noted above. Digital registration will allow DPA to reach a much greater (and varied) audience, but again, it will be supplemented with ongoing outreach. To keep parents and families updated after they register for DPA, update emails will be sent on a semi-regular basis.
- Generate 7 positive earned media stories (including at least one media story recognizing DPA for its cutting-edge and innovative approach towards launching a tech-driven school and its new approaches in parent and community engagement) in Washington metropolitan area media outlets. There will be several opportunities to strategically "place" earned media pieces over the duration of the DPA launch

(after we receive authorization from the Charter Board). We plan to deploy key stakeholders and allies, current and former elected officials, and thought leaders in local neighborhoods in ward 7 to write letters to the Editor, call-in to radio stations and participate in televised interviews, and remain active on social media channels by disseminating messages about DPA.

- DPA has developed and will implement a cohesive and concise communication and messaging campaign to ensure robust student enrollment. We will utilize A/B testing to determine the effectiveness of the following communications themes:
 - “Don’t just consume things – create things” or “Be a producer, not a consumer”
 - “Open your door to the future”
 - “Don’t just play on your phone, program it”
 - “Elevate your mindset”

In addition to developing an effective communication theme, it is paramount that all messaging about DPA come from the cultural lens of the African-American community - considering 95% of the market in Ward 7 identifies with the African-American community.

Underscoring that history has shown that the Black community has always been a community of inventors, producers, builders and innovators, and that DPA is a natural progression towards elevating our innate skills for the 21st century digital economy, is a message worth testing.

DPA will emphasize the idea of “getting ahead through the collective struggle” to inform messaging -- as it pertains to family engagement strategies for the Black community. Parents are also keenly aware that their children on the Southeast side of D.C. are being left out from the technology boom. In that vein, we will ensure that equity will be central in all communication points with parents. Lastly, we know that parents have high aspirations for their children. Therefore, messages to parents will confirm that hope and aspiration and create an understanding that DPA is a place where parents’ aspirations can be realized and achieved for their children and themselves.

Anticipated Recruiting and Retention Challenges

We anticipate competition for enrollment from the other charter middle schools in Wards 7 and 8, and specifically charter schools that begin in 6th grade. These include Cesar Chavez, Parkside, SEED, Friendship Tech Prep, and Somerset. It will also be a challenge to draw students from DCPS feeder middle schools and to encourage DCPS 5th graders to consider and pursue a charter option.

We believe, however, that we will have a significant competitive advantage through the uniqueness of our academic program. While there are lots of choices in Wards 7 and 8, there isn’t as much variety as families want and need for schooling. Additionally, some students in PK-8 schools may be motivated to enter secondary school sooner or to attend a specialized computer science school before entering high school.

We will accentuate our unique characteristics in our marketing and recruitment strategies, including:

- Computer Science for all
- Personalized learning to meet the needs of all children
- Preparation for the highest-wage, highest demand jobs in the DC region.

In addition, we believe that the experience of our founding team will be a significant asset in the recruitment process. Members of our team have lived and worked in both southeast DC, and communities like southeast DC, for decades. That said, we also have significant experience with the national charter schools

sector, so we can marry an extensive knowledge of the local environment with deep experience with education innovation at a national level. Moreover, Digital Pioneers Academy is taking a unique approach to its relationship with traditional public schools. Through our partnership with Beers Elementary School, we are making strong community connections and encouraging parents who may not have been considering charter schools to view DPA as a high-quality option for their children. All of these things will be a competitive advantage during the recruiting process.

Growing into a 6-12 school will help us to gain a final competitive advantage. There is no magnet program East of the River, nor is there a high-performing, college preparatory program that focuses on Computer Science and its associated career paths. Through extensive conversations with the local community, we believe that there is a significant demand for this kind of program, and we intend to actively market the 6-12, college and career preparatory nature of this program.

Retention

DPA will remain committed to retaining its students, and our retention strategy will largely focus on creating meaningful relationships with students and families. Each DPA student will have one faculty member that will serve as a mentor. Research draws meaningful connections between robust student-teacher relationships and dropout reduction. Additionally, DPA will adopt restorative practices, rooted in deep conversations with children about positive behavior. DPA policies will make suspensions and expulsions extremely rare, and we believe that a more holistic and personal approach to counseling students will translate to lower attrition rates than surrounding schools.

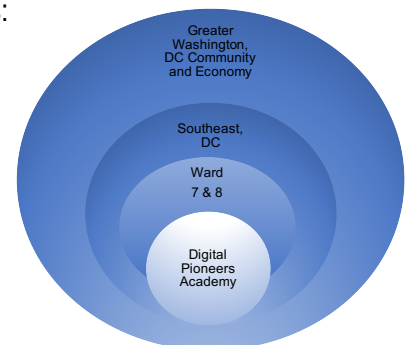
Section A.3 – Community Input

Key Stakeholders and How We Define Community

We intend to cultivate a school community that is both high performing and deeply caring. One key pillar of the DPA model is to create a school community where every student feels valued, safe, and supported, so that they can achieve extraordinary success. Their families need to be a part of that process as well, and we intend to make the Digital Pioneers Academy a welcoming place for parents and family members.

Research indicates when effective parent, family, and community engagement practices are systematically integrated in programs, children are prepared for learning, families are prepared to engage in their children’s education through high school, programs achieve higher levels of quality, and communities are unified by a shared responsibility to nurture and educate the next generation.¹⁷ We see the Digital Pioneers Academy community as nested within a few broader communities:

For Digital Pioneers Academy to be successful, we must view our success as mutually reinforcing with the success of both our immediate community, and the broader economy and community of the Washington DC region. Right now, unfortunately, too many of the students in Wards 7 and 8 feel disconnected from the opportunities that exist in this burgeoning region. Part of our role as a Digital Pioneers Community will be



¹⁷ <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/pfcp-outcomes-executive-summary.pdf>

to act as a bridge and translator between the communities of Southeast DC and the opportunities that exist in the knowledge economy.

What makes DPA a Good Match for Ward 7 & 8?

Beyond the clear demographic need and measurable demand via waiting lists, there also is growing demand among community members. In 2013, HCAA conducted a survey of 34 families with school age children who live East of the River and who choose to send their children outside Wards 7 and 8 for schooling. 93% of parent respondents indicated that they would send their children to middle or high schools East of the River if there were high quality schools available.¹⁸ Another parent survey conducted by DCPS, the DC Education Committee, and the Hillcrest Education Committee revealed that there is an overwhelming preference for an application middle school with a 6th grade entry point. Parents also indicated a strong interest in high quality academic programs, and STEM was one of the most popular programs mentioned¹⁹.

DPA completed several surveys of families with school age children who live East of the River, particularly in Ward 7, during the month of February. Our findings were as follows:

- 835 parents inquired about the Digital Pioneers Academy.
- 90% of parents want their child(ren) to take Computer Science courses in middle school and high school.
- 61% of parents would be interested in helping to open Digital Pioneers Academy. An additional 28% of parents would like more information about Digital Pioneers Academy before committing to helping to open the school.
- An overwhelming majority understand the importance and necessity of Computer Science-based courses in middle school and high school and want their children to take these courses.

Community Engagement Activities

DPA's Founder Mashea Ashton is deeply committed to changing the narrative about students who live in Ward 7 of Washington, DC. Her family has been in Washington, DC for six generations and her early career started as a special education teacher at Anne Beers elementary in DC. Given this commitment, Mashea formed a unique partnership with Anne Beers elementary school and Washington Leadership Academy (WLA). The partnerships have allowed Mashea to spend at least three days a week, working with students, teachers, and parents during and after-school to test the DPA model assumptions. This partnership has the dual benefit of piloting some elements of what will eventually be core curriculum at Digital Pioneers Academy, and providing a recruiting platform for the school among students who can matriculate to Digital Pioneers Academy in fall 2018. Through these partnerships, Mashea deeply understands the school experience and strengths of students who live in East of the Anacostia River in Washington, DC. (See letters of support from students in Appendix 1.)

Ward 7 Action Summit

At a recent Ward 7 Action Summit, Digital Pioneers Academy founder Mashea Ashton co-facilitated a discussion with a group of community leaders, students, and educators about her plans for a new school that focuses on preparing students for both college and career, through a rigorous approach to Computer

¹⁸ HCAA survey results

¹⁹ DCPS Parent Survey

Science. One of the critical outcomes of that summit was to advocate for more career and technical opportunities for students in Ward 7, but only those kinds of programs that lead to high-wage, high-demand jobs, like Digital Pioneers Academy will provide.

Community Partnerships

We have also identified potential partners and collaborators, including a list of Tech companies in the Washington metropolitan area and other potential community partnership organizations including Black-owned businesses and churches in Ward 7/ Zip Code: 20019, and gathered feedback from Ward 7 community members and thought leaders as it pertains to our messaging, DPA demand, and approach for an all-encompassing community involvement and development of DPA.

Family & Community Engagement Design Team

To move to an integrated, systematic and sustained approach in our family engagement efforts, DPA will establish a Family and Community Engagement Design team with stakeholders from the Ward 7 and 8. Deliverables for the Design Team will include:

- Creating a DPA family engagement value statement (for example: DPA will welcome every family and every student, actively engaging them as partners in student learning and school improvement).
- Aligning DPA values to family engagement core beliefs. These beliefs will be the values that will guide the implementation of this engagement work.
- Reviewing this plan and taking the steps to execute it accordingly.
- The DPA Family Engagement Design Team will consist of community leaders, clergy, students, parents, DPA teachers and the principal. There will be a total of 8 individuals selected to participate. These individuals will be involved in the design of the family engagement program during the planning year and start-up year.

For DPA to be successful, we must view our success as mutually reinforcing with the success of both our immediate community, and the broader economy and community of the Washington DC region. Part of our role as a Digital Pioneers Community will be to act as a bridge and translator between Southeast DC and the opportunities that exist in the knowledge economy.

What makes DPA A Good Match for the Community?

While the upper northwest quadrant enjoys some of the highest average incomes in the country, the Digital Pioneers Academy will likely serve a student population that is between 90% and 100% free and reduced lunch, based on enrollment at comparable schools. The children in Wards 7 and 8 should be the new job creators in the knowledge economy, but because they lack access to quality, twenty-first century educational programs, their options are limited from the day they enter school.

It would be much easier to open Digital Pioneers Academy, or a similarly focused Computer Science-driven school, in a more socioeconomically diverse part of the city. Indeed, many schools that rely on more progressive approaches to personalized learning – like Summit Public Schools – operate in mixed-income neighborhoods where wealthier students learn alongside peers from families with lower incomes. Because of our commitment to the families of Wards 7 and 8, we know that we are unlikely to have that sort of income diversity within our schools. That is why we are opening this school, because of our commitment to

offering an education that is world-class, by any standard, to the children of DC who most need access to college and career opportunities.

Conversations with Parents and Students About Diversity

Our school will only succeed through intensive and regular engagement with the parents and children in our community. To date, the founding team has had dozens of conversations with middle and high school aged children in southeast DC. Mashea Ashton has attended a series of meetings with the DCPS Rising Committee's student focus groups to understand the needs of students in the community. She and the founding team will continue to solicit feedback from students on the Digital Pioneers Academy design and uncover the general sentiment of students and families in Washington DC.

We also recognize that the families of Digital Pioneers will come from a wide diversity of racial, ethnic, socioeconomic, religious, and geographic backgrounds. We know that our children will have a range of identities with respect to sexual orientation, gender identity, and ability. Digital Pioneers Academy will be designed as an inclusive environment, where children of all backgrounds and identities can shine. One member of our founding team, Alicia Robinson, is one of DC's leading experts in diversity, equity, and inclusion. Alicia will design teacher training modules that embrace cultural sensitivity, diversity, equity, and inclusion not as afterthoughts, but as central components of our school design and model.

Response to Community Input

We understand that there is a rich community of stakeholders in Wards 7 and 8. When we started our design process, the first thing we sought to do was understand the needs of families. The DPA founding team understands the typical schooling experience of students who grow up in Wards 7 and 8 in Washington, DC. We have observed local schools, listened to families, and engaged in a deep process of understanding the challenges that we seek to solve.

The goals that emerged from the Ward 7 Action Summit have been instrumental in shaping our plan. We heard from families and community members that the schools in Ward 7 lack a focus on preparing students for the jobs and careers that exist today. We believe that our attempt to bridge the gap between the highest demand careers, and the demand for more technical education programs, is responsive to some of the deepest needs of the community.

We know that there is an incredibly rich marketplace of nonprofit and community organizations operating in Wards 7 and 8, and we have relied on our personal relationships, the Washington Grantmakers' Directory,²⁰ and the Leadership Council for Healthy Communities²¹ to identify critical touch points throughout the community. Through both networking events, and one-on-one meetings, we are attempting to both spread the word about our plans for Digital Pioneers Academy, while collecting feedback on our plans and design principles.

²⁰

<https://www.washingtongrantmakers.org/sites/default/files/resources/Making%20Connections%20a%20Directory%20of%20Nonprofits%20in%20Wards%207%20and%208.PDF>

²¹ <http://lchcnetwork.org/wp-content/uploads/2015/06/Ward-7-Resources-Directory.pdf>

DPA Community Engagement Plan

- 1. We will host 7 listening sessions throughout Ward 7.** Listening tours are opportunities to hear about which issues matter and to hear the aspirations for students and parents in different areas within Ward 7, while simultaneously building capacity. This has been a successful tactic in charter school engagement efforts. To ensure that this exercise won't solely be an echo chamber, recruitment will be broad and inclusive for our listening tours.
- 2. We will Host 15 neighborhood meetings with the African-American Community and hold 165 Introductory one-on-one conversations with parents and community leaders** (Please see community outreach plan, Appendix 2). Within African-American communities, church culture—including prayer, call-and-response communication, and a community ethos—is often valued and serves as an important resource that facilitates community action. Since DPA will open right in the heart of the African-American community in Southeast Washington D.C., it will take steps to properly assimilate and seek feedback from the community. DPA family engagement program will build authentic relationships with the community at-large, but particularly the African-American community; and will host a series of one-on-one conversations and community events with leaders in the African-American community, including: clergy, barber shop and beauty salon owners, and business owners. Constituency organizing will be especially useful in engaging with students and parents who we otherwise wouldn't be able to - in the theme of meeting parents and students where they are.
- 3. We will host a Ward 7 DPA Town Hall.** We plan to curate and create our own Town Halls, and attend other town halls, community meetings, forums, and panel discussions to share the DPA vision and distribute materials related to the DPA enrollment process.
- 4. We will engage 100 coalition partners -- on-the-ground, nationally and virtually. We will also partner with 15 local industry and business leaders to help inform curriculum and support work-based learning.** Strategic partnerships will be a critical component of DPA and its sustainability. A core tenet of DPA is the ability to generate productive partnerships with local industry and business to inform curriculum development and support work-based learning. (For more information see Appendix 2 – Community and Family Engagement Plan)

Section B – Education Plan

Section B.1 – Mission and Philosophy

Mission Statement

The mission of DPA is to develop the next generation of innovators. We prepare students to meet or exceed the highest academic standards, while cultivating the strength of character necessary to both graduate from four-year colleges and thrive in 21st century careers.

Educational Philosophy Rooted in Empathy, Research, Values and Guiding Principles

DPA marries best-in-class academic research and practice with the hopes, dreams, and aspirations of families in Wards 7 and 8. Through a lens of human centered design thinking and rooted in understanding the behaviors, motivations, and hopes of students and families, we conducted dozens of empathy interviews and collected over 200 surveys to design a school by, for, and of the local community. Once we determined what the community desired in a school, we identified research, practice and values that could live up to those aspirations. Below, we describe the design trajectory, from empathy to research to values to the core pillars of our academic model.

Design Trajectory

Empathy. The first thing we sought to do was understand the needs of our families in Wards 7 and 8. We observed local schools, listened to families, and engaged in a deep process of understanding the challenges that we seek to solve. These aspirations anchor the DPA academic design:

- **We believe *all* children can learn at the highest levels.** While too many of our students now feel destined for failure, we will steer them towards success.
- **We believe relationships matter.** Students will respect teachers who are authentic, and appreciate educators who support, challenge, and hold them accountable.
- **We believe our students learn by doing.** Most students are too passive in their learning experiences. Students should invent, design, and produce as part of the learning experience.
- **We believe we need to nurture a growth mindset.** Students are inspired by college, high paying jobs, & high demand careers in Computer Science. They must consistently demonstrate their belief that “You are not born smart, you get smart through effective effort.”
- **We believe we must create an environment built on trust with all DPA stakeholders.** Stakeholders are frustrated; they have experienced too many broken promises and lack trust in “new ideas.” We will rebuild that trust.

Research. We researched and studied best practices in education reform that could address our community’s needs and aspirations. Learning from great charter schools around the country, we are borrowing some of their best practices, synthesizing existing ideas, and developing new ones. We believe that great instruction—how, and when, children learn—is the critical factor and requires that:

- Students are instilled with the belief that intelligence isn’t something we are given, but something we work for. All students, and their teachers, will demonstrate a growth mindset.
- Students have access to a rigorous academic curriculum, and instruction, which includes Computer Science.

- Students are motivated to engage in ongoing learning, including the opportunity to pursue mastery at their own pace. In doing so, children experience deeper learning, set clearer goals, and master specific material.
- Students experience robust education in character, habits of success, and cognitive skills, alongside content knowledge.
- Students have real, authentic, demanding relationships with adults.

Values

DPA's values say a lot about who we are, and what we believe about children and their families. Our core values at DPA are:

Integrity. We teach it and we model it. We maintain integrity in all matters and are genuine in all interactions. We treat our students, their families, and each other with honesty, kindness, and respect. Students are known, respected, and loved. We balance confidence and humility.

Results. Every action and every decision is made with a relentless focus on results for our students. Even when ultimate success seems far away, we will continue to focus on the goals of college graduation and career persistence. We do whatever it takes to get things done, with integrity.

Excellence. We are committed to excellence in every task, no matter how large or small. We hold ourselves accountable for our failures as well as our successes. We expect and achieve excellence.

Empathy. We will demonstrate empathy as a deliberate practice, to develop a deep emotional understanding of our student's needs. We will use this knowledge of our students to address complex problems. We act with empathy when dealing with our children, their families, and our professional peers

Innovation. We think critically and thoughtfully in a culture of innovation. While we learn from the other great schools in our field, we are not beholden to doing things just because "it's always been done that way." We will identify new ways to solve problems and not default to a fixed mindset.

Guiding Principles

Employing *Understanding by Design*²², we began with the end in mind--the desired skills and outcomes for our students. Central to DPA's mission is developing the next generation of innovators. DPA has adopted the five "discovery skills" that distinguish most creative executive from the Innovator's DNA²³, to guide the development of our educational plan. These skills—questioning, observing, networking, experimenting, and associating— are the foundation for DPA's curriculum. The DPA Principles were developed by drawing upon research from many top scholars and organizations, visits to many of the highest performing schools in the nation, personal experience in the field, and feedback from parents, students, and teachers. Upon graduation, DPA students will:

²² Wiggins and McTighe discuss the idea of "transfer" as the ultimate goal of understanding in *Understanding by Design*.

²³ "The Innovator's DNA" by Jeff Dyer, Hal Gregersen, and Clayton Christensen.

- Prepare to enroll in a post-secondary pathway (college, career etc.)
- Engage as entrepreneurial, skilled navigators of the 21st century world and set their own goals, pursue them and apply a flexible and collaborative approach to their next step;
- Identify a problem, rally others to help with the solution, and lead a team of people to address it, demonstrating leadership, vision, communication, and teamwork skills;
- Demonstrate mastery of several programming languages and pass the AP Computer Science Principles exam by 10th grade; and
- Solve real world problems by the 10th grade in their community by using their Computer Science and computational thinking skills.

Primary Pillars of Our Educational Model

The pillars of our education model will honor the a) community’s aspirations, b) what education research says about how children learn, and c) our mission, values, and principles. The three primary pillars of our instructional and educational model are:

1. **Rigorous content.** A rigorous core curriculum that includes personalized Computer Science coursework and computational thinking (Honoring the values of Excellence, Innovation, and Results);
2. **Rigorous instruction.** An emphasis on great teaching and authentic relationships (Honoring the values of Excellence, Results, and Empathy); and
3. **Putting Learners at the Center of their Learning and Creating the Conditions for a Love of Learning.** A positive, respectful, and loving school culture (Honoring the values of Empathy and Integrity).

Our coherent “best in class” educational model pulls from exemplars in rigorous content, rigorous instruction, and creating school culture, while ensuring that at its core the educational essence of DPA is a safe, rigorous, and joyful learning environment that puts learners at the center of their learning.

Pillar 1: A Rigorous Core Content

Rigor. The primary goal of DPA will be to provide students with the rigorous academic education needed to be college- and career-ready. DPA will maintain high academic standards for all students and challenging curricula that pushes students to deeply understand content. DPA will implement the Common Core State Standards (CCSS) and the Next Generation Science Standards, which reinforce the five discovery skills of the Innovators DNA. DPA will ensure that every student is learning what he/she needs to know at each grade level to be prepared for college. Students will receive instruction in the following general academic subjects: English Language Arts, Mathematics, Computer Science, Science, Social Studies, Spanish, Art, Health and Physical Education.

High Expectations for Students and Teachers. The DPA model will be based on having high expectations for all children and for the adults who educate and support them. Having high expectations requires high standards for students, which are taught with rigor and regularly assessed. Our high expectations will extend from our students, to their families, and to the broader community.

Computer Science. Research indicates that the rapid transformation of the economy in the last generation suggests that Computer Science, and its underlying principles, should be fundamental core curriculum.²⁴ Having Computer Science as a central part of our core curriculum differentiates our model from that of a traditional public school. Students will gain the following computational thinking skills:

- Problem solving: finding solutions to challenging, real-world problems
- Perseverance: trying again and again, even when something is very hard
- Collaboration: working together to achieve something greater than could be done alone
- Creation: designing and developing interesting, relevant computational artifacts
- Communication: use precise language to describe computing and one's work
- Connection: identify impacts of computing; draw connections to the real world

Character Mindsets and Skills. Each course will advance character skills and mindsets necessary for success in the 21st century. DPA reviewed several character education models and chose Turnaround for Children's Building Blocks for our character education program because it provides a balanced set of principles to guide the mindsets and behaviors of educators as leaders, educators as teachers, students as leaders, and students as learners. See Appendix 6 for complete list of Building Blocks skills and mindsets. To make these mindsets and skills come alive in the daily culture of the school, DPA will have a system of student supports to reinforce these skills and build a strong school culture (see Section B.5.a- School Culture). Mastery in each of the following character mindsets and character skills is core to our efforts to develop character in DPA students:

- Independence and Sustainability
- Perseverance
- Beliefs about School and Self
- School Readiness
- Healthy Development

Pillar 2: An Emphasis on Rigorous Instruction

Maintaining an academic atmosphere with high standards will require consistently high levels of instructional rigor. That includes:

Great Classroom Teaching. Research guides that the number one predictor of student achievement is teacher quality²⁵. Our teachers will combine a deep well of content knowledge and specialization and address the unique challenges of middle school instruction in collaboration with other teachers, students and families.

Teachers Who Share Our Beliefs. DPA teachers will demonstrate knowledge of the research behind the components of great teaching, including:

²⁴ "The Coding Revolution" by Annie Murphy Paul in *Scientific American*, August 2016 (Vol. 315, #2, p. 42-49), no free e-link

²⁵ Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.

- *Rigor*: We will create an environment where every student is expected to learn and demonstrate knowledge at high levels.
- *Computational Thinking across the Curriculum*: We will conduct teaching and learning through a pedagogy that incorporates Computer Science and computational thinking skills, while delivering rigorous and intensive mathematics and literacy instruction.
- *Assessment & Feedback*: We will set clear learning goals, assess frequently, and provide prompt individualized feedback. Students will have ownership in this process.
- *Personalized Learning*: We will begin with a firm understanding of each child as a learner, gathering data on their academic, social emotional, family, and history to create a learner profile to help students set and track goals, learn content at their own pace, complete deeper learning projects and reflect on their experiences.
- *Intervention & Acceleration*: Through small group instruction, tutoring, mentoring, and conferencing – both in-school and after-school – we will ensure students are on track to achieve their goals.
- *Real World Application*: We will help our students understand how school is connected to real world issues by leveraging project-based learning.
- *A Continuous Improvement Mindset*: We will create the conditions for meaningful collaboration on instruction, individual student needs and opportunities, and build the structures and habits to enable our team to be reflective and focus on improvement as an ongoing process, not a fixed end.

Focus on Results and Data. Student results drive our practices in the classroom, and the leadership team will analyze year-to-year student achievement data, adjust instruction based on interim assessment data, and calibrate this student information with each other. We expand the notion of what constitutes “results” by holding ourselves responsible for preparing students to succeed in the high-growth, high-demand jobs of the future, particularly those in the technology sector. We will track our alumni success through college graduation and as they transition into their professional careers.

Additional Time. Our research finds that the most successful schools provide more time and effort in learning and spend that extra time wisely. We believe that classroom time must be spent engaging in deep conversations and engagement with rigorous materials. Our calendar year has nearly 50% more time and 20 more educational days than the average DC school. Students at DPA will be expected to attend school daily and follow a prescribed schedule, as described in Section B.4.b below. Core instruction will take place between four days a week from 7:45AM and 3:45PM, and clubs and sports will be held between 4:00PM – 6:00PM. Additional support and learning opportunities will happen before 7:45AM, after 6:00PM, and on weekends; those supports may include remedial courses, athletic programs, or after-school activities. One instructional day each week, DPA will have an early release day, wherein the academic day ends at 1:00PM, so that teachers can engage in deep professional development as a team, from 1:00PM until 4:30PM. The school will have at least 180 days of instruction and for each fiscal year, offer, at a minimum, 54,000 minutes of instruction to students in grades 7-8. In addition, students will have the opportunity to explore the many cultural and civic institutions that exist in the DC area.

In addition, student will know how to extend their learning beyond the time they are in school. DPA will be a “one-to-one” school, where each child will be issued an electronic device to access the Internet, digital course materials and digital textbooks. Research indicates a statistically significant positive impact on student test scores in ELA, writing, math, and science when students were given one-to-one access to

laptops²⁶. DPA's goal is to find the right balance of screen time. The challenge for teachers is to maintain a balance between the physical and virtual worlds as well as to ensure that screens are being used in appropriate, meaningful and empowering ways. The following three questions will guide the use of technology at DPA: Is it appropriate?, Is it meaningful?, and Is it empowering? The DPA one-to-one program aims to incorporate a device to make deeper connections with the content as well as student learning and to enhance the physical experience rather than replacing it. Teachers will balance screen time with the learning experiences that students gain from the peers and adults around them.

A Semi Self-Contained Classroom Model. Based on the model at the Brooke Charter School, our classrooms will be "semi self-contained." To achieve that goal, all students will have their core academic instruction in a self-contained classroom with co-teachers. The benefit of the two-teacher model is that we can have the best of both worlds. Two adults can share the rigors of deep instruction over the course of the day. One teacher in the classroom will be a math, science, and computer science expert; the other teacher will be an expert in English language arts and social studies. Both teachers will have a baseline knowledge of Computer Science, which is supplemented by a schoolwide Director of Computer Science. By having this "semi self-contained" model, our teachers can be deep content experts, while forging meaningful, lasting relationships with adolescents, who most need that sort of attention. In addition, the teachers will be able to special education teachers, teachers across the grade level, and administration to provide appropriate interventions for students are struggling or may have special education needs. There may be up to 30 total students in each classroom, and the student to teacher ratio will be 15:1.

Pillar 3: Putting Learners at the Center of their Learning and Creating the Conditions for a Love of Learning
DPA will put learners at the center of their learning. Starting from their first day on her/his DPA journey, we will create a supportive learning environment where caring adults are working to know and understand every child deeply. This will translate into rigorous guidance and support and ultimately a personalized DPA learning plan for every child.

Personalized Learning Plans. Each student will have a Personalized Learning Plan (PLP) which includes student strengths and gap areas, motivation and goals, learning styles, and other personal data related to their learning experience and needs. Advisors will work with students to identify what they need to study and learn to achieve. Research²⁷ indicates that individual plans focused on goals and course-taking patterns over several years can improve student motivation, engagement, goal-setting, awareness of strengths and weaknesses, understanding of post-secondary options, and ability to select courses relevant to career goals.

An Advisory Program. Each student will have one faculty member serve as his/her mentor each year. The mentor will meet daily with the advisees to support a healthy, balanced, and productive school experience. The mentor also will ensure a successful transition from middle school to high school to college and work with advisees and families to ensure the students are on the right trajectory to meet their short and long term goals. Research draws meaningful connections between robust student-teacher relationships, dropout reduction, student interaction, student behavior, student emotional and social growth, positive school

²⁶ "1-to-1 Laptop Initiatives Boost Student Scores, Study Finds" by Leo Doran and Benjamin Herold in *Education Week*, May 18, 2016 (Vol. 35, #31, p. 11).

²⁷ Rennie Center for Educational Research & Policy <http://www.renniecenter.org/sites/default/files/2017-01/ILPs.pdf>

climate, academic achievement and decision making²⁸. The advisory program will foster self-discovery and goal setting. Students will explore their values, ethics, interests, passions, talents, and visions for the future. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community

A Restorative Approach to Discipline. Fulfilling all the DPA cultural values we describe above means jettisoning overly punitive approaches to student discipline. Our school will adopt restorative practices, rooted in deep conversations with children about positive behavior. Suspensions and expulsions will be rare, and mutual accountability and respect will be the coin of the realm.

Teacher Mentorship and Internships. Meaningful relationships to peers, the community and others will create positive relationships and inspire inquiry that will ideally lead to further exploration of personal and professional interests for students. A rich internship for every student is an aspirational goal as part of every student's DPA journey. The DPA team will be deeply engaged in working with community members and the business community to secure critical internships.

School Culture. We believe that schools must inspire joy and the love of learning. DPA will have a fun, positive, and loving school culture. We aspire for DPA to be a warm and loving place where adults have unbelievably high expectations for children. We also want to remember that the best education feels like a joyful practice, which inspires children and adults alike. We want visitors to say, "Wow, that school gets amazing results, and everyone seems to be enjoying every minute of it!"

Efficacy. The Efficacy Approach established by the Efficacy Institute in Massachusetts will be a key strategy in creating the DPA culture. It is based on a very simple belief, that virtually all of children can achieve high standards in school *if* they have the right tools and supports. Efficacy reinforces DPA's firm belief that the primary work of caring adults - in schools, families, and community institutions – is to *develop* the academic skills, character habits and skills, and intellectual capacity of every child. The Efficacy strategy helps adults improve students' performance by offering a practical, results-oriented approach that focuses on the following three key areas: mission, mindset, and effective use of data as feedback to drive improvements. A key tenant of this approach is motivating students to get smarter with effective effort. All staff, students, and family members will participate in efficacy training. (See Appendix 1 for letter of support from Efficacy Institute.) Our "look fors" in building this joyful and intentional culture will include:

- **Relationships:** Compassion is key, and it requires authentic relationships between students and teachers, teachers and other teachers, and the overall school community. Relationships matter. We will ensure that every student feels known and cared for. Those relationships will be nurturing, but they also will be demanding. We believe that love is an essential component to schooling, but that real love doesn't let children off the hook.
- **Compassion:** Our teachers must also have compassion for our children and their life circumstances, while not lowering their expectations. Everyone at DPA must develop a personal understanding of children and their emotional needs, otherwise we will not be able to inspire the kind of academic growth that great schooling requires.

²⁸ Brown, Dave F., "The Value of Advisory Sessions for Urban Young Adolescents"
<http://dx.doi.org/10.1080/00940771.2001.11495282>

- Life Skills: Studies also have shown that emotional intelligence and life skills can be as important for success in today’s workplace as academic qualifications. We will cultivate these skills through a student’s relationship with a mentor and the advisory program.
- Growth mindset: We believe that achieving such a culture requires having a growth mindset. To make learning a joyous experience, our teachers and students must believe that intelligence is not a gift we are given, but a goal towards which we work.
- Families and Communities: We believe that it is impossible to truly know children without knowing their families and communities, so that we understand the full child and what he or she is bringing to school. Through a case management approach, we will identify stressors and need to help families navigate and secure the right social and health services. We believe that this sort of approach is the most effective way to combat chronic absenteeism, disruptive behaviors, mental health issues, and other concerns.

DPA Schedule and CS Skill Immersion Model

The below tables below provide a daily schedule and the DPA CS skill immersion model. The darker blue indicates a more concentrated focus in Computer Science and computational thinking skills.

DPA Typical Student Daily Schedule										
Activity	Advisory	DPA Reads	DPA Solves	Lunch, Lab	Computer Science	Project Time	PLT/ Mentor Time	Advisory, Seminar or Community Meeting	DPA Electives	Clubs or Sports
Time	7:45-8:00	8:00-9:30	9:30-11:00	11:00-12:00	12:00-12:45	12:45-1:30	1:30-2:30	2:30-3:15	3:15-4:00	4:00-6:00

DPS Innovator’s DNA and Computer Science Skill Immersion	Advisory	DPA Reads	DPA Solves	Computer Science	Project Time	PLT Time	Electives	Advisory	Club or Sports
Problem Solve, Question, & Observe									
Persevere									
Collaborate & Network									
Create & Experiment									
Communicate									
Connect & Associate									

A Day in the Life of a DPA Student

Nina lives in the Naylor Gardens neighborhoods in Ward 7. Her mother who works the night shift drops her off at carpool at 7:45AM. After breakfast, she goes to Advisory. Nina’s is prepared to share her idea about a national current with her teammates. Nina talks to her mentor about the project she’s designing for her

upcoming expedition, which focuses on solving a major problem in her community about the lack of playgrounds and play space for young students.

During the 90 minute DPA Reads block, Nina and her teacher complete a snapshot reading assessment to track her progress toward reading on grade. Nina has made great progress and is reading age appropriate, but rigorous, texts in her ELA time. Her teachers encourage her to pick books that she likes, from a curated library of awesome reading materials. Her teachers will use regular interim assessments to assess her progress against standards. The next block is DPA Solves. Nina loves math is all about problem solving. You won't find many worksheets on Nina's desk, as most of our math blocks will be spent having deep discussions about math itself. A typical lesson includes: 50 minutes of math lesson, 15 minutes of cumulative review, 15 minutes of logic stories, and 10 minute of mental math. Nina used to be uncomfortable with math, but now that she's at DPA, she realizes that talking about math all of the time is really helpful in demystifying the subject matter. Nina will learn that math is everywhere and she and her teacher pinpointed her need to improve her arithmetic skills.

After the morning ELA and math blocks, students will have lunch. Immediately after lunch is one half hour of choice time, which can also be used as "lab time." Students can engage in physical activities, work on an individual project, or meet with small groups of students to work on a group activity. Lab time is also a good time for Nina's teachers to regroup and do some group planning across grade level teams.

Nina is completing the Game Design Unit. The skills covered in this unit start by focusing on mathematics. Students will begin with exploring the concept of coordinate planes. Students will dig deeper into the x and y coordinates. Students will then dive into user input and conditional statements. Students will contextualize this content by controlling the movement of spirits with arrow keys and the mouse. From there, students will start setting and manipulating variables to control different elements of their programs. Students will build out two projects during the unit- and the first is a simple maze game. Next, Nina is working to identify how she can use game design as a possible solution to create more play space for young students. She is thinking through how to create gaming competitions in her neighborhood on the weekends.

Nina's afternoon at DPA is personalized and she gets to do Project Time! During Project Time, Nina receives specific skill instruction in problem solving, persevering, collaborating, creating, communicating, and/or connecting across the content areas.

Today, Nina's science teacher covers skills related to deep problem solving. Given Nina's problem of creating more play space, Nina's teacher encourages Nina to identify multiple reasons why her neighborhood does not have play spaces and the possible reasons why. This forces Nina to think critically about the social, physical, financial, historical and political reasons for this problem.

When Nina participates in Computer Science personalized learning time during the afternoon block, she is grouped with other students, according to her current skill level. Today, Nina and Nesiah are working on designing a new video game "Funland in Southeast, DC" – a game where the goal is to build "fun spots" by solving math facts, which allows access to a tool kit of things you can select- games, rides, equipment, toys etc. for the fun spots. The video game design allows them to apply coding skills, math facts, and storytelling competencies.

Next is Mentor Time, and Nina has 1:1 session with her mentor teacher who really knows her. Nina's mentor is working on organization and time management skills. They use this time to review Nina's progress for the week, priorities for the next week, and any obstacles Nina may have experienced.

Today, Nina is looking forward to Spanish class. During Spanish, students are immersed in a multi-sensory environment, first reviewing the alphabet, numbers, and basic salutations. Through conversations, activities, and home-work assignments, students continue to build a working knowledge of the Spanish language. Today, Nina is working on expressing her likes and dislikes about the DPA lunch menu. She also talks to her mentor about the Community meeting restorative circle.

For her Afternoon Advisory/Seminar, Nina is preparing for the Socratic seminar discussion of the day: "questions that challenge common wisdom." She is proposing the argument, "*Advances in technology do more harm than good.*"

After this full day, Nina packs up her homework, completes her closing reflection where she gives a shout out to her classmate who showed great focus and excellence that day, and then joins the line to head to after school sports or clubs. Nina participates in "Girls on the Run," an after school running and Computer Science program. She loves running and is motivated by the extra time to practice her programming skills.

The average day, described above, will happen for six consecutive weeks. After that six-week block, students will have a weeklong "expedition." Expeditions will vary, depending on student progress and mastery. For students who are progressing according to their established learning plans, expeditions might be a special project in the real world, or a short-cycle internship. Students might build a robot, or design a smartphone application. For students who are struggling, the one week expeditionary period is an opportunity to engage in remediation. The leadership team of DPA will meet before every expedition week to assign students and teachers to remedial groups, as necessary. Nina's school day ends at 4:00 PM, and then she goes sports and clubs from 4:00PM – 6:00PM.

For DPA Sample Two Teacher Collaborative Team Schedule see Appendix 3.

Section B.2 – Charter Goals and Student Academic Achievement Expectations

Section B.2.a – Adopting the PMF as Goals

DPA Will Adopt the PMF

DPA will adopt the District of Columbia Public Charter School Board's Performance Management Framework (PMF) as its goals. PCSB has created the Performance Management Framework (PMF) to hold schools serving similar grades to the same set of standards. The DCPCSB uses the results of the PMF to assign schools to one of three tiers. DPA will strive to be a Tier 1 school for every year that it operates. DPA understands that Tier 1 schools attract families and high quality educators. The PMF includes the following indicators:

1. **Student Progress:** This indicator includes measures that capture student academic growth in English language arts and/or math either from fall to spring or spring to spring on a standardized assessment. Every eligible student is included in this indicator.
2. **Student Achievement:** This indicator includes measures that capture student academic achievement

in English language arts and math in any given year or years. It is generally described as “percentage of students scoring” at a grade-level standard. Every eligible student in grades 3 and higher is included in this indicator.

3. **Gateway:** This indicator includes measures that capture critical achievement for future progress, such as reading in 3rd grade, a predictor of future academic success, and math in 8th grade, also a predictor of student success in high school. Performance is limited to students who have attended the LEA for two or more years.
4. **School Environment:** This indicator includes measures that capture a school’s climate such as attendance rate, re-enrollment rate (as calculated from audited enrollment to audited enrollment), and for pre-kindergarten classrooms, teacher interaction as measured by the Classroom Assessment Scoring System (CLASS).

DPA chose to adopt the PMF because our core instructional model includes a rigorous focus on core academic subjects; early and consistent exposure to world-class Computer Science content; and personalized project-based learning that draws explicit connections between a student’s academic experience and real-world problem solving. The PMF’s alignment with PARCC’s college and career standards is directly aligned with DPA’s mission. We know that seventy percent of the PMF score is determined from PARCC results and that 35% of the PMF score is determined by student progress in ELA and math year over year, which is why we have dedicated so much of our core instructional time to these areas.

By adopting the PMF, DPA agrees to; upon 5-year review, earning 40% of the possible points in two of the most recent three years; upon the 10-year review, earning at least 50% of the possible points in two of the most recent three years and not under 45% in any of the past five years; and upon the 15-year charter renewal and any review thereafter, earning at least 55% of the possible points in two of the most recent three years and not under 45% in any of the past five years. DPA will use the following chart to set up our performance management systems.

Weight	Indicator	Measure	Weight	Floor	Target
35%	Student Progress (grades 4-8)	Median Growth Percentile – ELA	17.5%	30.0	70.0
		Median Growth Percentile – Math	17.5%	30.0	70.0
25%	Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	7.5%	0.0	100.0
		Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	7.5%	0.0	100.0
		Level 4 and 5: College and Career Ready in ELA (all tested grades)	5.0%	0.0	58.0
		Level 4 and 5 College and Career Ready in Math (all tested grades)	5.0%	0.0	62.9
10%	Gateway	Grade 3 ELA: College and Career Ready (returning students, if applicable)	5.0%	0.0	60.2
		Grade 8 Math: College and Career Ready (returning students, if applicable)	5.0%	0.0	61.2
30%	School	Teacher Interaction: CLASS Emotional Support	4%	4.5	6

	Environment	Teacher Interaction: CLASS Classroom Organization	4%	4.5	6
		Teacher Interaction: CLASS Instructional Support	4%	2	4
		Attendance	9%	85.0	95.0
		Re-enrollment	9%	67.0	92.0

Section B.3 – Curriculum

Section B.3.a – Student Learning Standards (What will students learn at your school?)

Learning Standards and Criteria for Choosing

To select learning standards that align to our mission of high academic standards and character, we conducted a scan of the best middle schools in Washington, DC and nationally to determine the standards they use. We considered schools whose learning standards were rigorous, tightly aligned with high performance on PARCC examinations, and aligned with the DPA goals to develop the five “discovery skills” that make up the “Innovator’s DNA.” We have been very impressed with the results and instructional model at the Edward Brooke Charter School in Boston. Their standards, which are aligned to the Common Core State Standards, take the Common Core to the next level through engaging students in deep, joyful discussions about math and reading.

The chart below provides a summary of the standards we have chosen across subject areas, with additional supplemental standards noted where necessary. In every case, the standards adopted are intentionally vertically aligned, such that standards in each grade level build upon subject standards in the preceding, and succeeding, grades. Moreover, whenever possible, we have chosen standards that are mutually reinforcing across subject areas. For example, the Next Generation Science Standards were designed to accompany the Common Core State Standards in both ELA and math. The chart below provides additional information and justification for the selection of learning standards.

DPA Learning Standards

	Subject Area	Standards	Supplementary Standards
Core Academic Subjects	English Language Arts	Common Core State Standards for English and Language Arts and Literacy	Edward Brooke Charter School ELA and Writing Standards
	Mathematics	Common Core State Standards for Mathematics	Edward Brooke Charter School Mathematics Standards
	Science	Next Generation Science Standards and Common Core State Standards for Literacy in Science	Edward Brooke Charter School Science Standards
	Social Studies	District of Columbia Social Studies Standards	

		Common Core State Standards for Literacy in Social Studies	
	Computer Science	Interim CSTA Computer Science Standards	RePublic Charter School Computer Science Standards Edward Brooke Charter School Computer Science Standards
Electives	Health	D.C. Public Schools Health Standards	
	Spanish Language	American Council on the Teaching of Foreign Language Standards	
	Art	D.C. Public Schools Art Standards	
Character	Mindsets and Skills	Building Blocks for Learning Framework	

English Language Arts. DPA seeks to establish a solid foundation for ELA instruction by immersing students in a learning environment that engages them to build fluency, knowledge, vocabulary and comprehension in the classroom. In alignment with the District of Columbia’s other major school systems and LEAs, DPA will adopt the Common Core State Standards (CCSS) for English Language Arts. This framework provides core knowledge content around the following areas:

- Reading Standards for Foundational Skills;
- Reading Standards for Literature;
- Reading Standards for Informational Text;
- Reading Standards for Literacy in History/Social Studies;
- Reading Standards for Literacy in Science and Technical Subjects;
- Writing;
- Speaking and Listening; and
- Language.

DPA chose the CCSS English Language Arts standards because they focus on preparing students with higher order thinking and communication skills, effectively preparing students for college and career success which are pillars of DPA’s mission. Use of the Common Core State Standards will ensure that all students are nationally and internationally competitive, all while being educated individuals in the 21st century.

Because literacy and English Language Arts skills are so fundamental to student success, whenever possible, DPA will integrate CCSS literacy standards into other core academic course content as well. In fact, the Common Core State Standards for English Language Arts provide suggested ways to blend the standards into social studies and science, and as well as other technical subjects whose mastery depends on the ability to navigate complex informational texts. These standards include the knowledge of domain specific vocabulary, analyzing, evaluating, and differentiating primary and secondary sources; and synthesizing quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams.

Teachers at DPA will be encouraged to incorporate CCSS ELA standards into instruction across the curriculum. For example, the DPA 8th grade social studies teacher might ask students to, “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new,” (CCSS.ELA-LITERACY.RL.8.9) as applied to the study of ancient Greek history. Students, in drawing historical examples to illuminate contemporary texts, will apply ELA standards within the context of social studies exploration. Emphasis on the ELA CCSS in multiple subjects will strengthen students’ understanding and application of the standards and therefore their college and career readiness.

DPA will seek to provide students with more challenging reading texts and higher standards to ensure student have access to grade-level complex text. Teachers will develop targeted text dependent questions that support and scaffold reading experiences for struggling students and advanced students. Teachers will ensure that students are able distinguish between close reading and a volume of reading, and understand the roles of each in and out of the classroom.

Finally, at DPA, we will emphasize the ELA “Anchor Standards for College and Career Readiness” in Reading, Writing, Language, and Speaking and Listening. A solid foundation in those standards will ensure that our students are ready for the academic rigors of college and equipped with the skills needed for professional success. The best schools we observed, in DC and nationally, placed heavy emphasis on student writing at all grade levels, particularly, persuasive and analytical writing. The writing standards for History/Social Studies, Science, and Technical subjects require that students:

- write arguments on discipline specific content;
- write information/explanatory texts; and
- use data, evidence, and reason to support arguments and claims.

We will expect students to write, revise, critique other students’ writing, and understand the fundamentals of great writing at all grade levels.

Mathematics. DPA seeks to establish a solid foundation for math instruction by ensuring that students not only know the basic building blocks of math subject matter, but also how the concepts fit together and why they are necessary to know in the real world. In alignment with the District of Columbia’s other schools and LEAs, DPA will adopt the Common Core State Standards (CCSS).

DPA will provide students with a solid foundation in math fluency, mental math, and fact power. In mental math, students solve challenging problems without using algorithms or other paper-based strategies. This promotes the number sense that will enable students to attack challenging problems more efficiently and logically. Fact power involves the memorization of facts to promote automaticity. Students need to know basic arithmetic facts backwards and forwards to handle the more rigorous work they do in problem solving tasks (PSTs), logic and mental math. Fluency with basic facts frees up mental energy to focus on more complicated parts of problems and aids students in all areas of math work.

DPA will ensure that students also have rigorous coursework in geometry, algebra, probability, and statistics.

DPA chose the CCSS mathematics standards because the Standards for Mathematical Practice focus on higher level problem solving skills that are required for college and career success, which are critical pillars

of DPA's mission. Teachers at DPA will seek to develop mathematically proficient students. DPA will adopt the following Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity to repeated reasoning

The mathematics standards are divided into grade levels and course subject areas. DPA will employ a curriculum that marries the content standards to the mathematical practice standards and ensures students meet the required grade level fluency skills. Both will be reinforced by interactive classroom instruction that engages students in deep conversations about mathematical concepts. In addition, teachers will use blending learning activities to supplement and differentiate core instruction.

Science. When it comes to science, the goal of DPA is to develop scientific literacy for all students. In alignment with the District of Columbia, DPA will use the (NGSS) to provide sound, evidence-based curriculum that draws on current scientific research. The NGSS are internationally benchmarked and were designed in coordination with the CCSS literacy and mathematics standards. Under this framework, students will apply science and engineering practices and crosscutting concepts to a range of disciplinary core contexts. Science instruction at DPA will provide students with opportunities to have direct experience with common objects, materials, and living things. Teachers at DPA will teach students to explain, analyze, and interpret scientific processes.

We chose the NGSS standards because those standards require students to have the skills necessary to pose questions, analyze information, and solve problems to apply processes in real-life situations and keep up with scientific advancements. These skills are essential for preparing students for college and career success, pillars of DPA's mission.

When we apply for and grow into a high school, DPA will follow the Modified Science Domains²⁹ model promulgated by the Next Generation Science Standards creators, to follow a common course sequence for high school while covering all high school science standards.

Social Studies. DPA seeks to provide an integrated study of the social sciences and humanities to promote civic competence. In alignment with the District of Columbia, DPA will use the District of Columbia Social Studies Standards. The learning standards detail the knowledge of history, geography, economics, politics and government that students are expected to acquire. The 6th – 8th grade standards cover the following content areas:

- World Geography and Cultures
- World History and Geography: Ancient World; and
- U.S. History and Geography I: Growth and Conflict.

DPA chose the District of Columbia standards for Social Studies because students must demonstrate intellectual reasoning, reflection, and research skills, which align to our goals of college and career success.

Computer Science. DPA will require Computer Science as a core subject area. To be well-educated citizens in a computing-intensive world and to be prepared for careers in the 21st century, DPA students must have a clear understanding of the principles and practices of Computer Science.

DPA will adopt the Interim CSTA K-12 Computer Science Standards. These standards delineate a core set of learning objectives designed to provide the foundation for a complete Computer Science curriculum and its implementation. To this end, the CSTA Standards:

- Introduce the fundamental concepts of Computer Science to all students;
- Increase the availability of rigorous Computer Science for all students, especially those who are members of underrepresented groups; and
- Present Computer Science at the secondary school level in a way that can fulfill a Computer Science, math, or science graduation credit.

The Interim CSTA K–12 Computer Science Standards correspond with Common Core State Standards, Common Core Mathematical Practices Standards, Partnership for the 21st Century Skills for Success, Partnership for the 21st Century Essential Skills, and STEM Cluster Topics. DPA chose the Interim CSTA Computer Science Standards because they encourage schools to offer secondary-level Computer Science courses that allow interested students to study facets of Computer Science in great depth, while preparing them for entry into college and the work force.

Electives

Elective classes are classes that are an essential component of our students’ learning and are distinct from extra-curricular courses, because they are a part of the school day and required of all students. DPA’s initial elective classes will be health and physical education, foreign language, and art.

Health and Physical Education. DPA will use the DCPS standards for health and physical education. We believe that the DCPS standards are rooted in solid research into the age- and developmentally-appropriate instruction of health and wellness concepts. These standards include age-appropriate modules in the following areas:

Health	Health promotion and disease prevention
	Accessibility and evaluation of health information, products, and services
	Application of self-management skills to enhance personal health and safety
	Analysis of the influence of family, culture, media, and technology on health and health behaviors
	Utilization of interpersonal communication skills to enhance and protect health
	Implementation of decision-making and goal-setting skills to enhance health
Physical Education	Competency in physical skills
	Health-Enhancing Level of Fitness

Physical Education. Classes may incorporate dance, yoga, sports, and movement programs, and health classes will enable students to engage in projects (growing, preparing, and eating food from the school garden, for example) to build health knowledge and personal health skills. These standards provide students with the skills they need to make healthy choices in middle school and beyond.

Foreign Language. Students will begin in 6th grade with study of Spanish language and culture. For its foreign language standards, DPA will adopt The American Council on the Teaching of Foreign Language Standards (ACTFL) which are aligned with the CCSS Literacy standards. The ACTFL standards were developed to provide a CCSS-integrated experience for students learning foreign languages and focus on developing students' communication proficiency and to promote insight into other cultures. The five goal areas of the standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. These standards include:

- Communication: Communicate in languages other than English
- Cultures: Gain knowledge and understanding of other cultures
- Connections: Connect with other disciplines and acquire information
- Comparisons: Develop insight into the nature of language and culture
- Communities: Participate in multilingual communities at home & around the world

DPA students will take Spanish because Spanish is currently spoken in 40% of United States homes, and is the most frequently used language, other than English, in metro-Washington professional environments.³⁰ DPA chose these standards because they integrate cultural competency with foreign language acquisition, preparing students for the needs of an increasingly global economy, central to DPA's mission.

Art. DPA is committed to ensuring that its students receive a demanding college preparatory experience, including a rigorous fine arts course. DPA will adopt the DCPS art standards. Students at all grade levels will receive art instruction in visual art, media, music, or theater.

English Language Learners

DPA is committed to providing additional time, instructional support, services, and aligned assessments for students as they acquire both content area knowledge and English language proficiency. The Common Core State Standards were drafted with the belief that all students should be held to the same high expectations, including English language learners (ELLs).

We will also align our instruction for ELL's with the WIDA standards. This framework advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. ELL instruction will be defined by consistent monitoring, including using assessments to adjust

³⁰ Spanish is the most spoken non-English language in U.S. homes even among non-Hispanics:
<http://www.pewresearch.org/fact-tank/2013/08/13/spanish-is-the-most-spoken-non-english-language-in-u-s-homes-even-among-non-hispanics/>

instruction. DPA will identify contracted services for ELL coordination to help guide the special education coordinator and teachers, so that every staff member can support students who are English language learners. While DPA does not anticipate a large ELL population, we are committed to providing students with the appropriate support and the following resources:

- Training for all teachers and personnel during the summer session and weekly professional development sessions
- A literacy-rich school environment where students are immersed in a variety of language experiences
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework
- Opportunities for classroom discourse and interaction that are well designed to enable ELLs to develop communicative strengths in English
- Ongoing assessment and feedback to guide learning
- Technologies and tools delivered via their personal devices that will allow ELLs to participate in activities and experiences when it would otherwise be more challenging

These supports will apply not only to English courses, but all classes in DPA, where ELLs will participate fully. Research indicates that regular and active participation in the classroom, including reading, listening, discussing, explaining, writing, representing, and presenting, is critical to the success of ELLs in all courses, even as they learn English³¹.

Section B.3.b – Methods of Instruction (How will students learn/teachers teach?)

High Quality Instruction at DPA

The best schools recruit and develop great teachers. Central to the DPA instructional philosophy is the idea that the teacher is the leader of the classroom. When we designed our instructional model, we sought to balance several factors, to ensure that we attract the absolute best teachers to our school. We believe that all teachers at DPA must:

- Believe in high expectations for all students and have a growth mindset
- Understand that constructive learning environments are joyous learning environments
- Balance the developmental needs of adolescent children with the content rigors of a great middle school education
- Possess the desire to improve through frequent, and relentless, peer feedback and collaboration

To incorporate these beliefs, we designed an instructional model that accounts for the developmental needs of adolescent children, while also considering the content expertise necessary to effectively manage middle school classrooms. Middle school is a complicated time in a child's life. Whereas young students receive consistent personalization in the self-contained nature of the elementary school classroom, the subject-matter complexity required by middle school instruction often lends itself to academic departmentalization.

In creating academic departments, many middle schools ignore the developmental needs of middle

³¹ Goldenberg, Claude. (Summer 2008). Teaching English Language Learners: What Research Does – and Does Not – Say. *American Educator*, 32, #2, 8-23 and 42-44.

schoolers. Middle school children are at the peak of adolescence and need steady, personalized adult relationships. At the exact time that adolescents most need personalized adult attention, departmentalization robs children of those relationships.

To have the best of both worlds – namely, intense personalization, coupled with extraordinary content knowledge - we will adopt a “semi-self-contained” instructional model, based on the approach at the Edward Brooke Charter School in Boston, which is nationally renowned as one of the highest performing public schools in the country. For the 2016 PARCC administration, Brooke East Boston was the highest performing district in Math in the Commonwealth of Massachusetts. For a second year in a row more African-American Students at Brooke scored at the highest level of the math PARCC than their counterparts in the entire Boston Public School system.³²

Students at DPA will be assigned to a classroom by grade level, and they will stay with this classroom of peer children for all subjects. Each classroom will have two teachers. One of the teachers will be a specialist in ELA and social studies, while the other will be a specialist in math, science, and Computer Science.

Teacher teams will allow us to accomplish multiple goals simultaneously. Each team of two teachers will have a classroom of approximately 30 children. As such, the student to teacher ratio in the school will be approximately 15 to 1, allowing for intense personalization during this critical time in a child’s life. This structure will create a built-in mechanism for day-to-day peer feedback and collaboration. Teachers will be expected to co-plan lessons, create classroom schedules, and manage the behavioral needs of the classroom. See Appendix 3 for a day in the life of two collaborative teachers.

Quality Teaching Standards

Beyond the team-teaching structure, the primary mechanism through which we cultivate great teaching is by adopting quality teaching standards. DPA will adopt the Brooke teaching standards as a baseline because they most aligned with our goal of developing the 5 skills of the Innovators DNA and were very rigorous. During the planning year, DPA will adjust the teaching standards to further reflect DPA’s mission, vision, and values. Those standards, which are described in Appendix 4 of this application, include overarching concepts, including, creating a positive classroom environment; planning and delivering instruction; ensuring the success of all students; and collaborating to improve.

We believe that teachers improve through constant cycles of principal feedback, peer feedback, assessment data, and professional development. Classroom observation will be frequent at DPA. We will use these teaching standards, coupled with our observational feedback, to evaluate teachers, guide professional development, and develop personal goals for individual teachers. We believe that teachers who master these standards will be proficient in delivering effective instruction. DPA will create rubrics for each of these standards to further clarify expectations of the levels of effective instruction.

Teachers will receive significant professional development on how to meet these teaching standards. Our teacher training, which will be at least two weeks long prior to the opening of school, and will focus on the teaching standards almost exclusively, to ensure that new staff members fully understand the DPA vision of effective instruction. In subsequent years, before school starts each August, there will be professional

³² Brooke Charter Schools website www.ebrooke.org

development for at least seven days, during which the whole staff will meet to co-plan, develop goals for the year, and refocus on the mission. During this time, and during the weekly three-hour professional development sessions on Thursdays, teachers will study videos and examine the effectiveness of instruction against the teaching standards.

Teachers will be observed twice per month, at a minimum, by the principal and given explicit feedback on their instructional methods, based on the teaching standards. Teacher evaluation will be based on a combination of student performance results and on observations that culminate in reviews using the formal teaching standards. During formal reviews, teachers will receive summaries of their student performance results. They will then complete a self-evaluation on the teaching standards rubrics, and the principal and teacher will swap evaluations and engage in conversations about progress and goals. Teacher evaluations will be completed by the principal, or assistant principal (after year 2), one time per year. Because teachers will receive ongoing feedback daily, we do not expect formal evaluations to contain surprises. A sample teacher evaluation is included in Appendix 4.

DPA Methods of Instruction

DPA recognizes that there is no single pedagogical strategy that is best for all students, at all times. DPA will employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content and standards at high levels of conceptual understanding. We believe great teaching employs a mix of whole class instruction, group and class discussions, and significant amounts of individual conference time.

Methods of Instruction by Grade Level and Subject Area

ELA Instruction in Grades 6-8. The DPA approach to reading and writing instruction is rooted in the idea that great readers and writers are developed through cultivating a love of the written word. We want our students to develop an internal drive to read, to both enjoy books, and learn information. We want our students to be so immersed in reading great literature and nonfiction that they literally do not want to put their books down. Every student at DPA will have a book on his or her desk at all times.

The selection of texts will be central to our mechanism for teaching reading. Text choice is the critical factor in engaging children in the process of learning. We will rely mostly on full texts, as opposed to basal readers, at DPA. Text selection is essential, whether a teacher is selecting a text for full group instruction, or students are picking a book for independent reading. When selecting classroom texts, teachers must think about richness, rigor, and appropriateness for the relevant learning standards. Teachers also need to create balance across genres. Some teachers naturally prefer great novels, and those teachers need to be encouraged to identify great nonfiction tests as well.

Likewise, teachers need to support students in identifying great books for independent reading. Each classroom will have a set of books – selected by the teacher, in partnership with the principal – which should represent a range of reading abilities and genres. From studying great reading practice – at schools like the Success Academies in New York and the Edward Brooke Charter Schools in Boston – great reading is cultivated by great discussions about books and texts. When reading a text as a full class, teachers will develop great questions that are designed to stimulate great conversations about books. Rigorous questions are those that get kids excited about finding evidence within the text to support their

assertions, whatever their grade level. We do not believe in gimmicks to get children to love reading; children will only love books, and reading, when their teachers choose appropriate books with content that stimulates great thinking and great discussion.

At every grade level, students will have at least 45 minutes of independent reading per day, in addition to full group instruction in reading and writing. During this period, students will engage in independent reading of appropriate texts that they pick in partnership with the teacher. During independent reading, teachers will provide supports. That support will include conferring with individual students, or in small groups. The instruction during these independent support sessions will be differentiated according to individual students' needs. For some children, the focus might be on comprehension skills, or higher order concepts. For students who are struggling, that instruction might include support for fluency or phonemic awareness. If students need reading intervention, they will receive it during this time. Additional instructional methods include: direct instruction, whole group instruction, small group and individual instruction, and workshop model.

Students with IEPs will receive individualized attention during both full group instruction and independent reading. As much as possible, classroom teachers will strive to support students with reading disabilities through intensive differentiation in an inclusive environment. For students who continually struggle to read, even with highly differentiated classroom supports, we will provide remedial support from push-in reading specialists who work on contract with the school.

Math in Grades 6-8. The Digital Pioneers math curriculum is designed to teach students to understand math at the conceptual level. A conceptual understanding of math will enable students to think flexibly and logically so they can use what they know to solve new and challenging problems. Starting in sixth grade, we teach students to embrace the struggle of problem solving to normalize the difficulty they will undoubtedly face, at times, when searching for solutions.

To tackle deeper conceptual math, DPA students need fluency and automaticity. Mental math and fact power are two important components of the 6th grade curriculum. To promote number sense, students will practice solving challenging problems without using algorithms or other paper-based strategies. Students will also be encouraged to memorize basic math facts to promote automaticity. Fluency with basic facts will allow students to complete more complicated problems.

We believe that students need extended amounts of time each day to struggle with challenging math problems. Students also need time to articulate their strategies and solutions and listen to their peers do the same. These vital skills are strengthened every day through problem solving tasks (PSTs). During PSTs, students grapple independently with a single, difficult math problem. Then, teachers moderate a discussion by pushing students to share their solutions using relevant, specific vocabulary, by posing clarifying questions and, when necessary, by summarizing key takeaways. Teachers also step in to address misconceptions or refocus the discussion if students get off track. By the end of a PST, students should possess a clear understanding of how to solve that problem as well as the contextual and conceptual knowledge necessary to tackle similar ones.

Following a PST, students practice a variety of problems independently or with a partner. Some of the practice problems relate to the problem-solving task of the day, while others review previously learned content. Sometimes those problems will be created by the teacher, while teachers sometimes will rely on online resources, like the Khan Academy, to provide pre-created items. Mixed review further promotes the

fluid and flexible thinking we want our students to develop. Logic stories occur at a separate time throughout the day. During this block, students solve a challenging, multi- step problem that might draw upon content learned previously that year or even in previous grades. Logic stories require that students decipher between important and superfluous information, use models to ground their thinking and follow a reasonable line of thinking that leads to a solution.

The math curriculum prepares students to embrace and even celebrate the struggle of solving challenging problems. Each year, students grow more and more confident in their ability to reason their way through math class and learn to see themselves as logical and capable thinkers. We think the development of this identity is a crucial step towards building a life-long love for and proficiency with mathematical thinking. Additional instructional methods include: direct instruction, whole group instruction, small group and individual instruction, problem solving tasks, and inquiry based problem solving.

Computer Science in Grades 6-8. All students at DPA will take Computer Science every year. Computer Science is about problem solving, persevering, collaborating, creating, communicating effectively, and connecting. Students will gain computational thinking skills, which embody a more robust way to think about problems. Computer Science is not just about learning to code or use computers as tools for their school work. DPA will give students the skills they need to design, create, solve problems, and express their own ideas using computer technology, while preparing them to continue studying Computer Science at the secondary school level.

DPA has chosen to partner with Republic Charter School to adopt their Computer Science curriculum. The Computer Science curriculum is comprised of a sequence of age-appropriate learning activities, based on a mix of established and emerging technologies for Computer Science education. These include: 1) interactive browser-based coding activities (Code.org); 2) creative art, animation, and game design projects (Pencil Code, Scratch, and App Inventor); 3) robot building and programming challenges (LEGO WeDo and Mindstorms); and 4) “unplugged” Computer Science lessons, which teach Computer Science concepts through tabletop or kinesthetic activities. The CS curriculum is vertically aligned from day 1 to the AP CS principles exam. The languages, skills, and projects chosen are organized with the AP Principles exam in mind.

Core to DPA’s core belief about closing the achievement and opportunity gap, is the belief that the highest lever in the classroom is the teacher. This holds true for Computer Science instruction as well. The differentiating factor between DPA’s selected curriculum and other curricula is that our curriculum focuses heavily on training teachers to master the content and then we provide lessons that take advantage of teachers who now have deep understanding of the material. Computer Science is taught by classroom teachers at each grade level, with support from a Computer Science specialist. This approach has several long-term advantages: as teachers develop mastery of computing languages and tools, they’re able to more tightly integrate the teaching of Computer Science with the teaching of other topics in science and math and social studies.

The Computer Science curriculum at DPA will be curated by the Director of Computer Science during the planning year. The Director of Computer Science will finalize a course map, projects, concept units, power focus areas, and expeditions to align to DPA priorities. It will be supplemented with best practices in Computer Science curriculum from high performing schools across the country including: Republic, Edward Brooke, and Academy for Software Engineering. DPA will seek to identify “Industry Experts” during the

planning year with deep expertise in Computer Science that will include: computer scientists, college professors, programmers, and software developers to inform curriculum and instruction. As we solidify the Computer Science instructional program, curriculum, and software tools, we are committed to leveraging technology as a tool to create a more personalized learning experience. Regardless of the tool, student goal setting, advisory, mentorship, and ownership will be a critical element of DPA's model.

Social Studies in Grades 6-8. At DPA, we believe that great social studies instruction is most productively considered as an application, and extension, of great ELA instruction. Whenever possible, teachers will engage students in deep conversations about history, cultures, and ideas, through engaging with great texts. For example, the DC 6th grade social studies standards require that students understand how the environment, and environmental disasters shape human cultures (DC Social Studies Standards 6.6.3). To understand this idea, students might read excerpts from the book *Krakatoa: The Day the World Exploded*, to understand how the eruption affected the geopolitical dynamics of the world, and its economy. Teachers will engage in full group discussions, student conferences, and guided independent reading to cultivate a love of social studies. Additional instructional methods include: project based learning, direct instruction, whole group instruction, small group and individual instruction, technology enhanced personalization and group work.

Science in Grades 6-8. Instruction in science at DPA will be rooted in understanding both the scientific method, and innovative thinking. As with social studies, science instruction will be rooted in the examination of nonfiction texts. Because of the unique nature of science instruction, and the Next Generation Science Standards, science instruction will also be deeply rooted in practical experimentation, projects, and personalized learning.

Teachers will primarily use a mix of personalized and whole group instruction to teach science concepts. As much as possible, science work will be hands-on and designed to simulate real-life science careers.

Additional instructional methods include: project based learning, direct instruction, whole group instruction, small group and individual instruction, group work and technology enhanced personalization.

Additional Subjects. In health, physical education, Spanish, and art, teachers will most likely use traditional direct instruction. Direct instruction in these subjects will be supplemented by students' collaboration, discussion, and exploration through group projects, field trips, and other hands-on learning opportunities whenever possible. Teachers will be encouraged to integrate technology whenever it will enhance learning.

Specific Methods of Instruction for Children with Disabilities

Our guiding philosophy is to minimize the impact of a student's disability while maximizing his or her access to support services and the general curriculum, which will be designed to prepare all students for success in high-growth, high-demand careers. Special education students at DPA will receive a Free Appropriate Public Education (FAPE). They will be offered appropriate evaluations and assessments. To the maximum extent allowed by each student's circumstances and Individual Education Plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), DPA will educate students with disabilities in the least restrictive environment (LRE), with their non-disabled peers. Disabled students, along with their parents, will be involved in the development of and decisions regarding their IEP. Separate classes, or other removal of students with disabilities from the regular educational environment, will occur

only if education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Our expeditions and projects will be tailored to accommodate students with disabilities.

Specific Methods of instruction for English Language Learners

DPA will serve students who are English Language Learners through a process of structured immersion. The school's teachers, in partnership with the leadership team, will work to prepare all students, including those with limited English proficiency, to graduate with the essential knowledge, skills, and habits to succeed in college and lead a successful life in high-growth, high-demand careers. It is one of our aims to work with identified ELL students in an inclusive program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This model will not segregate ELLs from their English-speaking peers, and immersed students have consistently scored higher than those enrolled in traditional bilingual programs in large-scale studies.

ELL students will receive the same academic content and be held to the same academic standards as native English speaking students. To ensure academic success, teachers will carefully monitor all ELL students and develop interventions designed to support these students where required. Interventions will include modifying the level of the English language that classroom teachers use in their instruction, pull-out intensive tutoring in English during non-core academic subjects, push in services by a specialist who is fluent in the student's native language, pairing with another student who speaks the ELL student's native language, and home visits by a staff member who speaks the student's native language.

Through our extended school day, extended school year, and personalized programming, ELL students will benefit from dramatically increased exposure to English speaking, listening, reading, and writing. This will speed acquisition of English. To ensure the instruction reaches ELL students, our designated ELL coordinator and push-in team will be charged with supervising teachers as they diagnose each student's needs, provide and adjust instruction according to data and feedback, and closely monitor student progress. To complement the immersion program, the ELL coordinator and trained teachers will provide individualized support to ELL students with push-in and pull-out instruction and targeted tutoring as needed. ELL students will receive individualized support in their efforts to reach and surpass the standards, but they will not be promoted to the next grade if they are unable to meet grade level standards. This approach is consistent with the mission to prepare all students for success in college and lives of public leadership.

All students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services; all school programs, including music, art, and technology programs; and all after school programs including athletics. Recognizing that ELL students bring an array of talents and cultural practices and perspectives that can enrich our school and society, students will maintain and enhance their native language skills through cultural enrichment opportunities throughout their time at DPA.

As with all aspects of school's operations, staff will collect data on student performance to monitor the efficacy of the ELL program. Specifically, teachers will look to assessments of ELL students, including improvements in performance on the ACCESS for ELLs test, nationally-normed tests and teacher-created assessments to determine whether the program is effective in improving ELL students' English proficiency levels and ensuring that they are meeting or exceeding content and skill standards across the curriculum. To make these comparisons, we will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve instructional strategies.

Serving All Students at Digital Pioneers Academy

DPA anticipates having a student body that reflects the demographics of the zoned middle schools for Wards 7 and 8, which are nearly 100% Black or African American, 99% Free/Reduced lunch, and 26% Special Education. We anticipate as many as one-third of our students will have experienced adversity related stress, due to either acute or sustained trauma. Academic achievement will vary across students, but we anticipate many of our students will be one or two years below grade level. DPA is committed to serving all students, including students with disabilities, English language learners, students who are below grade level, and students are advanced. Research indicates that students who come from high poverty communities will benefit from instruction that motivates student through identifying the “why” of education and when children understand that schooling is connected to real world issues. Moreover, students are most successful when teachers help them to achieve their long-term goals. One of the primary ways in which we will connect students to the “why” of their schooling will be to leverage project-based-learning that connects to direct issues in students’ lives³³.

For example, a group of students might decide to tackle a project about “Food Deserts” in southeast DC. Food Deserts are defined by demographers as places where communities lack access to healthy foods. As a part of a project like that, students would learn how to create visualizations of communities using adaptive mapping software; write policy proposals to affect change; create ideas for private sector solutions to public problems; and more. Students will work with teachers to create rigorous and relevant projects. One of the great challenges of project-based-learning is the tendency to sacrifice rigor to capture student interest. Teachers at DPA will have access to range of pre-created personalized learning projects that accomplish both rigor and relevance. We will use resources from places like Project Lead the Way, Scratch, and other online sources to supplement teacher-created project-based learning modules.

In addition to curating projects as a core part of instruction at the school, we also will connect students with real professional opportunities as early as 6th grade. We will use a modified school schedule, adapted from the Summit Public Schools, which will include regular expeditions, so that we can plan authentic experiences where students get to experience both college life and real professional environments. This schedule will allow us to have six weeks of school, followed by one week of “expeditions,” all year long. The “expeditions” will allow for students to explore a job, career, social issue, or new educational environment.

Academically Low Achieving Students

Educational research and best practices in pedagogy indicate that academically low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment.³⁴

³³ Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning (PDF)*. Powerful Learning: What We Know About Teaching for Understanding.

³⁴ Shulman, J., Lotan, R. A., & Whitcomb, J. A. (Eds.). (1998). *Groupwork in diverse classrooms: A casebook for educators*. New York: Teachers College Press.

Academically low-achieving and at-risk students will be thoroughly integrated into the entire student body and participate fully in all aspects of the curriculum. Teachers will use well-researched and documented pedagogical strategies of complex instruction and heterogeneous group work to support these students in standard academic courses. Additionally, online learning and assessment tools will be employed to ensure that students' academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child.

During personalized learning plan meetings between a student, his/her parent or guardian, and his/her mentor, families will be made aware of student supports available and a plan will be created to best support the student. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously learned concepts or material, and one-on-one and small group sessions with the teacher during the expedition periods. Mentors will regularly monitor each student's progress.

Academically High-Achieving Students

All DPA students have a "Personalized Learning Plan" which is updated in real-time, enabling parents/guardians to see what their student is working on, their student's pace throughout the year, where their student is in a given project, which skills their student has mastered and which skills they still need to work on, and their student's academic grades. Mentors work closely with families whose children need more support to engage the families in developing creative support plans.

The differentiated curriculum regularly provides academically high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Research indicates that project-based learning can lead to increases in critical thinking, confidence in learning, ability to define problems, reasoning with clear arguments, and content mastery. Students who are academically advanced will have the opportunity to explore projects and expeditions that deeper their learning³⁵.

Progression of Instructional Methods as Students Matriculate

DPA will follow a gradual release of responsibility model for student progression each year at DPA. The goal of guided instruction is to guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher year to year based on their individual needs and abilities. DPA will utilize research on child and adolescent development, to best meet the needs of the student at each age level. For first year, theory and practice tends to be more teacher centered and structured. As students mature through the program the theory and practices tend to become more student centered and less structured. Our goal is to transition students to a competency based model. A competency-based education measures learning rather than time. Student will progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills required for a course, regardless of how long it takes. As the students move through the program, they will move from a cohort-based model that focuses on living DPA values, striving for common goals, and reaching common assessments and benchmarks in conjunction with an individual

³⁵ Lenz, Wells, & Kingston (2015). *Transforming Schools Using Project Based Learning, Performance Assessment and Common Core Standards*. San Francisco: Jossey-Bass.

approach that will allow for students to master standards at their own pace. The gradual release is also designed to ensure students are best prepared for the rigors of high school, college and career by thoughtfully building strong academic and character skills.

Special Education and Related Service Provider Collaboration

As much as possible, we will strive to provide adequate instruction, relative to a student's IEP, during regular classroom instruction. Because instruction in the school will regularly toggle between full group and small group discussions and workshops, teachers will have adequate opportunities to differentiate instruction according to a student's IEP.

To the extent that a student's IEP cannot be accommodated during regular classroom instruction, teaching staff will be supported by a special education teacher who will provide push in support. This staff member will be responsible for implementing classroom-based IEP services, managing related service providers and ensuring access to the general curriculum for all students on IEPs through differentiation, accommodations, and necessary modifications. The special education teacher will engage with the teachers to review instructional materials, plan the presentation of content, and ensure lessons contain accommodations that make them accessible to students with IEPs. This planning will take place either during weekly professional development sessions, grade level teaching team meetings, or other planning time during the school day. The special education teacher will be encouraged to identify additional technology tools to optimize his/her time and provide the best possible education for all students.

Evaluating the Effectiveness of Instructional Strategies

First and foremost, we will judge the caliber and effectiveness of our instructional strategies on our results. We will judge ourselves, and the effectiveness of our strategies, based on whether or not students are achieving proficiency and advanced understanding of core learning standards, as assessed by the end of year PARCC examinations. We will not wait until the end of year examinations to assess our progress against the standards measured on those tests.

Prior to the beginning of every semester of the school's operation, the leadership team and teachers will convene to discuss modifications of the teaching and learning methods for the following semester based on student progress in the current year. The team will develop a plan, refine the plan, communicate the plan at the beginning of each semester to students and families, and execute the plan with students. School leaders and staff will be flexible as needed to adjust for student behavior and academic progress.

Teachers will engage in ongoing assessment of their students through observation, examination of student work, running records, exit slips, and other informal methods so that they can constantly be aware of where each of their students is in relation to mastering the standards. Official internal interim assessments will be scheduled throughout the year, used for data comparisons, and shared with parents.

To the extent that students are not reaching standards, we will adjust our instructional techniques. We will use a collaborative process, rooted in observation and rigorous feedback to solve instructional problems. DPA teachers will modify teaching methods each year to meet students at their more mature levels and to better prepare them for the high school learning environment. In general, as our students matriculate through the school, they should become more comfortable with independent reading, more capable of solving complex problems themselves, and more able to structure complex solutions through the tools of

both mathematics and Computer Science.

Section B.3.c – Resources and Instructional Materials

In selecting instructional resources for the school, we looked at a range of solutions. When evaluating potential resources, we wanted to find materials that aligned to our focus on computational thinking skills across the curriculum (problem solve, persevere, collaborate, create, communicate, and connect) and matched our fundamental instructional methods, which involve deep, intensive student conversations about math and reading. When evaluating instructional resources for other core subject areas, we looked for materials that emphasize literacy, numeracy, and computational thinking skills across the curriculum. See chart below for resources identified that meet these criteria.

ELA Curriculum Resources		
Instructional Method	Curriculum	Rationale
Interactive Read Aloud	Literature and Informational text sets	Students need exposure to diverse literature (stories, dramas, and poetry) and informational texts (biographies, autobiographies, books about history, science) within complexity of their grade level.
Shared Reading	Literature and Informational text sets Time for Kids	Students need exposure to diverse literature (stories, dramas, and poetry) and informational texts (biographies, autobiographies, books about history, science) within complexity of their grade level. Provides students the opportunity to engage with “real” and current informational text and topics that are relevant to their daily life (i.e. use of media in school)
Guided Reading	Scholastic Guided Reading Library Time for Kids Words Their Way	Students need tremendous exposure to high quality literature and informational text at their instructional level. Scholastic Guided Reading library offers a wide range of leveled text selection for teachers to choose from based on students’ instructional needs. Research indicates that spelling is developmental and that there are three layers of English orthography – alphabet, pattern, and meaning. Each layer builds on the previous layer. Therefore, instruction needs to support students’ developmental trajectory.
Phonics Instruction	M. Heggerty’s: The Skills They Need to Help Them Success P.Cunningham’s: Systematic Sequential Phonics They use	Both programs aim at building the reading foundational skills. Students will learn that words work in predictable ways and build the auditory training (phonemic awareness) and the letter/sound correspondence (phonics). Students need both explicit phonics and phonemic awareness to be able to successfully blend, segment, and decode during reading and apply this to their writing and spelling.
Independent Reading	Words Their Way	Research indicates that spelling is developmental and that there are three layers of English orthography – alphabet,

	Handwriting Without Tears	<p>pattern, and meaning. Each layer builds on the previous layer. Therefore, instruction needs to support students' developmental trajectory.</p> <p>Research supports the active teaching of handwriting. Recent findings demonstrate that writing by hand improves creative writing skills and fine motor skills.</p> <p>Additionally, children need explicit instruction to achieve legible and fluent handwriting.</p>
Writer's Workshop	Calkins' Units of Study Writing	<p>Scaffolded and explicit, direct instruction with a clear focus for teachers and exceptional professional development.</p> <p>Balanced focus on narrative, opinion, and informational writing. Ample time for students to spend honing their writing craft.</p>
Reading Workshop	Calkins' Units of Reading	<p>Scaffolded and explicit, direct instruction with a clear focus for teachers and exceptional professional development for teachers. Relies on assessment and data driven decision-making. Balanced focus on reading literature and informational text, ample time for "eyes-on-print" reading time and time to talk about books.</p>
Language and Word Study	<p>Junior Great Books</p> <p>Time for Kids Words Their Way</p> <p>Wordly Wise</p>	<p>Research shows gains in reading comprehension, critical thinking, and writing. Comprehension work is tightly aligned to requirements of using textual evidence from CCSS</p> <p>Provides students the opportunity to engage with "real" and current informational text and topics that are relevant to their daily life (i.e. use of media in school)</p> <p>Research indicates that spelling is developmental and that there are three layers of English orthography – alphabet, pattern, and meaning. Each layer builds on the previous layer. Therefore, instruction needs to support students' developmental trajectory.</p>
Non-Fiction Reading	<p>Time for Kids</p> <p>National Geographic</p> <p>Informational Texts</p>	<p>Provides students the opportunity to engage with "real" and current informational text and topics that are relevant to their daily life (i.e. use of media in school)</p> <p>Students need exposure to diverse informational texts (biographies, autobiographies, books about history, science) within complexity of their grade level.</p>
Math Curriculum Resources		
	Curriculum	Rationale
	Engage NY Modules EnVision	Comprehensive curricular modules with assessments tasks, rubrics, and practice sets
	KIPP National Math Curriculum	Problem and novel situation based approach, strong alignment to CCSS, digital component allows for students to re-do lessons based on mastery
	Math in Focus:	Excellent 5th/6th grade math curriculum, particularly for

	Singapore Math I-Ready Achieve 300/ Compass/ Learning/ Khan Academy/ ST Math	struggling students Excellent alignment with Common Core; Rigorous, used for personalized remediation and extension
Social Studies Curriculum Resources		
	Curriculum	Rationale
	Core Knowledge sequence; History Alive and Achieve 3000	Rigorous, specific, & aligned to CCSS Excellent, inquiry based supplement Personalized by Lexile level
Optional Spanish Curriculum Resources		
	Curriculum	Rationale
	Powerspeak 12 World Language	Currently best reviewed online language program; Middlebury College
Computer Science Curriculum Resources		
	Curriculum	Rationale
	Republic CS, Code.org, Code HS, Project Lead the Way, Brooke CS	Best in class materials Excellent, inquiry based

ELA in Grades 6-8. For our ELA curriculum, we will adopt the Edward Brooke Charter School's approach to reading and writing instruction, including adopting as a baseline Brooke's reading and writing standards and unit plans. At the heart of the reading curriculum is the selection of great books and primary sources. Teachers will each maintain their own reading libraries, in their classrooms, stocked with the best literature, for both children and adults. In partnership with the principal, teachers will acquire a cross section of great books in the following categories:

- Fiction
 - Age appropriate, young adult fiction
 - Adult fiction, with themes suitable for middle schoolers
 - Remedial fiction with young adult themes, but simplified for students reading at a lower grade level
- Non-fiction
 - Historical texts
 - Plays
 - Age and skill appropriate books about science
 - Age and skill appropriate books about social science

While each teacher's approach to reading, instruction may vary, all teachers will engage in full class discussions about great books, spending approximately one month on each book. For example, in 7th grade teachers might select the play *Raisin in the Sun*. In the course of reading that play, students might focus on developing student competencies against the Common Core's standards in "craft and structure" (CCSS.ELA-Literacy.RL.7.4-6). Teachers and students will spend a long time together with the text, to make sure that students understand that appreciating literature involves a multifaceted approach to reading

great books.

Every class session throughout the month of study will include a series of high-level guided questions about the text. In the case of the example provided, a week of discussions might look like the following:

Day	Standard	Discussion Questions
1	<i>Standard 7.6:</i> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Explain how Mama’s relationship with Ruth is different than Mama’s relationship with Beneatha. Who does Mama respect more: Beneatha or Ruth?
2	<i>Standard 7.5:</i> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning	What purpose does Bobo’s visit serve in the context of the play? Would that visit be necessary of this were a novel?
3	<i>Standard 7.4:</i> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	When do characters engage in different kinds of vernacular? What is the purpose of expressing different vernaculars in the course of the play?

- Teachers will have week-long lesson plans, with stated standards, and appropriate guiding questions, for each of the month-long full class book studies in which they engage.
- Students will have at least 45 minutes per day of independent reading. Students will choose appropriate books from the classroom library for independent reading. Teachers will develop guiding questions for each book in his or her classroom library, using a combination of existing resources, including: Khan Academy, Newsela, NoRedInk and Scholastic Online.
- Students will engage in a deep writing curriculum that emphasizes expression and argument. Relying on the Edward Brooke’s writing curriculum, we will help students understand that writing, while difficult, is a critical component of adult success and expressing oneself clearly in the workplace. At each grade level, we will have five separate writing units, each of which will last approximately two months. Three of those units will be based on writing compelling nonfiction arguments, one will be based on conducting and synthesizing research, and one will focus on fiction writing.
- Overall, the purpose of the writing curriculum is to get students to write, all the time. Students will create at least one essay per week, in a guided, multi-step process that teachers will support, but which students will pursue independently. Teachers will provide daily prompts for writing, aligned to the theme of the overall unit. In the 8th grade “Argument” unit, for example, a multi-day lesson plan might look like this:

Day	Skill To Master	Building to Mastery	Teaching Notes
1	Planning and Drafting	Writing a compelling argument requires adequate planning and a strong first draft.	Conference students with weaker writing plans, to make sure that subsequent drafts are created on stronger footing
2	Focus on framing	Using a strong sample student essay, demonstrate how strong early framing can make it easier for the reader to understand a written argument.	Some students may still be working on planning and drafting. Make sure that they don’t skip to framing.

3	Evidence and analysis	Use student, and professional, examples of the effective use of both evidence and analysis	For students who struggle to identify evidence, provide writing tools, like T-charts. For students who already have strong evidence, push for deeper analysis of the evidence provided.
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Every year, teachers will reassess both their writing prompts and text selection, to ensure that the materials selected are generating the appropriate levels of engagement and participation among students. During the planning year, the DPA principal will finalize the curriculum maps, units, and standards for reading and writing to further align to DPA mission, vision, and values.

While the Edward Brooke Charter School serves a similar student demographic that Digital Pioneers intends to serve, DPA will use reading recovery techniques in guided reading groups to prepare students who are significantly below grade level. Research indicates the following practices used in one-on-one reading recovery lessons that can be effective in guided reading sessions in the regular classroom: focusing on fluency; providing a supportive book introduction; prompting as students read the book individually; and observing and analyzing carefully.

Math in Grades 6-8. DPA will adopt the Edward Brooke Charter School math standards and unit plans, which is aligned to the Common Core State Standards, and places great emphasis on deep conversations about high level math concepts. The pacing guides and unit plans created by Brooke have led to their schools being some of the highest performing schools in the state of Massachusetts, despite enrolling some of the state’s lowest-income students. The curriculum includes the following units across grade levels:

6 th Grade	7 th Grade	8 th Grade (Algebra 1)
Expressions and Equations	Percentages	Expressions, Equations, and Geometry
Ratios	Probability	Linear Functions and Relations
Rational Numbers	Expressions, Equations and Inequalities	Inequalities and Absolute Value
Operations	Proportional and Linear Relationships	Systems of Equations and Inequalities
Geometry	Statistics	Polynomials and Factoring
Statistics	Constructions and Angles	Quadratic Equations and Functions
Operations with Rational Numbers	Measurement	Exponents and Exponential Functions
	Congruence and Similarity	Statistics

In addition to the core curriculum from the Brooke Charter School, we also will use supplemental materials when necessary. We will rely on the Khan Academy online curriculum – including its problem sets – to facilitate both acceleration and remediation where necessary.

Social Studies & Science in Grades 6-8. For Science and Social Studies, DPA will select a curriculum that focuses on experienced based learning, to use as a basis for rigorous on-grade level instruction for students. This approach is well aligned to Next Generation Science Standards as well as the DC Social Studies standards and meets DPA’s philosophy of providing students with rigorous core curriculum with real-world projects which will emphasize computational thinking skills. DPA will rely on our teachers to

customize this curriculum to meet the diverse needs of our students and to scaffold the materials to meet the need of learners who are behind, have disabilities or are English Language Learners.

Computer Science in Grades 6-8. DPA will adopt the RePublic Schools Computer Science curriculum in grades 6-8. Working with Computer Science professionals, RePublic designed a Computer Science curriculum that is designed for middle schoolers with no prior knowledge of coding, computer languages, machine learning, or algorithms. Moreover, because we know that the teachers at DPA will have a range of incoming abilities, the curriculum is designed so that a well-trained and supported teacher can implement it, even if he or she is not a Computer Science expert. The curriculum is backwards mapped from the Advanced Placement Computer Science exam and is broken into units. Each unit includes:

- Daily lesson plans, designed to be implemented by regular classroom teachers, along with a Computer Science specialist;
- Daily ideas for interactive student work;
- Materials and activities;
- Projects, including rubrics for assessment and exemplars;
- Daily exit tickets and regular assessments; and
- A teacher training course.

In addition, after purchasing the RePublic instructional materials, we will have access to technical support from the team that developed the curriculum itself. DPA will have as an additional resource the Brooke charter school Computer Science standards and units. During the planning year, the DPA principal will finalize the curriculum maps, units, and standards for reading and writing to further align to DPA mission, vision, and values.

Meeting the Needs of All Learners

The curriculum we have selected is intentionally flexible, so that we can truly meet all students where they are. Because we will have two teachers in every classroom, there will be significant opportunities for intervention, differentiation, and adjustment to meet all students' needs. Teachers will be able to provide English Language Learners and students with disabilities with materials and resources that meet their needs. The special education and ELL instructors will work with classroom teachers to use or purchase materials that are suitable to every student, as needed. Materials for remediation and accelerated learning will be similarly handled, if necessary to do so outside of the already highly differentiated curriculum.

Why We Selected These Materials

The DPA mission, vision, and values informed our selection of materials. First, human centered design has been a powerful process that has helped DPA build an inclusive culture of innovation. The most powerful step in the design thinking process that has and will continue to have a transformative impact is the *Empathy* step. Empathy is a DPA core value. Empathy interviews have taught us that our student's fear failure, want to be treated with respect, and want more freedom to pursue their passions.

DPA will constantly seek to understand the needs, motivations and multiple perspectives of our school community. By asking our students, teachers, parents, board members, and partners these questions: "What was your best school experience and what can our students offer the world? - we will constantly reflect, stretch, and test our assumptions on what students can and will be able to achieve. The design

thinking process will be the fuel that allows DPA to live its core values of “Integrity, Results, Excellence, Empathy, and Innovation.” Our ultimate vision is to provide a secondary school that equips our students with the powerful and enduring skills needed for success in four-year colleges and universities and to persist in 21st Century Careers.

DPA’s Guiding Principles

Upon graduation, DPA students will be:

1. Prepared to enroll in a post-secondary pathway (college, career etc.)
2. Entrepreneurial, skilled navigators of the 21st century world that set their own goals, pursue them and apply a flexible and collaborative approach to their next step;
3. Able to identify a problem, rally others to help with the solution, and lead a team of people to address it, demonstrating leadership, vision, communication, and teamwork skills;
4. Able to demonstrate mastery of several programming languages and pass the AP Computer Science Principles exam by 10th grade; and;
5. Contributors to the 21st century world who have meaningfully helped solve real world problems by the 10th grade in their community by using their Computer Science and coding skills.

We seek to provide a solid foundation for middle school students that nurtures a community of confident learners, where students practice and model life skills, receive rich feedback to grow individually and thrive, and empowers and equips students to drive their learning and own their success. As students transition to high school, DPA students must master cognitive skills such as reading, writing, speaking/listening, and math concepts while also having a deeper awareness of the global community and the natural world. With this in mind, we had a few major criteria we used when selecting the instructional materials listed above.

First, we looked at the highest performing schools across the country, and in Washington DC that provided a solid literacy and math curriculum. While we know that there is no substitute for great teaching, great teachers pick credible resources, so we were eager to see what other great schools were using. We examined KIPP, DC Prep, Uncommon Schools, Summit Public Schools, YES Prep, Edward Brooke Charter Schools, Success Academies, and more.

Second, once we conducted a scan of the highest performing charter schools nationally, we gave attention to schools that place a strong emphasis on joy and independence in the classroom, and great teaching as a lever to success. While some schools had adopted instructional materials that are designed for execution by novice teachers, who are unlikely to spend much time in the classroom, we looked for resources that were designed by experienced teachers, with a deep affinity for their content.

Third, we looked at schools with a population that is likely to be similar to the one that we will encounter in southeast DC. While some charter schools in DC, and nationally, serve a very mixed population, we anticipate a student body that is mostly African-American and mostly low-income.

The identified ELA resources have been used with great success in developing the love of reading, where students read widely and develop the internal motivation to explore nonfiction books for learning. The identified math resources have been used with great success in teaching students to understand math at the conceptual level. These resources were developed by teachers at the Edward Brooke Charter Schools

in Boston. Their schools are the highest performing charter schools in Boston, and Boston’s charter sector is routinely recognized by Stanford’s CREDO research as the highest performing charter schools in the country.

The Computer Science curriculum we have chosen has been designed and developed by RePublic Charter Schools in Nashville – the only charter network nationally wherein all students are required to take AP Computer Science. Both the Edward Brooke Charter Schools and the RePublic Charter Schools serve a student population that is demographically similar to the one we anticipate at DPA. In selecting our science and social studies instructional materials, we selected materials based on their ability to meet the above criteria, while aligning to the DC social studies standards, and the next generation science standards.

Curriculum Development Timeline & Resources

While we have selected materials and resources for curriculum development to align with the DPA vision, mission, and core values, the final decision for resources and instructional materials will be made by the Principal, in consultation with the CEO. During the planning year, the Principal will be responsible for curriculum development and resource procurement. He or she will lead the development of a scope and sequence, units, and assessments for each content area.

Curriculum Development Resources

Organization	Materials
Edward Brooke	Reading Curriculum Writing Curriculum Math Curriculum
Republic Charter School	Computer Science Curriculum
KIPP	KIPP Math
Unbound Ed	Grade 6 English Language Arts Curriculum Grade 6 Math Curriculum

Process for Selecting Additional Materials

The DPA founding group recognizes that schools routinely add materials, reassess the effectiveness of existing materials, and supplement core instructional materials. Once our school is open, we will delegate major decisions about instructional resources to grade level teams, while the principal will retain veto power over those decisions. First, we will look at student assessment data. If we have consistent evidence of underperformance in a subject area, we will consider changing instructional materials. Second, we will look at teacher observation data. If we have consistent patterns in difficulty implementing certain instructional materials, the leadership team will share that data with teachers and determine whether the challenges are related to the instructional materials themselves, or the implementation of teaching standards. Third, grade level teams will meet on a weekly basis, and one of the core discussion areas of every weekly meeting will be supplemental instructional materials. At those meetings, grade level teams will make decisions about potential new materials, which they will submit to the principal for his or her consent. Finally, each grade level team will have a guided discussion, facilitated by the principal, about instructional materials at the end of every school year. That discussion will consider both the student data and observational data described

above. In that meeting, the grade level team will make a recommendation to the principal as to whether or not the team wants to change its instructional materials. The principal will consult with other grade level teams before making a final decision, to prevent the disruption of vertical alignment of both standards and units. Every year, at the end of the school year, grade level teams will have a final meeting to assess the effectiveness of materials and recommend changes to the leadership team.

Procedures for Adjusting Resources if Unsuccessful

At the end of each school year, we will review all of our instructional materials and make adjustments based on three major factors. First, we will look at student assessment data. If we find consistent evidence of underperformance in a subject area, we will consider changing instructional materials. Second, we will look at teacher observation data. If there are consistent patterns in difficulty implementing certain instructional materials, the leadership team will share that data with teachers and determine whether the challenges are related to the instructional materials themselves, or the implementation of teaching standards. Finally, each grade level team will have a guided discussion, facilitated by the principal, about instructional materials at the end of every school year. That discussion will consider both the student data and observational data described above. In that meeting, the grade level team will make a recommendation to the principal as to whether or not the team wants to change its instructional materials. The principal will consult with other grade level teams before making a final decision, to prevent the disruption of vertical alignment of both standards and units.

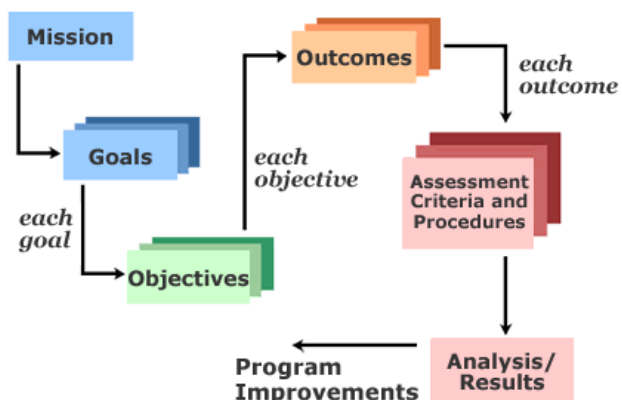
Section B.3.d – Assessing Learning (How will you know students are learning?)

Purpose, Design, and Format of Assessments

To accomplish our goals, we will measure academic progress extensively and precisely using a variety of ongoing assessment tools. We believe it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or an end-of-year standardized exam. In addition to using nationally normed assessments, we will ensure that baseline, cumulative and comprehensive interim and end-of-year assessments developed by the school are frequent, relevant, and aligned with Common Core Standards. We view our frequent assessments as tools to help teachers strategically use data to inform instructional decisions to ensure student mastery. School-wide, frequent assessments allow us to ensure that all students have mastered the material in the curriculum. Our assessment system will provide real-time data that will inform reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. Accommodations will be designed to ensure that all students, including students with disabilities and English language learners, can access the assessment. To measure what our students know and can do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on three types of measures in concert: Baseline Assessments, Interim Assessments and Teacher Designed Assessments.

Each one of these measures will allow us to triangulate the data and to most effectively and accurately

Outcomes Assessment Plan



and strategically inform the ongoing improvement of our educational program. The data will specifically determine if students have mastered the curriculum, if extra supports are needed for individual students, if students have progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Our assessment system will be aligned to Common Core assessment methods, to ensure appropriate comparison with the academic performance of traditional public and other charter schools.

Assessment Type 1: Baseline Assessments. All students at DPA will complete a series of academic assessments when they first arrive at the school. Students will take a reading assessment, such as the Scholastic Reading Inventory (SRI) exam, to gauge general reading level and vocabulary knowledge. They will also take a test of oral reading fluency and reading comprehension. Baseline data prior to students' entrance to DPA will help determine the materials that need to be taught to incoming students and will inform our placement decisions for the initial composition of flexible ability groupings in the core subjects of math and literacy. Students' initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. These comparative results will be used to improve instruction for the following school year.

When we collect data on baseline assessments, we will be looking mostly at "absolute measures." Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced or standards-based because they measure against criteria rather than against other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. The Partnership for Assessment of Readiness for College and Careers (PARCC) is an example of such a test, and we will measure baseline performance against expected end of year standards on the PARCC examination.

Assessment Type 2: Interim Assessments. In addition to baseline assessments, we also will use standardized, embedded interim assessments to assess student progress relative to both baseline assessment data, and achieving end of year standards. Interim assessments are cumulative exams that will be given at the midpoint of each quarter. These exams will provide detailed data on student mastery of content taught since the start of the school year. This data will be analyzed by leaders and teachers and will allow us to identify students who need additional supports or to determine content standards that need to be revisited. Interim assessments will mirror the testing environment and question style of state and national exams, allowing students to feel comfortable and confident when taking high stakes exams and effectively minimizing poor scoring due to student test anxiety and frustration.

In both math and ELA, we will adopt quarterly, school-wide, standardized interim assessments, mapped to both the PARCC examination and the Common Core state standards. The data from these examinations will be used to assess student progress, make mid-year course corrections on teaching strategies, and to

forecast for our stakeholders – including our board of directors and family members – whether we are on track to meet the goals in our charter.

In Computer Science, we will adopt quarterly assessments, based on the RePublic Charter Schools curriculum that tracks student progress against eventual success on the advanced placement Computer Science examination.

Assessment Type 3: Teacher Designed Assessments. While our quarterly interim assessments will be standardized, teachers at DPA will use regular assessments to determine student progress against standards on an ongoing basis. Those teacher-developed assessments will not be standardized, and will be deployed on an ongoing basis at the discretion of the classroom teacher. Teacher developed assessments will not be used for accountability purposes, but rather will be used to inform daily instructional practices on an ongoing basis. Types of teacher-developed measures will include:

- **Do Nows** at the start of each class allows the teacher to quickly assess student understanding of a specific topic.
- **Homework**, which will serve as a consistent barometer for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any necessary student interventions.
- **Reading Logs**, which will be collected each morning as part of a student's daily homework. These logs will allow teachers to have a quick check on the reading level and proficiency of the student over time.
- **Quizzes**, to be given at the end of the week and will focus on the skills and content taught in class during that week. This will provide immediate data to help teachers assess how students are progressing toward the mastery of multiple concepts and allow teachers to make accurate and informed decisions about the additional supports that students might need.
- **Projects/Essays/Lab Reports**, which will be an integral part of the curriculum. Students will be required to complete longer-term projects, essays, or lab reports that demonstrate organizational and time management skills, and the ability to show content mastery in different formats. Quality of student performance on such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics. Teachers will be encouraged to collaborate both with other teachers within their department and teachers in other departments to develop rubrics for assignments.

In science and social studies, our grade level teams will create interim assessments that are aligned to the school's pacing.

Identifying Students Who May Need Additional Supports

The principal, in partnership with the special education coordinator, will monitor student performance data, on interim assessments, to determine students who may need additional supports to succeed. After each quarterly interim assessment cycle, the leadership team will identify students whose performance declined relative to performance in the prior quarter.

DPA will use Response to Intervention (RTI) to support the early identification and support of students with learning and behavior needs. DPA's focus on high-quality instruction and data drive assessments is the first steps in screening of all children in the classroom. If students continue to struggle, additional interventions at increasing levels of intensity to accelerate their rate of learning may be necessary. Specific strategies may include direct instruction, tutoring, and working with a contracted reading specialist. DPA teachers will

closely monitor progress to assess both the learning rate and level of performance of individual students. The general education teachers, contracted reading specialists, and principals will make educational decisions about the intensity and duration of interventions based on individual student response to instruction.

DPA selected RTI because of its alignment with DPA mission and instructional teaching methods. *High-quality, scientifically based classroom instruction, ongoing student assessment. Tiered instruction and Parent involvement (RTI Network).* In addition, Personalized Learning plans will give students ownership in their own learning by setting short and long terms goals for academics and character. See chart below for Response to Intervention Model.

RTI Level	Identification Process	Intervention Additions	% of stus	Responsible
1	Classroom teacher administers universal screens	Course content is standards based Differentiated instruction PLP Advisory/Mentor Students assessed using multiple modes Family and home survey data gathered to complete learner profiles Assessments designed to allow students to demonstrate master of course content standards Common behavior norms and expectations consistent follow- through	100	Classroom teachers and grade level staff (special education teacher, elective teachers)
2	Classroom teachers will place students in Level 2 as needed: decision made by classroom teachers in consultation with Director of Special Populations using formative assessment data	Above + “double Dose” small group Study Hall Daily RTI Block Two hours of office hours per week Peer Tutoring	30	Classroom teachers and grade level staff (special education teacher, social worker, school therapist, elective teachers)
3	Principal, classroom teachers, and Director of Special Populations will assign students to level 3 as needed using intervention data	Intensive remediation plan Small group remediation in English and Math Personal tutor Saturday school Additional mentor support	20	Classroom teachers, grade level staff, social worker, school therapist, and Director of Special Populations
4	Classroom teachers will implement interventions for	504 or IEP plan with accommodations Extensive mentor support Grade level interventions/ plans	10	Classroom teachers, grade level staff, social

	students still struggling; referrals for 504 made by grade level team, Special Populations coordinator, Special Education teachers, and Principal	Above + 504 plan (if deemed appropriate or IEP)		worker, school therapist, and Director of Special Populations, and Principal
5	Classroom teacher will provide interventions for students still struggling; referrals for 504 made by joint grade level team, Special education teachers, Director of Special Populations and Principal	Above + IEP (if appropriate) Resource support Speech and language therapy Occupational therapy Hearing Mental Health Modification to program/ curriculum	5	Classroom teachers, special education teachers, school therapist, Director of Special populations, and Principal, (Contracted or full time specialists as needed)

If students demonstrate a consistent pattern of below grade level performance, as indicated by multiple quarters of declining performance on an interim assessment, the teacher may refer the student to the special education coordinator for a special education assessment, as described in Section C.5.b of this application.

Students who have exited either special education or ELL status will receive special attention on interim assessments as well. Each formerly identified student's test results will be reviewed by the special education coordinator, after each standardized quarterly assessment, to ensure that the student is maintaining high academic standards.

Teacher, Leadership, and Community Use of Assessment Data

To ensure that we can use data effectively to diagnose educational strengths and needs of students and to inform instructional planning and professional development, we will adopt the data analysis process outlined in the text *Driven by Data*, by Paul Bambrick-Santoyo, Co-Founder and Managing Director of the North Star Network of Uncommon Schools and as used by North Star Academy in Newark. After each assessment is given, data will be generated and made available to teachers. This data will include the standards that each test item assessed, the percentage of the class with correct or incorrect responses, each individual's responses, and newly taught versus reviewed standards. Teachers will use this data to complete a comprehensive item analysis of the test results. Based on the results of the analysis, teachers will be able to determine which content standards need to be re-taught in whole group instruction, the students who require small group instruction to reinforce concepts, the students who need additional individual support or tutorial, and the content standards that have been mastered and only require integration or spiraling into the existing curriculum or homework.

The data will also help us to develop and modify our curriculum, instructional methods, and professional development programming. The principal will be responsible for tracking and monitoring assessment data.

Teachers will be trained to analyze data during our comprehensive summer professional development and then meet each Wednesday afternoon and other scheduled professional development days to review specific assessment data in grade-level working groups. Such analysis will help all teachers keep their eyes on the prize: student mastery of clear standards. When necessary, modifications will be made to instruction to more effectively meet the needs of students. The special education coordinator, with the support and guidance of the principal, will monitor the oversight of these modifications.

The principal will be responsible for ensuring that teachers conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Internal trainers or external experts may provide any required professional development on data analysis methods. Our school calendar and personnel policies will adjust to support this process. We consider active, open, and ongoing participation in the discussion of assessment results and their implications central to our teachers' jobs. Management of assessment data will be accomplished through the use of an assessment-data system that allows for the recording and monitoring of student progress. This system will be implemented in year one of operation. We will likely use Kickboard, which is used as comparable schools, like the RePublic Charter Schools and a series of comparable schools in New Orleans.

In line with our value of integrity, we will maintain absolute transparency and accountability with respect to our assessment data. We will regularly present our data in an easily accessible, widely disseminated, jargon free, and critical manner. Our board of directors, families, community members, and students will receive regular updates on the most current data available. Parents will receive individualized student interim assessment data on quarterly report cards. Our Annual Report will be published shortly after the end of the fiscal year, once state test data from the previous year has been reported and analyzed.

Section B.3.e – Course Listing

Course Listings by Grade Level

6th Grade	7th Grade	8th Grade
ELA –Reading (semi-self-contained)	ELA –Reading (semi-self-contained)	ELA –Reading (semi-self-contained)
ELA-Writing (semi-self-contained)	ELA-Writing (semi-self-contained)	ELA-Writing (semi-self-contained)
Math (semi-self-contained)	Math (semi-self-contained)	Math (semi-self-contained)
Social studies (semi-self-contained)	Social studies (semi-self-contained)	Social studies (semi-self-contained)
Science (semi-self-contained)	Science (semi-self-contained)	Science (semi-self-contained)
Computer Science (semi-self-contained)	Computer Science (semi-self-contained)	Computer Science (semi-self-contained)
Visual Arts	Drama	Dance
Health and Physical Education	Health and Physical Education	Health and Physical Education
Spanish	Spanish	Spanish

Section B.3.f – Promotion Requirements

Promotion and Retention Requirements

The most important aspect of DPA is encouraging effective effort in our students to achieve outstanding academic achievement. We will set very high academic goals for all students and we will work tirelessly to coach and inspire students to reach these goals. DPA has set up standards for promotion because we believe that without achieving these goals, we cannot be confident that our students will be able to meet our mission.

Three factors will be considered in promotion decisions at DPA: attendance, overall reading level, and grade-level standard mastery. Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Please note that absences resulting from out-of-school suspensions are not excused. Students who fail two or more of their core curriculum classes for the year will be retained in their current grade level as a matter of policy. Students whose homework grades are below 70% for two or more of their major classes will be retained in their current grade level as a matter of policy. Students may also be retained in their current grade level if they end the year reading below grade level. Students are expected to master all standards by the end of each grade level. A rating system for mastery follows:

- 0 – The student has no mastery of the standard.
- 1 – The student has minimal mastery of the standard and needs continued support.
- 2 – The student has partial mastery of the standard and needs minimal support.
- 3 – The student has grade level mastery of the standard and can work independently.
- 4 – The student has above grade-level mastery and can apply this standard in new situations.

Students receive standards-based report cards that reflect student progress toward mastering the assessed standards for each grade level. Students are expected to master all standards by the end of each grade level (thereby receiving a “3 or 4” in each area). Students who average below a 2.8 on literacy or math report card areas at the end of the year are eligible for retention, and students who average below a 2.4 will be retained. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester. The scores for each taught standard within a subject area are averaged together and converted into letter grades for each subject. The grade conversion follows:

Grading Scale	A+: 3.4 plus	A: 3.3	A-: 3.2	B+: 3.1
	B: 3.0	B-: 2.9	C: 2.6 - 2.8	F: 2.5 or lower

When a student’s academic performance, or attendance behavior, triggers consideration for retention, as described in the promotion policies above, the school principal will immediately notify the student and his/her parents.

Promotion recommendations will be made by classroom teachers, and final promotion decisions will be made by the principal. The school reserves the right to make exceptions to this policy given special circumstances. All students who are reading below grade level at the end of the academic year may be required to attend summer session. Summer session will be an intensive, targeted instructional program that aims to develop reading, writing, and math skills in a small classroom setting. Summer session is provided free of cost, but parents are expected to provide transportation for their children. Attendance at summer session will not affect promotion decisions. During the planning year, the leadership team will

develop specific policies regarding student retention that include:

- The number of absences after which retention will be considered;
- The number of days tardy after which retention will be considered; and
- How significant a deviation from expected academic progress under which retention will be considered.

Educating Students with Special Needs

DPA will pay attention to the year-on-year promotion of students with special needs. At the beginning of the school year, the leadership team will closely monitor students whose promotion will require additional supports, including students with disabilities, students with IEPs, English language learners, and students who are performing below grade level, according to baseline assessment data. Students with special needs will be held to the same promotion standards, unless their IEPs indicate an exemption. DPA believes all student can achieve at high levels and will provide the appropriate interventions to ensure all students are on track to meet academic and character standards.

Section B.4 – [EO/MO] Historical Academic Performance

NA

Section B.5– Support for Learning

Section B.5.a – School Culture

Desired School Culture

At DPA, we aspire to have a school culture rooted in high expectations for every student and adult, with mutual respect among students and educators. We believe that having a strong school culture is the most important ingredient for academic achievement and character growth. To cultivate this culture, we will create explicit guidelines for character development to complement our academic curriculum.

DPA’s culture will be carefully constructed: every detail will be carefully thought about and planned for to develop the type of culture that promotes positive growth in all community members. DPA’s culture will embody our Core Values of integrity, respect, innovation, empathy, and excellence. We intend to clearly communicate that every DPA community member, which includes all DPA faculty, leadership, students, and families, will be held to the same high standards and expectations for being positive ambassadors of the DPA culture.

Method for Establishing Our Culture. To make the DPA Core Values and Character mindsets and skills to come alive in the daily culture of the school, comprehensive student supports and school wide systems will foster DPA community values. As outlined in Section B: Education Plan, DPA will have a learner centered approach to create a comprehensive system of student support and intervention. These student supports will effectively model, scaffold, and provide opportunities to apply and transfer the DPA core values and character traits independently.

- Personalized Learning Plan. Each student will have a Personalized Learning Plan (“PLP”).
- An Advisory Program. Each student will have one faculty member serve as his/her mentor each year.

- A Restorative Approach to Discipline. Fulfilling all of the cultural values we describe above means jettisoning overly punitive approaches to student discipline.
- Mentorship and Internships: Meaningful relationships to peers, the community and others will create positive relationships and inspire inquiry that will ideally lead to further exploration of personal and professional interests for students.

School Wide Systems

Home Visits. Every student will have a home visit by their advisor and/or school leadership in the summer before school starts. At this meeting, every family will be welcomed to the DPA community in a joyful manner. Students will receive a t-shirt for the year. The school mission, core values, and character skills and mindsets are first introduced at this meeting.

DPA Student Orientation. Students will have a 5-day Orientation prior to the first day of academic school. This orientation session will be led by school leadership, parent volunteers, and in later years predominantly by older DPA students. The sessions will focus on:

- **DPA Mission** – through stories and vivid examples, students will be introduced to the school mission
- **Core Values introduction** – through stories and experiences the Core Values will be introduced
- **Character Skills & Mindsets** – again, through stories and vivid examples, our expectations of living the DPA core values will be clearly explained
- **Expectations and Consequences** – all school expectations and consequences will be carefully detailed and practiced. For example, how students participate in Advisory, how students walk in the hallways between classes, how students eat lunch and clean-up, how students greet faculty and fellow students, how students enter and exit the building, etc. Great detail and focus will be spent on making sure that every student is 100% clear on how they are supposed to behave as a DPA student. All expectations and consequences will be carefully tied back to explanations for how they develop the character strengths.
- **Community Building** – ice-breaker games and get-to-know you sessions will be led to show that we will break through the normal “cool/uncool” paradigm of adolescence and will inspire students (and teachers and parents!) to find joy in school, and to equate kindness with a “cool” way to behave.

First Two Weeks of School

Orientation Reinforcement. Morning Advisory, and a small portion of each class period (about 5 minutes) will be spent reinforcing all of the lessons introduced during the orientation.

Classroom Expectations and Consequences. A strength of nearly all high performing schools is the shared commitment across classrooms to the exact same set of expectations and consequences. DPA will have a shared set of expectations and consequences for each DPA classroom, and for non-classroom time. These classroom expectations will be carefully detailed and practiced in the first two weeks of school in every classroom. (A list of Expectations and Consequences is listed in Appendix 5 - Student Discipline Policy.) As the students move through the gradual release model at DPA, the expectations and consequences will become more and more internally based. The exact expectations and consequences for classrooms in these later stages will be developed in the year prior to that stage opening.

DPA Staff Summer Institute/ Orientation. DPA will conduct a 10-12 day orientation for staff in the three weeks leading up to the start of school. The session will include culture building (described here) as well as the previously discussed assessment and curriculum development sessions. DPA believes that having a strong, high trust faculty culture is equally important to having a strong student culture, and in fact is a necessary ingredient for the latter. See Appendix 3 for a calendar of these sessions.

High Trust Culture. Faculty will be led through sessions on what a high trust culture looks like, how to develop a high trust culture, and how to ensure its continual growth. The book *The Speed of Trust* by Stephen Covey will be used as the basis for the sessions, as well as *Drive* by Daniel Pink, and *Practice Perfect* by Doug Lemov. A high trust culture has the following characteristics that all DPA faculty will aspire to: common mission and clear expectations, positivity, consistent, honest feedback, minimal water cooler talk, and humility.

Mindset. All faculty must have a deep understanding of Carol Dweck's theory of mindset. Her book *Mindset* will be an assigned summer reading, and multiple sessions will be led by faculty members on how DPA will live and incorporate this critical belief into the culture of both the students and the staff.

Sweat the Small Stuff. To be an effective faculty, we must have crystal clear understanding and agreement on all the expectations and consequences that we will have for our community. The Expectations and Consequences (E&C) for students will be introduced, with time for discussion, feedback, and input for changes. Once the E&C has been determined for the year, faculty will spend considerable time practicing how to effectively deliver clear expectations, and how to handle fair and compassionate delivery of consequences. Faculty will work in teams and practice real scenarios of giving feedback to real students (and sometimes faculty playing the role of students). Faculty will also practice giving feedback to each other on common issues that affect faculty, including parent interactions. In short, DPA faculty will be incredibly well prepared to handle all the "small stuff" in a consistent manner because they will practice, practice, practice. The practice builds trust in the faculty culture, builds deep familiarity with the expectations, and builds skill in delivering consequences that are fair, consistent, compassionate, and always tied to growth towards the DPA character strengths.

Practice Perfect. Faculty will also have a summer reading assignment to read Doug Lemov's *Practice Perfect*. Many of the suggested skills and strategies from the book will be utilized as part of the faculty orientation, especially around taking skills that are essential to running great schools (and classrooms) and breaking them down into small, practicable skills. Leadership at DPA will present a small number of skills that all faculty will practice together, and will also suggest specific skills for each faculty member to develop in their personalized educator plans (described below).

Courageous Conversation. Faculty will be trained in how to have Difficult Conversations, especially with fellow faculty members, and also parents. *Difficult Conversations* (Stone & Patton, 1999) will be used as the model. Strong cultures are not devoid of problems, but instead are defined by how they pay attention to and address problems as they occur. DPA will regularly train faculty and encourage them to have open, honest conversations with fellow faculty members to promote a healthy, transparent culture.

Leadership Team meetings

Leadership Team meetings will be held from 2:05-4:05pm on Wednesdays. These meetings will be mainly for professional development, but will also work to build positive culture among the faculty. A few of the culture building aspects are listed below:

- **Shout-outs.** All meetings will start with a 3-minute rapid fire session of “shout- outs” to fellow DPA community members for actions that represented the core values or character strengths of the school
- **Appreciations.** Multiple times per year (usually at notoriously difficult stretches in a school year – i.e., late October) faculty will do specific appreciation sessions where they spend 20 minutes either writing or verbally appreciating their fellow faculty members
- **Failure celebrations.** One time per week faculty will do a rapid fire “celebration” of failures. Faculty will volunteer areas or examples where they have failed recently. Faculty will acknowledge their courage and growth in the areas.

Parent Orientation

It is a belief at DPA that parent culture is a critical ingredient in successful schools. It is also a belief the vast majority of parents want to be involved and part of the school culture, but have to be given the right type of opportunities. To ensure that the DPA parent community is engaged, knowledgeable, and supportive of the DPA mission for their students, we will use the following culture building strategies. DPA will create an open and safe-space and conduct tactics (outlined below) to harbor a welcoming school culture for all students. Further, we will create this atmosphere through multiple events and entry points and frequent communication among staff and parents. This approach will allow families with varying interests, schedules, and constraints to get involved to a degree that feels appropriate to them. More so, by focusing on building a diverse, inclusive culture and encouraging families to take part in the school, DPA will be able to engage families with varied prior experiences and dispositions:

- **DPA Spotlight Series.** This series will bring influential people and thought leaders in from fields that work in computer science (information technology, software developers, tech entrepreneurs, etc.) and bring in people that are culturally relevant for the Black community to speak to DPA parents and students.
- **Back to School Night.** This is an important ritual marking the beginning of the new school year. The event should start off with a general meeting in the auditorium and a brief welcome by the principal. Then parents should separate to visit their child's classroom.
- **DPA Orientation.** Similar to the Back to School Night, DPA Orientation is a way for new students to understand the school culture, environment, and meet the DPA staff.
- **Coding Night.** In partnership with organizations like [Black Girls Code](#) or [Code.Org](#), the DPA will host nights where students and families can come together and learn the basics of coding and interact with aspects of computer science (allowing students to show and share their parents what they've learning at DPA).
- **Family Math Night/Family Science Night.** Students and parents will participate in games and activities that incorporate math and science. This is also a great way for teachers to build relationships with parents.
- **STEM Fairs.** STEM fairs are a way for DPA students to show off their success and work to the larger community and their parents.

- **Musical and Art Performances.** We know that the Black community thrives around culture, specifically with regard to music and art. To that end, it is essential that DPA tap into that culture as a method for family engagement.
- **Food Banks.** This doesn't just help plug the gap in local services, but helps to build a sense of community within DPA.
- **Literacy Lessons for Parents.** Based on the demographic data in ward 7, many parents did not graduate from high school or college. Literacy Lessons for parents will be essential towards the DPA family engagement strategy.
- **Parent Café.** This is essentially a parent resource center that offers a place for parents to drop in, have coffee, review resource materials, make telephone calls, work on resumes, take part in workshops, and talk individually with staff members.
- **Workshops on College Admission Process.** Parents and students will gather to learn about the college admission process once DPA begins grades 8-12.

Student Recruitment

From the very start of the recruiting process, DPA will work to make all parents feel welcomed and inspired by the DPA culture. Recruiting sessions will involve current students and parents (after year 1) who will detail the school culture.

- **Home Visit.** The home visit described above is a very important step in engaging parents in the DPA community. Volunteer opportunities are described to parents at this meeting, and they are encouraged to find opportunities that fit their lifestyle.
- **First two weeks of school.** Parents are encouraged to volunteer during the first two weeks, helping with attendance, lunch, welcoming, and room decorating. We especially like to have parents attend the morning Advisory sessions to get a sense of the DPA culture, expectations, core values, and character skills and mindsets.
- **Clear Expectations and Consequences.** DPA will have very clear expectations and consequences (E&C) for behavior. We believe the expectation and consequences are critical at this stage of adolescent development, and properly set the stage for the gradual release model at DPA that carefully develops college ready students. Very clear and consistent E&C are also a critical component of the DPA culture. It is a core belief at DPA that every E&C is directly tied to the support of a DPA core value, or helps develop a DPA character strength. Therefore, all E&C are designed solely to help our students grow and meet our mission. When developing any type of strategy or system at a DPA school, the question "is this good for our students' academic goals and growth?" must be answered in the affirmative for the strategy or system to be acceptable.
- **Positive Behavior Support System.** At DPA, we utilize a positive behavior support approach to discipline. We believe that all students can learn the skills necessary to be successful in school, to demonstrate DPA's core values and character skills and habits, and to use these skills and values to become successful college students. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, DPA's Code of Discipline defines expected behaviors first; then school rule infractions; followed by possible strategies for correcting the behavior. As with academics, we believe that Students should be praised and rewarded for meeting behavior expectations.

Strategies to Encourage Attendance and Re-enrollment

The DPA academic and character development program will help to encourage student attendance by motivating students with the positive opportunities that they will have by coming to school. By connecting their academic journey to high-growth, high-demand career opportunities, the leadership and teachers in the school will focus on making the enjoyment of school itself a motivation for attendance. In addition to providing a supportive environment daily, DPA will also use its discipline policy to enforce attendance by issuing standard consequences for tardiness and absence. To encourage re-enrollment, DPA will focus on the uniqueness of our academic program, especially the mastery of Computer Science. Our curriculum, which is vertically aligned to the AP Computer Science examination, will be unique in the District of Columbia. Students at our school will be prepared to take an examination that not only leads to college credit, but also will signal significant talent to potential employers. In addition, we will hold “family appreciation events,” by grade level, at the beginning of each calendar year to encourage re-enrollment. At those events, we will remind families of the past year’s academic programming, while sharing exciting previews of the programming for the following year. At those events, we will encourage families to re-enroll.

Integrating Students Who Are New to Our School, or the United States

Whenever a student enters the school in the middle of the school year, or in the upper grades, we will have a formal set of procedures to incorporate him or her into the school culture. First, the classroom teacher will have a family conference with the student and his/her parents. During that conference the teacher will review academic expectations, the unique features of the school’s curriculum, the character development expectations, and the disciplinary policies. That meeting will be a positive event, during which attendance at the school will be characterized as an opportunity to participate in a loving culture. Second, the student will participate in a community circle, during which s/he will be introduced to both the classroom and the broader grade-level community. At that time, other students will be encouraged to share their favorite parts of the DPA experience, to reinforce the positive elements of the school culture. If a student is new to the United States, the leadership team will meet with the student and family to describe schooling norms, including attendance, behavior, grade levels, policies, laws, and regulations, particularly around attendance, truancy, and tardiness. For families that do not speak English, we will make every effort to have a translator at that introductory meeting.

Philosophy for Managing Student Behavior for the General Population and Students with Disabilities

As described above, at DPA we believe that the implementation of “Restorative Practices” is the most effective way of managing student behavior in an inclusive environment, while also cultivating a love of learning. To implement those restorative practices, we will train teachers in the following classroom and schoolwide guidelines.

Preventative Practices - Schoolwide

To ensure that our restorative behavior management practices are consistent throughout the school, we will pay attention to integrating restorative practices into how the school operates. All teachers and staff members will receive training in the following schoolwide restorative practices:

- Restorative dialogue: all staff, students, and families will be trained in restorative dialogue. That dialogue will include the kinds of affective statements and restorative questions we use as a school to prevent disruptive, unhealthy behaviors.

- Community circles: everyone in the school community will be trained in, and participate in, community circles. These gatherings can be used in many different circumstances, including celebrating successes, sharing information, discussing school issues. Community circles can be used for the full school community, or for smaller subdivisions of the school, including classrooms.
- Daily or weekly circles: regular circles can be used to encourage relationship building, character education, social skills lessons, and behavior lessons.
- Restorative rooms/spaces: for behavior issues that escalate beyond the classroom teacher, we will have a restorative practices space, managed by a facilitator, who works with students, teachers, parents and administrators. During the planning year, the leadership team will identify a staff member who can serve as the restorative practices facilitator.

Instructional Practices - Classroom

In addition to training teachers in schoolwide restorative practices, we also will ensure that restorative practices are integrated into the classroom. Instructional restorative practices will include:

- Restorative dialogue: teachers will use affective statements and restorative questions in the classroom, to encourage positive behaviors.
- Restorative circles: teachers will be encouraged to use daily or weekly talking circles to open or close class. These circles, modeled on the schoolwide community circles, will help to establish community within the classroom. The classroom circles also will establish behavioral expectations, provide a forum for discussing behavioral issues, or create space for solving problems.
- Teaching and learning in circles: teachers may also use the community circle structure to teach and review schoolwide expectations. The circle process is an idea space for discussing social and emotional topics such as bullying, tolerance. The circle process may also be used for reading books, articles, and other resources for academic lessons.

Instructional Practices – Group Intervention

When preventative measures do not curb disruptive behaviors, we will need to take additional disciplinary steps. Integrating restorative practices into the discipline system for behaviorally challenging or at risk students may include the following practices:

- Conflict resolution circles: circles may be used to manage conflict in classrooms, hallways, cafeteria, and the playground.
- Restorative groups: small group settings may be used to conduct anger management, managed bullying, or disrupt relational aggression. These groups may be gender specific, given the challenges of adolescence.
- Restorative conferences: conferences can be an alternative to, or in conjunction with, suspension for chronic misbehavior

Intervention Practices - Individual

For the most significant disruptions in behavior, we will use individual interventions. Those may include:

- Restorative spaces: in designated restorative spaces, facilitators can provide one-on-one support, or a check in/out program for students with challenging behaviors
- Family group decision making conferences: a family conference brings all adults involved with the student together to support the family in coming up with a plan to change disruptive behaviors.

During the planning year, DPA will supplement these ideas through incorporating the latest research and best practices from other high-performing high schools serving similar populations to create a final policy,

and will create specific policy differences for each grade. DPA will look to Summit Public Schools and Hybrid High, who have experience implementing a disciplinary policy that is aligned to the goals of a personalized, tech-enabled classroom model. The timeline for further discipline policy development is included in the overall planning year timeline in Section C.1.d.

Our restorative practices, and the character development principles underlying them, will be adapted appropriately based on the emotional and intellectual development of the student, including special education students and English language learners. General education teachers, special education teachers, and the special education coordinator will modify the behavior guidelines as necessary for each student with disabilities. English language learners will not be punished for behavior that falls outside of guidelines due to language misunderstandings. Otherwise, they will be held to the same standards. Of course, the full behavior policy will be clearly explained to them in their native language at the beginning of the year, through a translator if necessary. The expectation is that all students are participating appropriately in the community and contribute to an orderly, joyous, and productive environment.

If a student with disabilities has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act, that student will be disciplined according to those guidelines. Students for whom an IEP does not include specific disciplinary guidelines will be disciplined in accordance with the standard school policy.

Equitable Implementation of Behavior Policies

The Leadership of DPA will keep a record of disciplinary incidences, including referrals to the restorative practices room, suspensions, and expulsions. Moreover, we will be sure to disaggregate the data on suspensions and expulsions by racial and gender subgroups, to ensure that the school is not creating an environment wherein certain subgroups are receiving disproportionate behavioral attention.

Discretionary Versus Mandatory Suspensions/Expulsions

If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension. Before the student is returned to class, the student, his or her parent or guardian, and the principal will meet. All suspension decisions will be made by the principal, or the assistant principal (after year 2). Those infractions include:

- Gross disrespect of a fellow student, staff member, or school property, including a sustained tantrum
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products
- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any form of harassment or intimidation
- Skipping school or class
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from floor, building, or school-sponsored activity
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying of anyone else's work

- Repeated and fundamental disregard of school policies and procedures

Consistent with state regulations, students can be expelled for extreme behaviors that include, but are not limited to, possession of a weapon or any controlled substance and assault on school personnel. The procedure for such expulsions will be explained in detail in the parent handbook, which we will develop in full during the planning year.

Students with special needs will be held to the same behavior expectations unless their disability prevents them from being able to meet these expectations. In cases where behavior could be a manifestation of disabilities, we will hold a Manifestation Determination hearing to determine whether the infraction is related to the disability. Parents of all special education students will be informed of their rights, including their rights regarding discipline procedures.

The school behavior policy will be implemented for all members of the school community starting the first day of school. Before the school year begins, we will meet with all new parents several times: once to welcome them to DPA, once to welcome them to their child's grade-level, and once to meet with their child's teacher one-on-one. During each of these meetings, we will explain our behavior philosophy and expectations and ensure that all families understand it before school starts, including the grounds for suspension and expulsion. Teachers will all understand school-wide behavior expectations because they will receive extensive training over the summer during new teacher orientation. During the first days and weeks of school, students will be taught explicitly what the core values look like in school, what behaviors will receive consequences, and what the consequences will be. We believe that students thrive when expectations are clear, and so we will all work to ensure that from the first day of school, we can provide that clarity and consistency.

Section B.5.b – Structure of the School Day and Year

Proposed School Calendar

DPA will have an extended day, compared to other comparable schools. Regular school hours will be from 7:45AM to 3:45PM, and we will hold extracurricular activities from 4:00PM-6:00PM daily. Students will attend school on most days from 7:45AM-5:00PM.

The average teacher day will be nine hours long, approximately 7:30AM-4:30PM. We will stagger teacher schedules, as necessary, to support extracurricular activities.

The school will adopt a nontraditional calendar, to accommodate our "expeditions." To build student engagement around our mission, our students will participate in expeditions every six weeks. Those expeditions will be structured around group projects, internships, or other methods of engagement with the real world.

There will be six separate six-week blocks for core instruction and four "Expedition Weeks" throughout the school year. There will be 180 days of core instruction and 20 additional days for expeditions. (Note: If school and/or national holidays fall during core instructional blocks, we will use expedition time to reclaim additional core instructional hours. Moreover, if we need to cancel school due to inclement weather, we will recover time through either a) adding time at the end of the school year, or b) scheduling core instruction

during expedition weeks.) See our proposed 2018-2019 School Calendar in Appendix 3.

As structured, the school calendar exceeds the city’s PK-12 minimum of 1080 hours. The 180 core instructional days will each have almost 7.75 hours of instructional time, creating 1,395 instructional hours. In addition, in having 20 additional expedition days, at 6 hours each, we will add an additional 120 hours to the traditional schedule, for a total of 1,740 hours engaged in either core instruction or supplemental academic activities.

The average core instructional day will be structured according to the “Day in the Life” we presented in Section B.1.

For Schools with Non-Traditional Schedules: Alignment of Schedule to Mission and Goals

Our nontraditional schedule allows us to expose students of DPA to projects, careers, and real-world experiences, which is central to our mission. Each year, all children will participate in four separate expeditions, aligned to both the Next Generation Science Standards and the school’s unique approach to teaching Computer Science

Expedition	6th Grade	7th Grade	8th Grade
1	Career Exploration – Computer Science	Career Exploration – Life Science	Individual Capstone Part 2 (Data Collection)
2	Group Project – Computer Science	Individual Project – Life Science	Individual Capstone Part 2 (Presentation)
3	Career Exploration – Physical Science	Career Exploration – Earth Science	Group Capstone Part 1 (Web Design)
4	Group Project – Physical Science	Group Project – Earth Science	Group Capstone Part 2 (Data Analysis)

Some of the expeditions will be staffed by our classroom teachers, while others will rely on partnerships with outside organizations and professionals. In addition, we will use expedition time for remedial instruction for students who are struggling in core academic areas. While all students, irrespective of their performance, will be able to participate in some level of the expeditions, students needing remediation will receive targeted instruction in reading and math during expedition weeks.

Section B.5.c – Family Involvement

Philosophy of Family Involvement

During a child’s middle school years, change is a constant. Children undergo physical changes during puberty; they change socially as their peer group grows more important; they change intellectually, developing abstract thinking skills. With these changes, children demand more independence and autonomy. Despite these changes and need for independence, research confirms that parent engagement in middle (and high school) positively impacts students’ academic achievement, school attendance, high school graduation, and college matriculation, as enumerated above. In order for DPA to effectively engage parents throughout their children’s school years, we must understand what family engagement looks like at different levels of a child’s education, in the perspective of parents. The shifts throughout the continuum require different engagement approaches:

- In early childhood, parents carry their children, meaning they protect them and ensure they have a safe school experience.
- As the children transition to elementary school, the parents also transition into the role of a guide: They no longer carry their children, but instead walk in front of them, clearing a pathway to school and providing opportunities for them to learn and explore.
- In middle school, parents shift to walking beside their children instead of in front of them. In this position, the parents promote the children's independence and identity development while still guiding the children through school when necessary.
- By the time children reach high school, though, they take the lead from the parents, now walking in front and forging their own path. The parents' role is no longer that of a guide but rather of a supporter, advocate, and monitor. If children are struggling, the parents help them advocate for themselves and find and access resources, without stepping in front to take the lead.

Family Engagement Framework & Standards

DPA will define six areas of parent and family engagement practice. These areas of practice encompass a range of responsive and comprehensive parent, family and community engagement goals along the family engagement pathway. Each of these areas of practice are both interrelated and interdependent. Below is the Parent and Family Engagement Framework DPA will implement:

- **Family well-being:** Families participate in services that ensure safety, health, and financial stability offered in the context of the family's values, culture, and aspirations.
- **Positive parent-child relationships:** Parents participate in ongoing support, education and skills development opportunities that promote warm, healthy parent-child relationships.
- **Parents as first and lifelong educators:** Parents have opportunities to observe, guide, and promote the learning of their children at home, school, and in their community.
- **Parent connections to peers and community:** Parents have opportunities to form connections with peers or mentors in supportive, educational or faith-based networks that enhance social well-being and community life.
- **Parent leadership and advocacy:** Parents have opportunities to participate in leadership development, decision-making, program policy development, and in community and state organizing activities to improve children's development and learning experiences.
- **Intentional transitions:** Parents have the necessary tools to improve their children's learning outcomes as they transition to new learning environments.

In addition to the above framework, DPA will establish the following family engagement standards (adopted from the national PTA standards for family engagement partnerships) to coincide and complement the above framework, as a starting point:

- **Standard 1:** Welcoming all families into the school community—**Families are active participants** in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- **Standard 2:** Communicating effectively—**Families and school staff engage** in regular, two-way, meaningful communication about student learning.
- **Standard 3:** Supporting student success—**Families and school staff continuously collaborate** to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- **Standard 4:** Speaking up for every child—**Families are empowered to be advocates** for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- **Standard 5:** Sharing power—**Families and school staff are equal partners** in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- **Standard 6:** Collaborating with community—**Families and school staff collaborate with community members** to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

DPA will embrace parents as central to both the developmental and learning experiences of their children. We believe that families are our educational partners, and that students thrive when they can bring their whole selves – including their family backgrounds – to school with them. We recognize that the families we serve will have a range of cultural experiences with schools, some of which may not have been positive, and we will seek to make their experience with DPA as fulfilling as possible.

The job of making decisions about school policy belongs to school leaders, but family involvement is necessary for the success of the school. DPA is committed to having families contribute to the academic success of their students through regular access to information regarding the success of their students in the school. We know that empowering families through extensive data and communication leads to more successful student behaviors, better collaborative solutions to students' disciplinary issues, and a more inclusive school culture overall. As such, we will use a variety of methods of communication including but not limited to:

- **Regular Progress Reports:** progress reports will include not only academic performance information and behavioral updates, but also overviews of important school events and upcoming opportunities for family involvement.
- **Automated Phone and Text Messaging Systems:** families may receive pre-recorded messages in the following instances: school-wide reminders and updates to alert families to school closings, early releases, and late starts due to inclement weather or emergencies, and reminding families of important documents requiring signatures, or to inform families of meetings for parents or students.
- **The Teacher as a Partner to Families:** unlike some schools, which discourage regular phone contact with teachers, we will encourage families to remain in regular touch with their children's classroom teachers. Students and families are encouraged to call and email teachers. Teachers may set their own reasonable policies about when they will answer and return phone calls and emails after hours and on weekends.
- **Family Outreach:** Teachers may request mandatory family conferences with families of students who are in need of academic and behavioral support or acceleration and enrichment. Families will be invited to schedule appointments to connect with their students' teachers or stop in to observe class.

In addition to these regular opportunities for contact, DPA will encourage our families to engage in a series of family behaviors that we believe will reinforce the core values of our school. Those activities include:

- Reinforcing, and discussing, the school's behavioral policies at home;
- Reading, all the time;
- Nightly homework checks, for completion;
- When possible, helping with homework;
- Coming to teachers with concerns, before problems escalate;
- Reading and signing notices sent home by the school;

- Reading and responding to family communications when necessary;
- Attending school conferences in the wake of disciplinary issues;
- Attending celebrations and school events; and
- Attending regularly scheduled family-teacher performance conversations.

Also the school also will plan annual events that are designed to engage families on an ongoing basis. During the fall and early winter, to facilitate recruitment, DPA will host a series of recruitment events. Those events will take place at the school, in community centers, and at local gathering places, like churches, when necessary. Whenever possible, we will ask our office staff and educators to support family requests, whether it's as simple as using a school computer to print out a job application.

Family Engagement and Communication

DPA will send regular progress reports to families, including academic and behavioral updates. Those progress reports also will include summaries of important school events, highlights about the successes of school students, and information about upcoming expeditions. We will use paper copies, email, and texting systems to provide relevant notices to families. During the planning year, we will adopt a student information system, which will have integrated functions for parent communication. That system will synch with school and family calendars, in addition to messaging systems, to ensure that progress meetings are scheduled; families receive regular updates; and important messages are disseminated. We also will use social media to communicate with families, including Facebook, Snapchat, Twitter, Instagram, and Pinterest. We know that many of our families and children will be active on social media, and we intend to use their existing engagement to our advantage. We will have Facebook events pages for our major activities and use social media to share important updates about the school. In addition, DPA will make our schoolwide data available to families on a regular basis. That will include student assessment data, interim assessment, PARCC performance, PMF performance, and more. At all times, we will strive to provide this information in a user-friendly way that parents can understand. All relevant data — including minutes from meetings of the board of directors, the school's most recent audited financial statement, OSSE's accountability index, the Equity Report, and information concerning the school's performance on the PCSB's Performance Management Framework will be posted on the school's website and emailed to all families.

Communication with Non-English Speakers

Oral and written communication to families of students identified as English language students will be translated into the family's native language to the extent possible to ensure clear and rich communication and coordination between home and school. If a home language is spoken that no DPA staff members can write or speak, DPA will work with the District of Columbia Public Charter School Board, DCPS, or an external party to supply translation services for both written and verbal communication with families.

Special Education (Informing Families of their Rights)

All families of students referred for evaluation will receive a Procedural Safeguards Notice that delineates their rights associated with IDEA. During each subsequent IEP review, parents and guardians will receive comparable written notice outlining their rights as guardians of students with disabilities. During regular informal conversations, SPED teachers will ensure that families understand that the referral/evaluation process is for information-gathering purposes only and that no SPED services can be provided without

initial and ongoing parental consent. Similarly, notice of procedural safeguards will be provided to families when the school's special education coordinator makes a Section 504 accommodation decision. In addition, parents may examine records relevant to their child's 504 Plan. The following describes the sequence DPA will follow for families to engage with the school regarding 504 accommodations discrepancies.

- **First Level of Review.** If a parent does not agree with the 504 accommodations decision, the first step is to submit a written request for review to the special education coordinator. The special education coordinator will review the decision and may request that the parent attend a meeting to discuss his or her concerns. The parent may also request a meeting at any point. After the review, the special education coordinator will provide a response to the parent.
- **Second Level of Review.** If the parent does not agree with the response from the first level of review, he or she may submit a written request for an impartial hearing to the principal. Subsequently, the leadership team will arrange for an impartial hearing at which the parent will have an opportunity to participate and, if he or she so chooses, to be represented by counsel. The school will appoint an impartial hearing officer to conduct the hearing and to issue a written decision to both the school and to the parent.
- **Third Level of Review.** If the parent does not agree with the impartial hearing decision, the third step is to submit a written request for review, along with any supplementary documentation, to the school's board of directors. The board will review the request, the impartial hearing decision, and any supplementary documentation. The chair of the board will provide a written decision affirming or denying the request.

Section B.5.d – Community Participation

Community Engagement in the Planning, Development, and Implementation of the School

As we described in Section A of this application, we believe that DPA will be an important anchor in Southeast DC, particularly for Wards 7 and 8. To that end, we believe that engaging the community in the planning and implementation of the school is critical to our success, both as a school, and as a good citizen of the community. We have engaged the community in the planning of DPA as outlined in Section A.3.

DPA has contracted with Bowers consulting group to outline a comprehensive family and community engagement plan which includes tactics for outreach, recruitment, engagement, and communication. Some tactics identified include:

- **Open Houses:** during the planning year, we will host open houses, through which we will invite potential DPA families to provide feedback on the school design process
- **Community door-knocking:** we plan to go door-to-door, particularly in Ward 7, to generate interest in the school, and to collect feedback on our design ideas
- **Parent leadership committees:** we will ask parents to volunteer for parent leadership roles, to help plan and coordinate events
- **Parent volunteer opportunities:** we will ask parents to serve as chaperones for, and partners in designing, our expedition weeks
- **Teacher home visits:** once school opens, teachers will engage in home visits on a regular basis

In addition, we will continue to engage the broader community through:

- Attending and participating at local town halls and forums

- Attending and participating at ANC meetings
- Visiting neighborhood elementary and middle schools
- Offering after-school Computer Science programs at DCPS schools
- Offering neighborhood information sessions

Community Partnerships

DPA already has entered a partnership with the Beers Elementary School, wherein we provide an after-school Computer Science enrichment program to students. The program serves several purposes. First, it provides an opportunity for us to build demand before our school opens, through providing services directly to students and families in our target demographic. In addition, once DPA is open, the partnership will provide opportunities for us to extend our reach beyond the walls of our school. Finally, the partnership will allow us to be a good citizen in our broader community.

DPA’s community partnership plan includes outreach to local churches, businesses, schools, and Technology/Industry business in the Washington to DC area to support DPA’s mission. See complete list of organizations in the DPA “Community and Family Engagement Plan” included in Appendix 2.

In addition, at DPA, we intend to provide a range of extracurricular activities. Per our mission statement, we are committed to providing the skills, habits, and knowledge critical to its students’ long-term success. To that end, we will offer activities that foster team building, leadership, athletics, and skills in the fine and performing arts - all areas to which students should have some exposure before entering college. DPA will engage teachers, parents, and volunteers from the community to offer these enriching experiences. Extracurricular activities will take place directly after school and will be staffed by teachers, community partners, and volunteers. The school has budgeted to provide stipends to community members, or organizations, and has budgeted enough to cover students’ fees to participate in these activities. We want participation in all extracurricular activities to be free for students and families. The final menu of options will be determined by both student demand and faculty expertise. If robust demand exists for an activity that falls beyond the reach of our full-time staff, the school will consider collaborating with an appropriate community organization to afford students access to suitable programming. DPA leaders will seek to offer students the opportunity to engage in intramural or other athletic leagues whenever possible. Because participation in extracurricular activities can be a vital component of a student’s development, access to these programs will in no way be restricted by a student’s financial circumstances. DPA will provide supplies for offered extracurricular activities to students who cannot afford to purchase them and has built this into the budget. The following extracurricular activities may be offered:

Physical Activities	Fine Arts	Leadership	Supplementary Academics	Other Enrichment
African Dance and Hip Hop	Art	Debate / DPA Model Congress	Programming/ Robotics	Chess
Basketball	Digital Photography	Latino Caucus	Book Club	Community Service
Volleyball	Digital Music	Student Leadership	Storytelling	Strategic Gaming

	Production	Council		
Step Team	Drama	Speech	Science Club	Computer Science Club

Section C – Management Plan

Section C.1 – Founding and Leadership

Section C.1.a – Profile of Founding Group

The founding group of the DPA brings decades of experience operating highly successful middle and high schools in Washington DC and around the country. The group includes over 25 members, all of whom have a deep commitment to DPA as an effective means for preparing all students for four-year college and universities and success in 21st century careers. While most of the members of the founding group live in Washington DC, some of our members come from other parts of the country, bringing experience and expertise in critical domains. Please see Section E for a complete detailing the Founding Group members, supporters, and advisors who have guided the development and direction of the school.

The DPA founding team has engaged with hundreds of members of the Washington, DC, and Ward 7, communities to ensure that the school is meeting community and student needs. In Appendix 1 we have included letters of support from community leaders and support organizations.

The following are the central members of the founding team, along with their biographies, and the specific areas of expertise that we believe will contribute to the success of DPA.

Key Members of the Founding Group

Chief Executive Officer & Founder, DPA: Mashea Ashton (*Core expertise: Business management, human resources, administration, governance, community engagement, instruction, and fundraising*)

Mashea Ashton brings a long track record of experience and excellence to the endeavor of starting a school. She will be the school's founding CEO, as well as a founding board member. She currently serves as an entrepreneur in residence at CityBridge Foundation and Education Forward DC, where her full-time focus is to plan and launch DPA. Ashton's career began as a teacher at the Beers Elementary School in Ward 7, the same community in which she aspires to open DPA. In the intervening years, Ashton has been at the center of many critical trends in education reform, and she has played a critical role in the expansion of some of the highest quality charter schools in the country. Ashton is uniquely positioned to design and manage a public charter school in southeast DC. Her entire career has focused on the intersection of equity and innovation. She has experience in both running and authorizing schools, so she understands the complexity inherent in the school design and accountability process. On top of that, she has family that stretches back six generations in southeast DC, giving her a unique perspective on the needs of the children of Wards 7 and 8. Most recently, Mashea served as the CEO of the Newark Charter School Fund, where she oversaw a \$48 million initiative to support the quality growth of charter schools. Under Ashton's leadership, Newark's charter sector grew from 8% to an estimated 30% of the children in Newark's public schools in 2016. Under Ashton's leadership Newark was ranked the second highest performing charter sector in the country, according to Stanford University's 2015 CREDO study. In that capacity, Ashton was able to observe some of the highest performing charter schools in the country, study the major trends in charter schooling, and incorporate the newest ideas into her own school design thinking. Before leading the Newark Charter School Fund, Mashea served as an executive director and senior advisor for charter school policy at New Leaders for New Schools. Mashea has also served as the executive director for Charter Schools for the New York City Department of Education and the national director of recruitment

and selection for the Knowledge is Power Program (KIPP). In addition to her professional roles, Mashea has significant leadership experience in the broader education reform community. Mashea is the vice chair of the board of the National Association of Charter School Authorizers and serves on the board of St. Patrick's Episcopal Day School in Washington, DC. She previously served as board chair for the National Alliance for Public Charter Schools and the Black Alliance for Educational Options. She has served on several additional non-profit boards, including the New Jersey Charter Schools Association, Newark Trust for Education, National Charter School Resource Center, Achievement First NYC, and Eagle Academy Foundation Advisory Board. She has been honored as the New Jersey Charter Champion for Advocacy by the New Jersey Charter Schools Association, the First Lady of Charter Schools by Marion P. Thomas Charter School, the Shirley Chisholm Trailblazer by SHE Wins LLC, a Pahara-Aspen Education Fellow by the Aspen Institute, and as an Education Award recipient from Leadership Newark. Mashea is a frequent speaker and panelist for charter school and education reform advocacy organizations around the country. Mashea has a M.Ed. in special education with an emphasis on learning disabilities and emotional disturbance and a B.A. in sociology and elementary education from the College of William and Mary. She and her husband are the proud parents of twins, who are kindergarteners.

Board Chair, DPA Core Founding Group Member: Michael Spencer (*Core expertise: legal, real estate, business management, human resources, governance, and community engagement*)

Michael T. Spencer is a lawyer and fierce advocate for educational equity. He is a proud third-generation Washingtonian with deep roots in Wards 7 and 8, particularly in Historic Anacostia. In 2016, D.C. Mayor Muriel Bowser appointed Spencer to D.C.'s Rental Housing Commission, making him one of the youngest members of the Judiciary. As a Commissioner, Michael sits on a three-member panel that both adjudicates appeals on rental housing issues, and writes regulations on rent control matters. Spencer has previously held leadership roles in labor relations, hospital administration, and compliance. He began his legal career as a law firm associate focused on real estate and regulatory compliance. Spencer is a founding board member of Rocketship Public Charter School's D.C. network, where he serves on the executive committee. In 2012, Spencer was inducted into Leadership Greater Washington's Signature Program as one of the youngest inductees in the organization's history. He is an Ambassador for the National Museum of African American History and Culture, and a member of Kappa Alpha Psi. The first in his family to attend college and a proud product of D.C. Public Schools, Spencer earned his law degree from The Ohio State University. He also holds a master's and bachelor's degree from Ohio University, where he was nominated for a Rhodes scholarship. Spencer resides "East of the River" in Hillcrest, with his husband, Justin Stephens (who works at the Flamboyant Foundation), and their two elementary-aged, pre-adoptive sons (who attend D.C. Public Schools).

Board Member, DPA Core Founding Group Member: Cheryl Borden-Thompson (*Core expertise: administration, curriculum, community engagement, and instruction*)

Cheryl Borden-Thompson has over 17 years of professional experience in education. Borden-Thompson currently serves as the senior executive director of programs for New Leaders. In this role, she oversees the design and implementation of New Leaders' national program offerings. Borden-Thompson joined the New Leaders team in 2013 as director of school leadership development, where she facilitated monthly professional development sessions focused on building strong instructional leadership teams with all principals and district leadership in West Contra Costa County, CA and with turnaround principals in Cleveland. Borden-Thompson then served as executive director of the emerging leaders program, overseeing the design development of teacher leadership curriculum before transitioning to the senior executive role in July of 2015. Borden-Thompson began her career in education teaching middle and high school health and science in Baltimore City Public Schools. After six years in Baltimore she transitioned to

leadership in the KIPP charter network. Borden-Thompson served as a founding team member and vice principal for KIPP Harbor Academy middle school in Annapolis, MD, worked for the KIPP Baltimore region supporting the development of strategic growth plans, and served as the director of the “KIPP Through College” program for KIPP DC, where she supported the high school and college goals for over 1,500 students before founding KIPP DC College Preparatory in Southeast Washington, DC. Under Borden-Thompson’s leadership, KIPP DC College Prep was the highest performing non-selective high school in DC for both math and reading. After eight years with KIPP, Borden-Thompson joined New Leaders and has enjoyed continuing to expand her work to close the achievement gap, working with district and charter school systems. Borden-Thompson has a BS from the University of Maryland College Park and a master’s in education administration from National Louis University.

Board Member, DPA Core Founding Group Member: Sarah Batterton (*Core expertise: business management, human resources, finance, and facilities*)

Sara Batterton currently serves as senior advisor to the executive team at Uncommon Schools, a charter management organization based in NYC, where she leads the organization’s talent teams and drives a number of strategic initiatives for the organization. She also serves as a consultant to the CityBridge Foundation in Washington, DC, where she is supporting some early stage research and development work relating to school facility needs. Previously, Batterton served as acting chief operating officer at Uncommon Schools and prior to that, as vice president of real estate and facilities. In her real estate role, she led a 6-person team providing a full range of real estate services to 44 Uncommon schools across NY, NJ and MA. During her tenure in this role, the Uncommon real estate team managed a portfolio of over 1,600,000 square feet of school facility space and successfully closed over \$90M in charter school facility financing. Financing involved a range of financial products and commercial mortgages. Batterton received her MBA from Columbia Business School in 2007 with a concentration in real estate and finance. During her time at Columbia, she was a recipient of the Forté Fellowship for Women in Business and a teaching assistant for real estate finance. Prior to joining Uncommon, she worked at Jones Lang LaSalle, a commercial real estate firm, providing real estate finance and development consulting to public agencies and nonprofits. Batterton’s previous experience includes roles in community economic development with the Higher Education Public Finance group at Lehman Brothers, the Annie E. Casey Foundation, and the National Federation of Community Development Credit Unions (a CDFI). She received her BA in Political Science and Spanish from Columbia University. She is also an alumna of the Broad Residency in Urban Education. Sara currently resides in the Capitol Hill neighborhood of Washington, DC with her husband and daughter.

DPA Core Founding Group Member: Marullus Williams (*Core expertise: Computer Science, business management, human resources, governance, stakeholder engagement*)

Marullus Williams began his career as a technology planner for Southwestern Bell Communications, and his responsibilities increased until he was director of web hosting for the company. Williams left SBC Communications to serve as a senior product director for several technology companies in the Metro DC area, including, InfoCruiser / Appfluent Technology. Williams also served as vice president of business development for Thompson Hospitality, the largest minority-owned contract foodservice company in the country. Williams joined Limbic Systems in 2005 as a project lead for key contract engagements. Williams purchased a controlling stake and became president and CEO of Limbic Systems in 2006. Under his leadership, Limbic Systems has won and successfully performed work for a number of clients in the DC metro area. In 2011, Limbic Systems attained Microsoft Silver Partner status. Williams has a B.S. (summa cum laude) in information systems from Florida A&M University, and an M.S. from Carnegie Mellon University’s Information Networking Institute.

DPA Core Founding Group Member Gwendolyn Payton (*Core expertise: human resources, community & stakeholder engagement, administration, curriculum, and instruction*)

Gwendolyn Payton serves as the Principal of Anne Beers Elementary School in Washington, DC. The mission of Anne Beers Elementary School is to establish and maintain a professional, global learning community that provides each child with the highest quality education possible to maximize learning and achieve proficiency for all. In April 2002, Anne Beers became the first of fifty NASA Explorer Schools in the United States. This partnership includes the educational and financial support of NASA personnel to engage students in science discovery activities and interactive content instruction, with real-time NASA scientists and NASA exploration observations. Payton became the principal of Beers Elementary School in 2006. Under her enthusiastic educational leadership, Beers sustains a host of long time partnerships and forms new dynamic ones, including: Georgetown DC READS, Higher Achievement, the Urban Teacher Center, Junior Great Books, DC SCORES, the Washington Nationals Youth Baseball Academy, NASA, Flamboyant Foundation, and the Kennedy Center.

DPA Core Founding Group Member: Alicia Robinson (*Core expertise: business management, human resources, governance, stakeholder engagement, and instruction*)

Alicia Robinson is a connector. She is the founder of EdPlus Consulting, which was born in 2013 out of a desire to improve educational equity for marginalized communities. EdPlus Consulting engages in talent searches for schools and education organizations, individual coaching for talent professionals and career searchers, and professional development for those leading talent management initiatives within high-impact organizations. With a focus on attracting, selecting, and retaining quality people for work with district and charter public schools and high-impact education organizations, EdPlus works with those invested in education as a social justice issue to bring the right people to the right work. Robinson is critical to the founding of DPA, because she will be the founding team member responsible for supporting our early hiring decisions. In particular, we continue to search for an ideal principal, and Robinson's school leadership networks have been instrumental in that search. Robinson has fifteen years of hands-on experience in early childhood through 12th grade urban education as an instructor, non-profit manager, and human capital executive. Prior to beginning her consulting career, Alicia served as the Chief Talent Officer at DC Prep, a charter management organization for students in preschool-8th grade, ranked for multiple consecutive years as the highest performing charter management organization in the city. Robinson began her career in education in 2001 as a member of the inaugural class of DC Teaching Fellows, a program of TNTP. She also has experience leading education and recruitment initiatives at Washington Scholarship Fund and New Leaders for New Schools.

DPA Core Founding Group Member: Justin C. Cohen (*Core expertise: education policy, school governance, management, Washington DC policy and politics, and instructional innovation*)

Justin C. Cohen is a writer and education policy consultant who contributed significantly to the development of this application. He has broad experience in both national education policy, and in the Washington D.C. educational environment specifically. Prior to becoming a full-time writer, Cohen was president of Mass Insight Education, an education nonprofit that worked with school systems nationally to turn around chronically underperforming schools through data-rich performance partnerships. In the six years that he led Mass Insight Education, he grew the organization from 5 staff members and an annual budget under \$1 million per year, to a staff of 60 with a \$12 million budget. Prior to leading Mass Insight, Cohen was director of portfolio management at the DC Public Schools. In that capacity, he was then-Chancellor Michelle Rhee's primary liaison to the charter school community. Earlier in his career, Cohen worked at the National Alliance for Public Charter Schools and at Edison Schools, where he managed schooling partnerships throughout the eastern seaboard and in California. Cohen is chairman of the board of Students for

Education Reform, a national nonprofit with chapters in 30 states and on hundreds of college campuses. He is a fellow of The Broad Academy for Management of School Systems and a former resident nonfiction writer at the Carey Institute for the Global Good. In 2008, he was an education policy advisor on then-Senator Barack Obama's presidential campaign. He previously has served on the boards of the Cesar Chavez Public Charter Schools, the Yale Alumni Fund, and the African Dream Initiative. He is an advisory board member of Education Pioneers and Ed Build. Cohen and Abigail Smith, the former Washington DC Deputy Mayor for Education, are co-founders of WE ARE Educators for Justice, a new initiative that supports white educators who want to pursue racial justice activism.

DPA Core Founding Group Member: Brooke Stafford-Brizard (*Core expertise: administration, curriculum, students who experience trauma, and instruction*)

Brooke Stafford-Brizard is an educator, researcher, writer, and education consultant with deep expertise in both personalized learning and the socioemotional needs of vulnerable children and communities. Stafford-Brizard's clients include a range of organizations nationally, including Turnaround for Children, Achievement First, and Teach For America. She is a fellow of the Aspen-Pahara Education program and the Aspen Institute's Global Leadership Network. In partnership with Turnaround for Children, Stafford-Brizard recently published *Building Blocks for Learning*, a framework for comprehensive student academic development, rooted in the neuroscientific developmental needs of children. Stafford-Brizard's work on the developmental needs of children will be essential to ensuring that DPA understands the way that poverty, trauma, and the stress of socioeconomic vulnerability impact student learning. Prior to becoming an independent consultant, Stafford-Brizard co-founded the Young Women's College Prep Charter School in Rochester, NY, giving her unique insights on how to build programs that are attractive to adolescent women. Prior to that work, Stafford-Brizard was a teacher and official at the New York City Department of Education, where she was responsible for data, strategy, and evaluation for the city's alternative high school district. Stafford-Brizard has a Ph.D. in educational psychology from Columbia University, where she studied child development, trauma, and instruction.

DPA Core Founding Group Member: Orlena Blanchard (*Core expertise: business management, human resources, governance, and community engagement*)

Orlena Nwokah Blanchard is a business leader, media executive, and multicultural marketing expert with over twenty years of experience building value for Fortune 500 companies and start-ups. As president and COO of JOY Collective, a strategic marketing and production company based in Washington DC, Blanchard leads marketing strategy and planning with clients like the US Naval Academy, Procter & Gamble, and The Coca-Cola Company. Blanchard also serves as executive director of the Black Media Matters Consortium, an association founded by BET Networks and other leading black media companies to help advertisers optimize marketing to African-American consumers. As the former head of digital media for TV One, she negotiated the network's first digital distribution partnerships and rebuilt the digital infrastructure and framework that made digital media integral to the company's marketing strategy. In 2011 she was recognized in Cablefax as one of the magazine's "Most Influential Minorities in Cable." Earlier in her career, at Time Warner Cable's Broadband division, Blanchard led content strategy, brokered new digital content partnerships, and launched the company's first online consumer game channel. She has worked for other world renowned brands such as Andersen Consulting (Accenture), American Express, and the Corporate Executive Board. She holds a BS in industrial engineering from Purdue University and an MBA from The Wharton School at the University of Pennsylvania.

DPA Core Founding Group Member: Kenneth Lesley (*Core expertise: business management, administration, curriculum, instruction, and Computer Science*)

With a degree in mechanical engineering from MIT, Kenneth Lesley's first career was in the petroleum industry, and he became an expert at controlled directional drilling. Lesley spent thirteen years traveling around the world drilling holes in the ground, and eventually obtained an MBA. He then transitioned into the software industry where he spent the next ten years writing database applications for government contractors. After moving to DC, Lesley took a couple years to explore robotics before entering the classroom to teach math. After five years of teaching math, Lesley started the engineering department at McKinley Tech High School. Lesley recently left the classroom and is now director of the McKinley Academy of Engineering. Ken is a Wolfram Educational Innovation Fellow - a unique educational and career opportunity to learn and do projects at the frontiers of science, technology, and innovation.

DPA Core Founding Group Member: Rabiah Harris (*Core expertise: STEM education, instruction, and Computer Science*)

Rabiah Harris is a STEM elective teacher and science department chair at Kelly Miller Middle School in Washington, DC. She has taught in public and public charter schools over the last ten years in both Washington, DC and New Orleans, LA. She loves helping students gain confidence and get excited about STEM. Harris is a 2015 recipient of the Brit+Co #IAMCREATIVE Foundation awards for her Urban Tech Fashionistas X-Block. Currently, she serves as a "DC STEM Ambassador" for the DC STEM Network. She received a bachelor's degree in chemistry cum laude from Howard University and a master's degree in secondary science education from the University of Pittsburgh.

DPA Core Founding Group Member: Jenn Hatfield (*Core expertise: administration, human resources, engagement*)

Jenn is a research associate in education policy studies at the American Enterprise Institute (AEI). At AEI, her research focuses on charter schools, state academic standards, and state and federal K-12 education policy. She also manages @AEIeducation's Twitter account and has co-authored several papers published through AEI. Her work has been featured in *The Hill*, *National Review Online*, *U.S. News & World Report*, and *The Chronicle of Philanthropy*. She has also worked for the National Alliance for Public Charter Schools (as a contractor) and the Center for Education Policy Research at Harvard University. Hatfield holds a bachelor's degree in psychology from Harvard University.

DPA Core Founding Group Member: Richard Munz (*Core expertise: curriculum, instruction, and Computer Science*)

Richard Munz is an educator in the science, technology, engineering, and math (STEM) disciplines. He holds dual-certification in educational technology and computer science, and has experience teaching all grades from PK through 12th grade. Munz delights in pushing his students above and beyond their own expectations by providing a safe learning environment in which his students can reach their potential. His command of STEM subjects allows him to provide students with unique opportunities. He writes grants to bring experiences, such as programming video games, via the Bootstrap curriculum, and building remote control underwater vehicles, via the SeaPerch program. Munz's students sent science experiments to the International Space Station, and displayed their hard work at his many science fairs and "STEM Nights." Munz has taught in inner city schools in New York City and the District of Columbia. He currently teaches technology and computers to students at Hendley Elementary School.

DPA Core Founding Group Member: Connie Spinner (*Core expertise: business management, human resources, governance, community & stakeholder engagement, administration, curriculum, and instruction*)

Connie Spinner is founder and head of school at Community College Preparatory Academy's (CC-Prep) in Washington, DC. She has over thirty years of experience in adult education and workforce development at

both the national and local levels. Spinner has sought to provide an opportunity for adult learners living in Wards 5, 7 and 8 of Washington D.C. to access the skills and knowledge that will allow them to develop their capacity to compete in the 21st century knowledge-based economy and workforce environment of the city. She decided to establish CC-Prep Academy when serving as the dean for workforce development and lifelong learning at the UDC Community College. CC Prep was designed from its inception to serve as a trend-setting model of blended learning for adults, that is data-driven, holistic, and focused on the multiple and varied needs of adult residents as untapped human capital. Spinner's ultimate mission is to duplicate this framework that to reach more residents whose lives have been marginalized by social ills, such as poverty and limited access to a high-quality education.

DPA Core Founding Group Member: Anne Davis (*Core expertise: business management, human resources, governance, legal*)

Anne Davis is a trial lawyer with experience in a wide variety of civil and criminal matters, including state and federal antitrust litigation, environmental toxic tort class actions, products liability matters, shareholder derivative suits and securities class actions, and federal agency investigations. Davis also serves as co-managing partner of Arnold & Porter LLP. In 2003-2004, Davis served for eighteen months as a prosecuting attorney at the United Nations' International Criminal Tribunal for the Former Yugoslavia in the Hague, the Netherlands (ICTY). During her time at the ICTY, Davis appeared on behalf of the office of the prosecutor in the trial of Prosecutor v. Blagojevic, et al., examining both prosecution witnesses and adverse perpetrator witnesses, arguing motions before the judicial panel, and participating in the negotiation of plea agreements with two Bosnian Serb Army officers charged with genocide and crimes against humanity in connection with the July 1995 mass executions in Srebrenica, Eastern Bosnia. Prior to joining Arnold & Porter, Davis clerked for the Honorable Zita L. Weinshienk of the US District Court for the District of Colorado. While in law school at the University of Virginia, Davis served as an Editor of the Virginia Law Review.

DPA Core Founding Group Member: Dennis Perkins (*Core expertise: business management, governance, finance, facilities*)

Dennis Perkins, Managing Principal of CIVITAS Commercial Real Estate Services, LLC, provides real estate advisory and brokerage services to both public and private sector clients. Perkins has 20 years of specific expertise in commercial real estate transaction management, strategic planning, market research, financial modeling and portfolio administration. Perkins's commercial real estate background includes experience as an analyst, advisor, and broker for municipalities, national and local corporations and nonprofit organizations. He has also provided agency representation to real estate asset management companies, owner-operators, and owner-occupiers during his career. Perkins has participated as a member of several civic and community organizations including the District of Columbia's Nonprofit Taskforce and Downtown Retail Tax Increment Financing Committee, the board of directors of Jubilee Housing Support Alliance and Hope Community Inc. of East Harlem in NYC, and most recently a trustee and member of the project management committee of St. Patrick's Episcopal Day School in Washington DC. He serves as a member of the Commercial Real Estate Broker Association, District of Columbia Chamber of Commerce, District of Columbia Building Industry Association, African American Real Estate Professionals of Washington, DC, and the board of directors of Academic Achievement of the Mid-Atlantic Region and WINNERS Lacrosse (The Washington Inner City Lacrosse Foundation).

DPA Founding Group Member: Dr. Linda Moise (*Core Expertise: Curriculum, instruction, data analysis, community engagement*)

Dr. Linda Moise has ten years of experience in education as an administrator and teacher leader. Moise began her career as a 3rd and 4th grade teacher with Miami-Dade County Public Schools. In her tenure, there she served as an administrative intern, a member of several school based committees, and was selected as the “Rookie Teacher of the Year” during her first year. She served on several school-based committees as well as a curriculum council member and the science fair coordinator. Moise then transitioned to a position with Atlanta Public Schools where she co-authored all grade level common assessments in math. Moise then served as the dean of students at Cherokee Charter Academy (CCA). Moise has a BS in family, youth, and community sciences from the University of Florida. She earned her master’s in educational leadership and doctorate in organizational leadership with a minor in curriculum development from Nova Southeastern University. She currently serves as a 5th grade math and science teacher with Alexandria City Public Schools.

Direct Experience, Including Schools, of Founding Group Members

	DC Resident?	Ward?	Business Management	Human Resources	Governance	Community Engagement	School Administration	Curriculum & Instruction	Computer Science	Finance	Facilities	Legal	Experience with Existing Schools
Mashea Ashton	Yes	7											KIPP National Network
Michael Spencer	Yes	7											Rocketship PCS
Alicia Robinson	Yes	4											DC Prep PCS
Justin Cohen	No												Cesar Chavez PCS, Friendship PCS
Brooke Stafford-Brizard	Yes	3											Young Women’s College Prep Charter School (Rochester)
Cheryl Borden-Thompson	Yes	5											KIPP DC, KIPP Baltimore
Sarah Batterton	Yes	4											Uncommon Schools
Orlena Blanchard	No												
Kenneth Lesley	Yes	7											McKinley High School

Rabiah Harris	Yes	7																Kelly Miller Middle School
Jenn Hatfield	No																	
Richard Munz	No																	Hendley Elementary School
Connie Spinner	Yes	7																Community College Prep
Gwen Payton	No																	Beers Elementary School
Anne Davis	Yes	3																
Dennis Perkins	Yes	3																St. Patrick's Episcopal Day School
Linda Moise	No																	
Marrullus Williams	No																	

Transitioning to a Founding Board of Directors

To transition from a founding group to a founding board of directors, the founders looked for members who were based in DC and represented diverse populations by race, gender, age, and background. We also considering professional background, including academic expertise, computer science knowledge, legal experience, real estate knowledge, and operations experience. Once the school has achieved conditional approval, we will establish a founding board of directors. Additional details about timeline can be found in Section C.1.d of this application. That board will contain no more than 15 people, and a majority will be DC residents, with at least two parents. The two parents will be recruited to the board when the school opens.

The following founding team members, whose bios are included above, have been selected to become members of the founding board of trustees. More information about the founding members of the Board of Trustees can be found in Section E, Founding Group Supporting Documents. To date, the Board is made up of a subset of DPA's core founding group. When the Board meets for the first time, members may choose to supplement the trustee's team with additional members, covering more areas of expertise as needed. Additionally, the Board will be able to call on the list of over 20 people who have worked on this application, and are committed to the success of DPA. See the next page for a chart depicting the Founding Board of Director's expertise.

Name	Position	Expertise Relevant to Board Membership
Mashea Ashton	Resident entrepreneur, CityBridge Foundation	Ward 7 family connections, national education policy, business management, human resources, administration, governance, community engagement, instruction, fundraising, and advocacy

Michael Spencer	Commissioner, DC Rental Housing	Ward 7 resident, business management, human resources, governance, and community engagement
Sara Batterton	Senior Advisor, Uncommon Schools	Ward 4 resident, business management, human resources, finance, and facilities
Cheryl Borden-Thompson	Executive Director, New Leaders for New Schools	Ward 5 resident, administration, curriculum, community engagement, and instruction
Parent	TBD	To be recruited in March 2018, when school opens
Parent	TBD	To be recruited in March 2018, when school opens

Section C.1.c – School Leadership

School Leadership

DPA will thrive through recruiting, hiring, and retaining a competent leadership team. That team, in the aggregate, must have the requisite skills and experience necessary to manage, design, and grow a new charter school. The school’s founder, Mashea Ashton, plans to become the school’s chief executive once the school is approved. She has extensive experience in school governance, management, and innovation, which can be found in Section C.1.b of this application. Mashea Ashton will dedicate 100% of her time to leading the start-up of DPA, including hiring key members of the leadership team. The leadership team will include:

- CEO and founder – Mashea Ashton
- Principal – to be hired
- Director of Operations – to be hired
- Director of Computer Science – to be hired

Selection criteria for principal and members of the leadership team. Ashton will have primary responsibility for hiring the school’s leadership team. She will work with other members of the founding team, especially Alicia Robinson, who has extensive experience in human capital management, to activate local and national networks. DPA will use a recruitment and selection process that leverages the founder’s experience as national director of recruitment and selection for the KIPP school leadership program and as executive director for New Leaders for New Schools. DPA will adopt the leadership competency framework that was created based on the collective insights of the [KIPP Leadership Competency Model, the New Leaders framework](#), and the recruitment approaches of other high performing charter schools.

The recruitment process will include resume and cover letter reviews; phone screens; and in person interviews. In each of those formats, we will ask questions and assign performance tasks designed to assess competencies and values against the bulleted list of items below. DPA will select candidates for leadership positions at DPA who possess or demonstrate that they can master these competencies.

Achievement Orientation and Mission Alignment

All members of the leadership team should evince the following qualities:

1. Demonstrates the belief that every student, regardless of background, can work hard, excel academically, and graduate from college and thrive in 21st century careers.
2. Seeks to understand the needs and motivations of students, and makes decisions with student best interests and needs in mind.
3. Keeps commitments made to students and ensures that others do the same.
4. Establishes and maintains strong relationships with students, and ensures employees do the same.
5. Establishes and maintains a culture where students are treated with love and respect.
6. Demonstrates a sense of urgency to achieve dramatic gains in student learning and close the achievement and opportunity gap.
7. Holds self and other adults accountable for ensuring high academic achievement for every student.
8. Demonstrates high expectations by setting challenging goals for self and others.
9. Demonstrates relentless drive and determination to achieve outcomes and results.
10. Exhibits willingness to engage in difficult conversations and make hard decisions.
11. Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
12. Follows through on commitments and promises with urgency.
13. Exhibits resilience to overcome setbacks.
14. Demonstrates tenacity, and supports perseverance in others.
15. Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve intended outcomes.
16. Focuses on results; does not confuse effort with results.
17. Leads in a way that reflects stated values and beliefs.
18. Demonstrates a commitment to urban school leadership and management.

Management Competencies

1. Manages time effectively, prioritizes, and organizes strategies to reach goals.
2. Plans backwards to achieve short-and long-term goals.
3. Accurately sizes projects and secures resources needed to accomplish them.
4. Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
5. Proactively develops contingency plans in advance of potential or unforeseen circumstances.
6. Delegates decision-making and authority in an effective manner.
7. Monitors a project by assessing milestones and modifies plans based on data.
8. Multi-tasks and balances detailed steps with the big picture to ensure successful project completion.
9. Promotes collaboration among team members.
10. Encourages others to cooperate and coordinate efforts.
11. Prioritizes team morale and productivity, celebrates team accomplishments.
12. Consistently coaches others towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback.
13. Holds employees and teams accountable for achieving their goals and for modeling organizational values and strong character.
14. Creates developmental opportunities for staff to be more effective in their roles and advance towards career goals.
15. Recruits and/or selects a highly effective staff.
16. Manages out staff who do not meet expectations or fit DPA culture.

Principal's Job Description. The Principal will be the school's academic leader. The principal will focus nearly all of his/her time on instructional leadership, overseeing all instruction and curriculum matters at the school level. Because the director of operations will manage all non-academic activities, the principal will be able to focus on creating the conditions across the school community to support all students and quality teaching and professional development. The principal will supervise and evaluate teachers, observe teachers weekly and provide in person feedback, coordinate professional development, conduct data meetings on the basis of interim test results, and adjust the structure of the instructional program as needed.

The following qualities and competencies apply to the principal:

- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsible behavior.
- Ensures a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
- Manages, evaluates, and supervises effective and clear procedures for the operation and functioning of the school, consistent with the DPA philosophy, mission, values and goals of the school, including instructional programs, extracurricular activities, and discipline systems;
- Ensures that all school programs, policies, systems and services are in alignment.
- Supervises in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school.
- Establishes the annual master schedule for instructional programs, ensuring sequential learning experiences for students are consistent with the school's philosophy, mission statement and instructional goals.
- Supports teachers in the analysis and use of data to drive instruction.
- Implements the school's accountability plan and educational program.
- Ensures that the school is always staffed with the highest capacity classroom teachers and instructional staff for reading, writing, math, science, history, computer science, and other courses.
- Keeps the staff informed and seeking ideas for the improvement of the school.
- Refines the DPA model to meet the needs of both the school community, and the broader community of southeast DC.
- Develops DPA academic programs based on successful models and examines opportunities for continuous improvement.
- Conducts meetings, as necessary, for the proper functioning of the school, such as weekly meetings for full-time staff and monthly staff meetings.
- Oversees development and alignment of college preparatory curriculum.
- Articulates clear and compelling instructional expectations for classroom settings.
- Demonstrates the ability to distinguish among poor, mediocre, solid and outstanding teaching.
- Supports instructional improvement by observing, coaching, modeling for, and teaching staff.
- Mobilizes adults to take action toward common goals; develops clear direction and shared purpose that guides and unifies the team.
- Builds effective teams to meet the needs of the task.
- Demonstrates the ability to teach other adults and commit to adults' growth and development.
- Engages and empowers others to take responsibility to achieve results.

- Oversees the administration of multiple forms of assessments, to measure and improve teaching and learning.

Requirements:

- At least 7 years of experience in education (combined teaching and school administration).
- Preferred master's degree or higher.
- Demonstrated experience raising the achievement of urban students.
- Demonstrated success in designing and implementing a full instructional plan including curriculum and content development and teacher professional development.
- Strong communication skills with students, families, staff, and community members.
- Ability to set high expectations for student and staff behavior and create a positive school culture that is welcoming, inspirational and conducive to learning.
- Experience with CTE and/or experiential competency-based education, project-based learning, or blended learning innovations.
- Interest and/or experience in Computer Science or related technology field.

Director of Operations Job Description. The director of operations will be responsible for the day-to-day operational, non-academic elements of school management, reporting to the principal. The director of operations:

- Oversees all financial and accounting activities, prepare periodic reports on the financial status of the school, including charter, legal and regulatory compliance.
- Oversees critical business functions, including finance and procurement.
- Manages critical operations functions, including transportation, food service, and related subcontractors.
- Collaborates with the CEO and principal to create and monitor an annual organization budget.
- Collaborates with the board finance committee and an independent auditor to develop accurate and timely public audits for the organization.
- Oversees contracted agents for the organization including lawyers, recruiters, bankers, real estate brokers, marketing consultants, public relations professionals, etc.
- Manages the school's facilities.
- Maintains the school's technology infrastructure.
- Makes procurement decisions for hardware and software, in partnership with the leadership team.
- Provide technology support to new staff members.
- Oversees student enrollment and the school's relationship with My School DC.

Requirements:

- 5+ years of experience in operations, school experience preferred.
- Minimum of a Bachelor's degree but preferably advanced degree; law degree preferred for compliance purposes.
- A deep knowledge of technology.
- Proven track record of success in high pressure, entrepreneurial circumstances.
- Results driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions.
- Technological proficiency in Microsoft Office and other financial management and HR software.
- Excellent technical and persuasive writer.

Director of Computer Science Job Description. The director of computer science will be responsible for supporting the principal in the design of the school's computer science program. We are looking for an exceptional math-oriented teacher to design and implement a cutting-edge computer science and computational thinking curriculum bringing computer science and coding to students daily. The computer science lead will not only have experience in computer science, but also will have taught science or math at the secondary school level, ideally advanced placement computer science. The director of computer science will:

- Oversee and curate the Computer Science curriculum.
- Collaborate with teachers to integrate computer science and coding into traditional content areas throughout the school curriculum.
- Provide professional development and training for teachers in computer science principles.
- Implements an after-school program during the planning year.
- Transfer the computer science curriculum to a personalized learning platform,
- Curate projects, internships, apprenticeships, and credentialing.
- Liaise with the industry board.
- Coordinates the after-school computer science program.
- Manage external partners that provide computer science training and materials.
- Coordinate with other charter and traditional schools that want to participate in extra-curricular computer science activities.
- Teaches computational thinking and programming to middle school students, from foundations of technology to software development.

Requirements:

- Experience teaching either math or science at the secondary level.
- Solid understanding of math and computational thinking.
- Programming background preferred, but not required.
- Comfort with technology; moderate to advanced skills in navigating computer hardware and software.
- Analytical and problem solving ability.
- Ability to create an engaging curriculum.
- Ability to plan for differentiated instruction and write specific learning goals.

Special Populations Coordinator Job Description. The special population's coordinator works as part of the leadership team to ensure that the education program at DPA enables students with special needs to use their abilities to the fullest extent possible. He or she coordinate the development, implementation, and evaluation of the instructional program for students with special needs. He or she is responsible for the following:

- Maintains all special education and Section 504 files.
- Ensures that all students with disabilities receive the appropriate school services including the provision of related services, monitoring speech language and counseling schedules to ensure that all students receive service in accordance with their individualized education plans (IEP).
- Ensures that all students with IEPs and Section 504 plans receive their mandated testing modifications and accommodations during state and local exams.
- Coordinates the evaluation, reevaluation, triennial, and annual review processes for the school.
- Ensures that all special education processes occur within the appropriate time frames.

- Supervises related service providers and works with them to create open lines of communication between teachers and providers.
- Supervises ELL and special education inclusion teachers to ensure appropriate delivery of services.
- Models and fosters a culture of integrity, excellence, innovation, respect, and results.
- Supports the ongoing development of the curriculum and instructional model as the school grows.

Requirements:

- Master’s degree in special education
- At least two years of classroom teaching experience in an urban school setting.
- An advanced understanding of instructional strategies for meeting the needs of students with autism, developmental delay, specific learning disabilities, and behavior disorders.

Hiring Timeline

The search process for the school principal is ongoing and will be completed by the end of the second quarter of 2017. The DPA Founding team will seek to have the principal hired by the fall of 2017, which is accounted for in the school’s budget (Section D.3). The other members of the leadership team will be hired in 2018.

Section C.1.d – Planning Year Calendar

Calendar

Date	Key Tasks (Responsible Parties)
June 2017	<ul style="list-style-type: none"> • Launch facility search (CEO and Building Hope) • Launch search for founding principal; recruit through Building Excellent Schools, CityBridge, New Leaders for New Schools, TNTP, Teach for America, Urban Fellows, Broad Foundation, Education Pioneers, and other education networks (CEO and Alicia Robinson) • Hire contracted curriculum specialists and engage in curriculum mapping (CEO)
July 2017	<ul style="list-style-type: none"> • Develop student recruiting plan; create marketing and recruitment materials; map out detailed recruitment timeline (CEO) • Conduct further research on high performing charter schools and personalized schools’ discipline policies and update policy for DPA (CEO and founding board) <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • Basic web site • Identify remaining candidates to add to the board of directors
August 2017	<ul style="list-style-type: none"> • Map specific discipline policy differences per grade (CEO) • Interview candidates for principal (CEO and board of directors)
September 2017	<ul style="list-style-type: none"> • Visit local 8th grade programs and speak with administrators, students, and parents (CEO)

	<ul style="list-style-type: none"> • Draft/refine attendance, promotion, and grading policies (CEO) • Continue to meet with local ANC members and community groups (CEO and board of directors)
October 2017	<ul style="list-style-type: none"> • Canvas in Wards 7 and 8; attend community gatherings; visit middle schools (CEO) • Continue to draft/refine attendance, promotion, and grading policies (CEO) <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • Founding board official transitions to board of directors, holds first meeting, and hires founding principal
November 2017	<ul style="list-style-type: none"> • Launch teacher search; finalize job descriptions and distribute them widely to education networks (principal) • Heavily recruit students through canvassing, attending community meetings, and developing a strong social media presence (CEO) <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • Gain approval of attendance, promotion, and grading policies from board • Gain approval of revised discipline policy from board
December 2017	<ul style="list-style-type: none"> • Canvas in Wards 7 and 8; encourage My School DC common lottery submissions (CEO) • Attend EdFEST (CEO) • Host open house/information session (CEO) <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • Finalize facilities plans
January 2018	<ul style="list-style-type: none"> • Invite providers of school management technologies to pitch the founding team (CEO) • Host open house/information session students and families (principal) <p><u>Deliverables:</u></p> <ul style="list-style-type: none"> • Recruit a large number of teachers to apply (principal)
February 2018	<ul style="list-style-type: none"> • Interview potential teachers (principal) <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • 80% of slots filled by students in Round 1 of My School DC High School Lottery
March 2018	<ul style="list-style-type: none"> • Interview potential teachers (principal) <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • Ensure that all teachers are hired
April 2018	<ul style="list-style-type: none"> • Introduce new school team to each other (CEO and principal)
May 2018	<ul style="list-style-type: none"> • Finalize tests and logistical preparation for pre-testing next month (principal) • Begin hiring process for director of operations, director of computer science, and director of special populations <p><u>Deliverables/Outcomes:</u></p> <ul style="list-style-type: none"> • 100% students enrolled through round 2 of lottery plus a 30-student waiting list
June 2018	<ul style="list-style-type: none"> • Prepare for student, teacher, and parent orientation (CEO and principal)

	<u>Deliverables/Outcomes:</u> <ul style="list-style-type: none"> • Ensure that facility is ready for occupancy (CEO) • Pre-test all enrolled students in ELA and math (principal) • Purchase final student technology; engage in tests and focus groups with students; test software, videos, network speed, connectivity, etc. • Sign contracts with vendors for janitorial, food, and security services
July 2018	<ul style="list-style-type: none"> • Facilitate discussion and planning amongst teachers for how they will collaborate, engage in professional development, and more (principal) <u>Deliverables/Outcomes:</u> <ul style="list-style-type: none"> • Hire director of operations, director of computer science, and director of special populations (CEO and principal) • Add instructional and administrative staff to payroll (director of operations) • Purchase classroom technology, furniture, and materials (director of operations) • Install and activate high-speed network in the school facility (director of operations)
August 2018	<u>Deliverables/Outcomes:</u> <ul style="list-style-type: none"> • Prepare all classrooms (CEO and director of operations) • Hold teacher orientation (principal) • Hold student orientation (principal) • Hold parent orientation (principal) • School opens!

Planning Year Calendar: Curriculum Development

Date	Key Tasks
July 2017	<ul style="list-style-type: none"> • Engage with online curriculum experts to arrange for demonstrations to the founding team, and acquire logins to test the programs that we are most interested in. • Conduct deeper research into common core aligned interim assessments and determine which one(s) to use
August 2017	<ul style="list-style-type: none"> • Engage in demonstrations of online materials, test them with the contractors and any prospective school staff and leaders • Adapt detailed curriculum maps and unit plans for 6th grade ELA, math, science, social studies, and computer science, from Edward Brooke and others
September 2017	<ul style="list-style-type: none"> • Continue developing detailed curriculum maps for all 6th grade subjects, informed by extensive reviews of curriculum and instructional materials, as described in Section B of this application
October 2017	<ul style="list-style-type: none"> • Finish detailed curriculum maps for both grade subjects, including baseline and interim assessments • Begin work on unit plans for all 6th grade subjects

November 2017	<ul style="list-style-type: none"> • Finish detailed curriculum maps for ELA and math, including formative assessments • Work on unit plans for all 6th grade subjects
December 2017	<ul style="list-style-type: none"> • Work on unit plans for all 6th grade subjects
January 2018	<ul style="list-style-type: none"> • Finish unit plans for all 6th grade subjects
February 2018	<ul style="list-style-type: none"> • Begin developing model lesson plans for all 6th grade subjects, including formative assessments • For social studies and science, begin to develop model personalized learning plans, including potential assignments in order of difficulty/mastery required from which teachers can choose, and potential projects for each unit from which teachers can choose
March 2018	<ul style="list-style-type: none"> • Continue to develop lesson plans for all 6th grade subjects including formative assessments • For social studies and science, continue to develop model personalized learning plans, including potential assignments in order of difficulty/mastery required from which teachers can choose, and potential projects for each unit from which teachers can choose
April 2018	<ul style="list-style-type: none"> • Include newly selected teachers in the design of lesson plans, interim assessments, and model personalize learning plans
May 2018	<ul style="list-style-type: none"> • Continue to develop lesson plans and model personalized learning plans for all subjects, including interim assessments
June 2018	<ul style="list-style-type: none"> • Finish proposed lesson plans and model personalized learning plans for all 6th grade subjects, including formative assessments • Administer diagnostic assessments of incoming students - likely to be SRI, PARCC diagnostic, MAP diagnostic and/or a partner-created assessment
July 2018	<ul style="list-style-type: none"> • Adjust initial lesson plans and model personalized learning plans as needed based on the results of the diagnostic assessments
August 2018	<ul style="list-style-type: none"> • Implement curriculum

Discuss What You Anticipate Will Be the Challenges of Starting a New School

We anticipate three major challenges with starting a new school. First, we know that hiring the right people is the critical ingredient in academic success. We will work hard to find a founding principal that understands our model, aligns with our beliefs, and is a good fit with the rest of the founding group. We know that identifying a facility will be a major undertaking. Fortunately, our founding group has extensive experience in both school start-up and real estate. We will leverage that experience to find the appropriate space for our growing school. Finally, we are launching a new academic model that incorporates elements from different schools around the country. While we have seen each of those elements executed

successfully, the DPA model will be a unique undertaking. Starting a school presents challenges, but it is even more challenging to operate a school with a new academic model.

Section C.2 – Staffing Plan

Section C.2.a – Staffing Levels

Method for Determining Staffing Levels

The staffing plan for DPA will be based on three major factors. First, the enrollment of the school, which we project to be 120 students in the first year (SY 2018-2019), and 360 students at full enrollment in the third year, including grades 6-8 (SY 2020-2021).

The second major factor will be the demographics of the enrolled student body. We designed an instructional program that accounts for the developmental needs of adolescent children, while also considering the content expertise necessary to effectively manage middle school classrooms. Our staffing plan might need to adjust to accommodate the special needs of the students enrolled. The staffing plan may shift, based on both the number of students enrolled with IEPs, and the relative incidence levels of the special needs presented.

The final major factor affecting our staffing model is our academic model. Because we are implementing a unique, “semi-self-contained” classroom model, we will have two teachers in every classroom, with each classroom containing up to thirty students. One teacher will be a specialist in ELA and social studies, while the other will be a specialist in math, science, and computer science. Although not every staff member will need to have expertise in computer science, every staff member will need to understand the centrality of that discipline to our school’s mission and have basic digital literacy skills.

Based on enrollment projections, the staffing for the school will include the following positions, in the following quantities, in the first three years of the school’s operations:

Position	Y1	Y2	Y3
CEO	1	1	1
Principal	1	1	1
Assistant Principal	0	1	1
Director of Operations	1	1	1
Special Assistant	1	1	1
Director of Computer Science	1	1	1
Enrichment Coordinator	1	1	1
ELA & Social Studies teacher	4	8	12
Math/Science/Computer Science teacher	4	8	12
Special education teacher	1	3	5
Specials Teachers	1	2	3
Special Populations Coordinator	1	1	1
Special Projects associate	0	1	1
Social Worker	1	2	3

Therapist	1	2	3
Business Manager/Operations assistant	1	1	1

Job Descriptions for Critical Staff Positions

General Education Teachers: Teachers at DPA will be part of a team that aspires to create a new kind of learning environment for the children of Southeast DC. We aspire to connect the children of Washington DC with the high-demand, high-growth careers of the future, through providing a personalized learning environment with high expectations. Teachers at DPA will:

- Provide instruction in grades 6-8, in ELA, math, science, and social studies
- Use data to drive instructional decision making
- Instruct students in both academic and non-academic skills
- Adjust lesson plans to meet the needs of students
- Differentiate instruction in the classroom

Requirements:

- Possess either full or provisional certification from the Office of the State Superintendent of Education
- Be an experienced educator who can provide data proving his/her ability to outperform peers on objective measures of cultivating student achievement
- Have core competencies in academic personalization and differentiation, with the ability to serve children of all incoming abilities
- Have outstanding skills in classroom management, ideally with experience in an urban context with demographics similar to southeast Washington DC
- Possess a strong attention to detail, with significant organizational skills
- Demonstrate ability to work well with parents and community members
- Have ability to work collaboratively and flexibly with a diverse team of teachers
- Have a proven ability to write lesson and unit plans
- Exhibit the ability to accept and incorporate feedback from both managers and peers
- Possess the drive, and tolerance of ambiguity, necessary to survive in a start-up culture
- Commit to supporting extra-curricular activities that prepare students for careers in high-demand, high-growth areas
- Be willing to accommodate a non-traditional school schedule, including intercessions

DPA will give special consideration to teachers that:

- Have at least three years of teaching experience with demonstrable academic results
- Hold an advanced degree with applicability in a high-demand, high-growth career sector, like computer science, data science, information technology, or engineering
- Have experience teaching advanced placement computer science, or prerequisite courses
- Know how to operationalize a personalized learning platform

Special Education Teacher: The special education teacher will possess all of the qualities of the general education teachers, and in addition will:

- Plan, organize, and assign activities that are specific to each student's abilities.
- Teach and mentor students as a class, in small groups, and one-on-one.
- Implement IEPs, assess students' performance, and track their progress.

- Update IEPs throughout the school year to reflect students' progress and goals.
- Discuss student's progress with parents, teachers, counselors, and administrators.
- Supervise and mentor teacher assistants who work with students with disabilities.

Requirements:

- Hold special education certification, or equivalent.
- Possess a deep understanding of inclusion and differentiated instruction.
- Have experience implementing IEPs.

The school's inaugural special education teacher will act as the special education coordinator until the school's special education caseload reaches 15 total students. After that threshold, we will hire a special population's coordinator to manage the school's technical special education caseload. The special population's coordinator will:

- Oversee special education compliance,
- Plan and provide direct services for all special education personnel
- Coordinate integration of special education into the total school program
- Interview instructional candidates for special education
- Supervise record keeping of students with IEPs
- Coordinate staff conferences and orientation meeting
- Manage the child find process
- Provide support for the schoolwide RTI program

Enrichment Coordinator Job Description: The enrichment coordinator is responsible for the implementation and oversight of the after-school program. Responsibilities will include supervision of all program staff, program activities, educational, recreational, counseling, and sports.

Primary Responsibilities:

- Supervises and evaluates all After School Program Leaders.
- Participates in interviews, selection, assignment, and orientation of program staff.
- Assigns and monitors program leader tasks.
- Meets with staff on a regular basis, including one on one check-ins and group meetings.
- Develops and supervises staff activities, including staff development and training.
- Works with the Principal to ensure the implementation of an enriched curriculum.
- Acts as program liaison to schools, law enforcement, and other community agencies.
- Monitors and requests adequate instructional supplies for the program.
- Ensures that staff turn in lesson plans and other paperwork in a timely manner.
- Reports regularly to the Principal with issues of concern that need immediate attention.
- Nurtures respectful relationships with students, staff and families
- Carries out mission, vision, and values of DPA
- May perform other administrative duties as assigned by the Principal.

Requirements:

- AA degree or 60 semester units completed with at least 24 units in Child Development, Human Services, Recreation or related field, plus 3 units in Administration; BA preferred
- Two years - experience working with youth and families required.

- Experience supervising after-school programs.

Section C.2.b – Teacher Quality

Teacher Recruitment Strategy and Hiring Criteria

Our founding team recognizes that the quality of teaching is the single most important in-school factor that affects student learning. We also recognize that Washington, DC is a competitive market for teaching talent. The DC Public Schools have spent a decade building a significant teacher pipeline, and high-performing charters and networks are also aggressive in recruiting the best teachers in the region.

In this competitive environment for talent, we believe that DPA will have several advantages, including:

- A focus on computer science, which will be unique in the city and has the potential to attract new teachers to the region;
- Computer science partnerships with local DCPS schools, which will be attractive to teachers interested in charter-district collaboration;
- A non-traditional school schedule, including both expeditions and professional development, creating opportunities for teachers to lead project-based instruction for students in social studies, science, and computer science; and
- The opportunity to build relationships with organizations and employers who are creating the high-growth, high-demand jobs of the next generation.

Overview of Hiring Process: A 12 Step Plan

1. Create a timeline for the recruiting and hiring process.
2. Identify the staffing needs and finalize job descriptions.
3. Design a filing system for processing applications.
4. Recruitment - post announcement and priority application deadline. Advertise in appropriate networks, newspapers, magazines, organizations' newsletters, etc.
5. Application Process - accept resumes, cover letters, and statements of educational philosophy.
6. Initial application review process - first paper cut for unqualified candidates.
7. Short phone interviews with candidates conducted by CEO or principal. (Screen out candidates that don't meet requirements.)
8. Formal interviews with Interview Team - select semi-finalists. During the first year, the principal and possibly one other person conduct these interviews (a board member or the school leadership intern). In the following years, the staff selection committee will be involved (comprised of at least two staff members and the principal).
9. Classroom observations of semi-finalists conducted by the principal - select finalists.
10. Check references of all finalists.
11. Consult with relevant staff and make final decisions.
12. Make job offers.

Recruiting. Having a strong, consistent, and varied pipeline of talent is the key first step in a talent strategy. Our first source for recruiting teachers will be to reach out to the professional networks of the planning team. DPA will work very hard at developing a world-class talent pipeline. We will examine the following networks for that talent:

1. Universities: Harvard, Columbia, Georgetown, Morehouse, Spelman, University of Maryland – Baltimore County
2. Teach for America (see letter of support)
3. The New Teacher Project
4. Relay Graduate School of Education in New York City
5. Urban Fellows
6. Private Schools
7. Education Pioneers
8. The Broad Center
9. CityBridge Education Innovation Fellows (see letter of support)
10. New Leaders (see letter of support)
11. National Alliance for Public Charter Schools
12. New Schools Venture Fund
13. Charter School Growth Fund

In addition to these networks, we also will recruit from a national pool of educational talent discovered through traditional and non-traditional recruiting channels, which include graduate schools, career fairs, employment websites, Craigslist, Idealist, and the Young Education Professionals of DC. Once we have a pool of qualified candidates generated from the networks described above, our hiring criteria for teachers will be rigorous and will focus on the qualities that we know make for great teaching, aligned to the standards of teaching articulated later in this section. The hiring team will include the CEO and principal, the assistant principal (after year 2), and at least one other teacher from the grade level for which the position is being hired. The hiring team will create a list of criteria for the job, which may change slightly from position to position. Those criteria will include experience and knowledge of teaching in a similar environment, including:

- Experience teaching middle school
- Deep content expertise in either ELA/social studies or math/science
- Understanding of personalization, including project-based learning
- Classroom management expertise, rooted in restorative practices
- The ability to lead deep classroom discussions about math and/or ELA content
- Evidence of achieving academic growth with demographically similar students
- Experience teaching in Washington DC, or a comparable city
- Facility with data, data-driven instruction, frequent assessments, and accountability systems
- Level of comfort with a tech-enabled environment
- Facility with Computer Science
- Ability to take and incorporate feedback, from both superiors and peers
- Comfort in teaching with a partner teacher in a “semi-self-contained” environment
- Alignment to the values and standards of the teaching framework described below

Interviewing. After agreeing to the hiring criteria, the hiring team will screen candidate resumes. Teachers who pass the resume screen will participate in an interview, which will have two parts. The first part of the interview will assess knowledge and skills, per the list of criteria above. The second part of the interview will assess beliefs and mindsets. From the standpoint of beliefs, we will ask teachers to demonstrate that they share our perspective that all children can learn, irrespective of background, incoming abilities, race, ethnicity, gender, sexual orientation, or any other characteristic of their identities. We will conduct

behavioral interviews that seek to uncover unconscious biases, particularly related to race and gender. Our other beliefs include:

- Students need to be instilled with the belief that intelligence isn't something we are given, but something we work for. All students, and their teachers, will have a growth mindset.
- Students need to be exposed to rigorous academic curriculum and instruction, including Computer Science.
- Students need to be motivated to engage in ongoing learning. That means the opportunity to pursue mastery it at their own pace. In doing so, children experience deeper learning, set clearer goals, and master specific material.
- Students need robust character education, habits of success, and cognitive skills alongside content knowledge.
- Students need real authentic, demanding relationships with adults.

Final Interviews. Teachers who succeed in the interview will become finalists for hiring. All finalists will participate in a lesson planning process, which will model the experience of teaching at DPA. They may also be asked to agree to classroom observation at current school. We will assess the teaching demonstrated in the sample plan according to the four high-level standards of teaching at DPA (See sample rubric in Appendix 4):

1. Cultivate a positive classroom culture;
2. Plan and deliver Instruction;
3. Ensure success for all students; and
4. Collaborate to improve.

Sample Lesson Plan. The sample lesson planning process will involve the following steps:

1. Teacher candidate submits a sample lesson plan to the hiring team.
2. Teacher candidate conducts that sample lesson plan in a role-playing environment with the hiring team.
3. Hiring team meets to discuss the first attempt, then provides feedback to the teacher candidate on both the plan itself and its execution.
4. After incorporating the feedback, the teacher candidate will submit the revised plan and conduct the revised lesson a second time.
5. The hiring team has a final meeting, during which they score all finalists according to the DPA teacher observation rubric.

After each candidate conducts his or her second sample lesson, the hiring team will meet and score the instruction based on the teacher observation rubric included later in this section. We believe that having a second role playing session is critical, as research indicates that the most important indicator of employee success is the ability to accept and incorporate feedback. This process, which we have modeled after the YES Prep Charter School's hiring process, will allow us to identify which teachers are likely to succeed in a collaborative, feedback-driven culture.

Final Hiring Steps. The CEO or Principal will complete 3-5 reference checks for finalists.

Staff Salary and Benefits. DPA will offer salaries and benefits that are competitive with comparable charter schools, and with the DC Public Schools. The average salary will be \$58,000 per year. We plan to offer a competitive benefits package that includes health, dental, vision, paid medical leave, and an employer-matched 403(b) retirement plan.

Professional Development. Staff members at DPA will begin orientation and planning two weeks prior to the start of school. The goals of the two-week orientation and the strategies for meeting these goals are identified below:

GOALS	STRATEGIES
Introduce the staff to the mission and values of DPA	<ul style="list-style-type: none"> • Principal provides mission statement and staff discusses the importance of each value and how those values are intertwined with every aspect of the school • Staff discusses ways to instill the school’s values into students • Staff recognizes one another with “genius” awards for displaying the values during orientation
Educate the staff about the history, artifacts, and culture of DPA	<ul style="list-style-type: none"> • Visit the school for two days and engage in discussions about the school • Discuss the quotes and artifacts found at the school • Watch “Low and Behold” Danger and Potential of Digital Revolution
Develop a vision for the type of school the team collectively wishes to create	<ul style="list-style-type: none"> • Have staff members write journal entries or letters to themselves about the kind of school they wish to create • Visit other high performing schools in DC area • View inspirational videos about other schools • Have a group brainstorming session where staff members map the aspirations and behaviors of DPA students and adults • Have teachers practice empathy interviews
Set goals for the school and its students	<ul style="list-style-type: none"> • Have staff members write individual goals and share with the group • Hold a collective goal-setting session and post the school’s goals in a prominent location • Review the academic and organizational goals established by the principal
Develop trust and collaboration among staff members	<ul style="list-style-type: none"> • Team-building and fun activities are interwoven throughout the orientation
Establish working norms and expectations/roles for the staff	<ul style="list-style-type: none"> • Agree on group norms in the beginning and discuss expectations for one another
Review operational procedures and staff expectations	<ul style="list-style-type: none"> • Review Teacher Handbook with operational procedures and establish duty assignments • Discuss expectations in lessons and interactions with students
Discuss and analyze the school’s academic standards and curriculum	<ul style="list-style-type: none"> • Brainstorm where the students should be when leaving 8th grade, and work backwards towards identifying the requirements for a rigorous curriculum • Show teachers the school’s standards and discuss ways that the school can track mastery of standards • Review requirements of assessments that are geared towards standards
Consider instructional methodology and best instruction	<ul style="list-style-type: none"> • Review research on reading programs and receive training on Reading Workshop • Discuss instructional methods that are geared towards different learning styles • Discuss deeper learning teaching strategies

Instructional and Teaching Standards	<p>A series of workshops that focus on:</p> <ul style="list-style-type: none"> • Cultivating a positive classroom culture • Planning and delivering Instruction • Ensuring success for all students • Collaborating to improve
Receive professional development in a variety of identified areas of need	<ul style="list-style-type: none"> • Extensive training in Reading instruction and integrating reading/writing throughout the curriculum • Instructional practices • School culture, including restorative practices • Computer Science integration • Personalization for expeditions, including project-based learning • Academic and non-academic supports for children with unique needs, including special education students and students for whom English is a second language • Compliance, as necessary • Support for struggling students • Individual meetings with teachers to discuss expectations and standards of excellence • Model lessons for teachers with a focus on specific strategies and instructional practices
Serving <i>all</i> students- Good Teaching is Good Teaching	<ul style="list-style-type: none"> • Identify students who may have special academic needs compliance responsibilities vis-à-vis special education and English language learners • Modify the curriculum to meet students with special needs and other struggling students • Modify behavioral and restorative practices to accommodate students with IEPs • Training for medication and mandatory reporting requirements • Legal requirements related to disciplining students with IEPs • Working with students who have experiences stress-related adversity
Plan the school's summer session and assessment plan	<ul style="list-style-type: none"> • Develop summer schedule and decide what role each staff member plays in teaching the school culture • Identify diagnostics to be used during the summer school and develop implementation plan
Set up the physical environment of the school	<ul style="list-style-type: none"> • Decorate walls with common quotes • Create a welcoming environment that focuses on colleges • Teacher co-planning

Staff Professional Development. Developing a staff of talented individuals who are committed to their own professional development is critical to the success of DPA. It is the school's philosophy that a school culture must be modeled for students, where staff members are constantly challenging one another to set professional goals and where a team-oriented environment encourages growth and risk-taking. Staff members at DPA benefit from exchanging ideas and practices, engaging in discussions about challenges they are experiencing, and observing and offering feedback on other colleague's instruction.

At the beginning of the school year, each staff member (including teachers, the office manager, and support staff) works with the principal to create a professional development plan, wherein they identify

goals for their own professional development and strategies for meeting these goals. This tool is an evolving document that is constantly revised based upon challenges the staff member is experiencing or based upon new ideas for strengthening his/her performance and expanding skill sets. The principal also recommends goals for this plan, based upon his ongoing observations. All staff members, especially teachers, are encouraged to share their professional development plan with colleagues to receive support and assistance in the specific areas in which they are working.

As teachers develop their own professional development plans, their goals may encompass any element of teaching including behavior management, pedagogical practices, assessment, organization, etc. Strategies may include reading suggested professional articles or books, attending a professional conference or workshop, visiting another high performing schools or conferencing with a successful teacher at another school. Teachers are expected to collaborate with another teacher each month to do peer observations, wherein the teachers share their professional development goals and observe one another with these goals in mind. The observers are looking specifically for areas in which the teacher being observed has asked for help as well as for areas in which they are seeking ideas for their own professional growth. The two teachers always debrief at the end of the day and make notes on their professional development plan. Teachers bring their professional development plans to their monthly conference with the principal, where new goals and strategies are established on an on-going basis.

Other professional development opportunities at DPA are strategically designed to address specific areas of focus for the school or areas that have been identified as general deficiencies among staff members. For example, given that literacy is an essential skill for every DPA teacher, there will be a large amount of time is spent on preparing teachers to successfully instruct their students using a Reading Workshop model. The staff works together to create reading units that are engaging and that challenge students at their own reading level. Experts in a variety of fields are brought in from local schools and universities to work with teachers on general deficiencies as well as in critical areas such as curriculum development and assessment. Moreover, in the spirit of “scholarship,” teachers at DPA are encouraged to take charge of their own learning by reading and sharing professional articles and books at weekly staff meetings.

Weekly Professional Development. Professional development will continue throughout the year, with an emphasis on subject-matter teaming across grade levels. Every Wednesday, students will be dismissed at 1PM, and teachers will have targeted professional development with content or grade-level teams. Grade-level, weekly professional development will include:

- Reviewing student data
- Adjusting instructional materials
- Lesson planning
- Identifying additional supplemental instructional materials
- Skill building on instructional practices
- Skill building on restorative practices

The other core component of professional development will be regular, day-to-day embedded feedback on instruction. The principal will observe each classroom at least once per week, and the grade-level teams will conduct monthly “instructional rounds,” when they visit peer teachers’ classrooms to provide feedback aligned to the teaching standards, and the applicable rubric.

Professional Development Related to Special Populations and Struggling Students. Professional development related to special populations will be embedded in the school's ongoing training. It also will be a part of the summer training procedures. Prior to every school year, at summer professional development, all teachers will participate in a training module designed to prepare them for the exigencies of teaching students with special needs. That session will include instructional strategies for teachers in an inclusion setting, as well as presentations from the school's special education staff on the special education design of the school. The session will include details on:

- Policies regarding special education, including the school's obligations under federal and state law
- Child find procedures
- Educator responsibilities to provide the least restrictive environment, in accordance with a student's IEP
- The legal requirements, and standards, of applying the school's disciplinary procedures to children with disabilities

When it comes to instruction, teachers will be trained in the school's special education model, which is designed to maximize classroom inclusion with minimal pull-out, for only the lowest incidence forms of academic interventions. Instructional training will include:

- Implementing the response to intervention (RTI) model
- Differentiating instruction for student learning styles
- Differentiating instruction to meet the needs of IEPs
- Using supplemental curriculum and instructional materials for students with disabilities
- Working with the special education teachers, coordinator, contractors, and related service providers to adjust instruction
- Developing classroom management techniques for teaching students with disabilities

Assessing Teacher Effectiveness. Staff evaluation at DPA is designed to be a formative rather than punitive process, and as such, it is intentionally linked to the professional development process. Teachers will be evaluated based on a combination of the academic performance of their students, and their performance against the four fundamental teaching standards: Cultivate a positive classroom culture, Plan and deliver Instruction, Ensure success for all students, and Collaborate to improve.

We have included a sample teacher evaluation rubric as an appendix to this application. Approximately half of a teacher's evaluation will be based on data from classroom observations, while the other half will be based on student academic performance, as measured by:

- Absolute student performance, as gathered from the PARCC examinations
- Student growth, where applicable, as judged by year over year student performance on PARCC examinations
- Student performance on personalized projects, as judged by a project-based learning rubric

Teachers will have at least two formal observations per month, which is much more rigorous than the average school. Because the principal will have the support of both the CEO and an operations leader, the primary role of the principal will be to monitor, observe, and provide feedback on instruction. When the assistant principal is hired, s/he will support the observation process.

Monthly Conferences with the Principal. Each staff member at DPA will have a monthly conference with the principal. During this meeting, not only will the teachers and principal discuss student assessments and

progress but these meetings will also be used as a component of each teacher's professional development. Evaluation notes will be kept in all of the staff members' files throughout the month and then are shared during their monthly conference. These notes may contain simple observations of teachers from daily "drop-ins" of five to ten minutes or more formal lesson observations of up to ninety minutes. For the office manager and other support staff, the observation discussions will be less formal and will be centered on any concerns that may have arisen during the month. The focus of these meetings, however, will be to revisit each staff member's professional development plan and to track progress on that plan throughout the month. The staff members will be invited to share any new goals they may have set for themselves and any strategies they have implemented throughout the month for their own growth. Based upon the principal's feedback during this monthly conference, additional goals will be identified for the staff member's professional development plan.

Mid-Year Evaluation. At the end of the first semester, staff members will receive a mid-year evaluation in which they receive feedback on each of the four evaluation dimensions. The tool is designed to offer a more formal summary of feedback offered throughout the first semester and to assist staff members in revising their professional development plan for the second semester.

Annual Summative Evaluation. In the spring of each year, staff members will receive an annual summative evaluation that reflects his or her performance in each of the four dimensions throughout the year. These evaluations will be used to determine which staff members are invited to return to the school the following year. Moreover, the annual summative evaluations will also link with the annual bonus and other rewards offered to staff throughout the year.

After each formal observation, the principal will conduct a write-up of the teacher's performance, including assigning a score on each component and subcomponent of the rubric. The teacher will subsequently conduct a self-assessment, also assigning himself/herself a score on the observation rubric. The teacher and principal will meet after completing the rubrics, and discuss disparities in scoring. Because teachers will experience this formal observation frequently, they will "build the muscle" of incorporating feedback.

During each formal observation, the principal will observe at least thirty minutes of instruction. See Appendix 4 for the Edward Brooke rubric, which we are adapting. The DPA Principal will modify the rubric during the planning year to reflect DPA mission, vision, and core values.

Retention Being great at attracting and developing teachers is only helpful if you can successfully retain a large percentage of your teachers. DPA's strategy for retention of great teachers is described below:

- **Teacher as Professional:** DPA's primary strategy for retaining great teachers will be to treat teachers as true professionals. DPA teachers will be given large amounts of time to develop, large amounts of time to collaborate with the principal and their peers, significant input into the major decisions of the school, and a compensation structure that values growth and performance. DPA teachers will also be expected to be leaders: they coach other teachers and take on some of the leadership roles usually done by administration in typical schools such as scheduling for their grade level, tracking student performance in their grade level, and designing and organizing curriculum and assessments. As a result, DPA anticipates being a place where great teachers love to be: surrounded by similar teacher-leaders who desire to be in this type of high-trust environment.
- **High Trust, Joyful Culture:** DPA will aim to be a high-trust organization, and will work tirelessly to ensure that all decisions have input from key stakeholders and are communicated transparently.

Faculty and leadership will be trained yearly by the Principal on having “courageous conversations” and on the elements of high-trust organizations. In addition, DPA will work hard to ensure that faculty feel valued and truly enjoy their working experience at DPA. Careful attention will be paid to ensure that DPA faculty work extremely hard, but also relax and rest extremely hard in a thoughtful cycle throughout the year.

- **Meeting the Mission:** One of the best retention strategies of great organizations is that employees feel successful. To that end, DPA intends to retain great talent by ensuring that we successfully meet our ambitious vision of preparing students to graduate from four-year colleges and universities and persist in 21st Century careers.

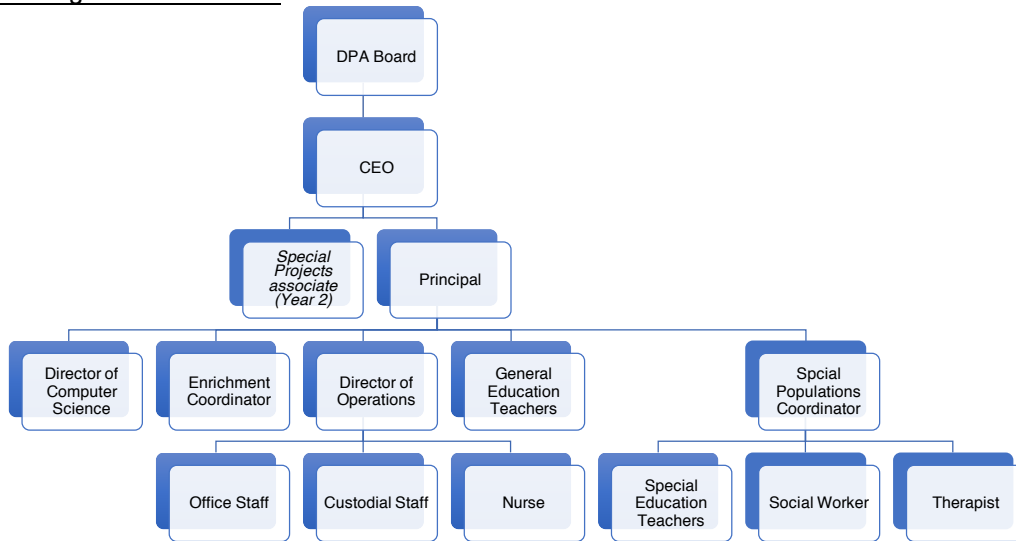
Section C.3 – Management and Internal Oversight

Section C.3.a – Administrative Structure

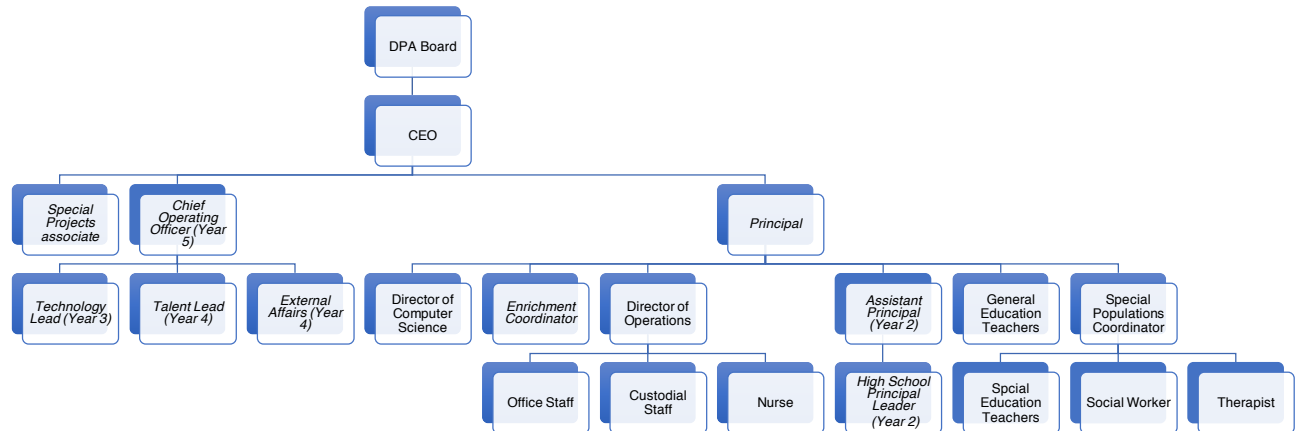
Organizational Charts

The organizational chart below illustrates how core functions and personnel will be managed in order for the school to meet its mission. The CEO will provide overall leadership for the organization, while the director of operations will oversee all school functions related to non- academic operations and finance, allowing the principal to focus on instruction. Additional personnel will be added in year 3 as the school continues its growth projections, including an assistant principal focusing on school culture and supervisory duties over some teachers.

Years 1-4 Organizational Chart



Year 5 Organizational Chart



Relationship of Board of Trustees to Administration

The board of trustees will not be involved in the day-to-day operations of the school. The CEO of the school reports to the board, and the principal reports to the CEO. The principal is responsible for the management and termination of school-based employees. The principal also is responsible for the day-to-day operations of the school. Key personnel may work with committees of the board in order to support their work. For example, the operations manager might work with the board's finance committee to support financial reporting requirements. The board will hold the CEO responsible for overall performance, and the rest of the employees will be ultimately accountable to the CEO. The board will be responsible for evaluating the CEO on an annual basis, in accordance with performance goals established by the executive committee and adopted by the board.

Relationship of Board of Trustees to Parents

Family engagement will be an important component of the success of DPA. The board will solicit input from families when nominating and selecting the parental representatives to the board of trustees. Families and guardians will be welcome at board meetings. The board will be a final venue for appeals, if a family has a complaint or issue with the school. The board will instruct the school to conduct regular surveys of parents and families, the results of which should be reported to the board. In addition, the board will be encouraged to actively engage with family members to solicit regular informal feedback on school performance.

Relationship of the Board of Trustees to Students

The leadership of DPA will encourage board members to volunteer time in the school, as time permits.

Given the confidential nature of student data and circumstances, we will ask that board members respect the privacy of students and their families in conversations. Student surveys may be conducted and the results reported back to the Board.

Transition of Founding Group to a Board of Trustees

Five members of the founding team will become the inaugural members of the board of directors of DPA: Mashea Ashton, Michael Spencer, Sarah Batterton, and Cheryl Borden-Thompson. Collectively, that group has legal expertise, real estate knowledge, operations experience, and academic competencies. In addition to those domains of knowledge and experience, we also sought to cultivate significant cultural diversity on our board, with respect to gender, race, and ethnicity. Finally, we took care to identify founding board members who either live in Ward 7, or have significant experience in the community. Once the school has opened, the board will identify at least two parent board members, in accordance with applicable rules and regulations. The board will have at least nine total members, be mostly comprised DC residents, and will have an odd number of members.

Succession Planning

The term of office of each Trustee will be a period of three calendar years commencing with the regular meeting following his or her election and continuing until a successor has been identified. No trustee will serve more than three consecutive, three-year terms, unless the Board of Trustees designates otherwise. After a one-year absence a Trustee may be re-elected to the board for a maximum of one term. The Trustees will be divided into three groups for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Trustees will be fixed so that the terms of one-third of the trustees (as nearly as possible) expire at the close of each year.

If any of the Trustees resign, refuse to act or are removed from the Board of Trustees, or if a Trustee's term of office expires, the vacancy or vacancies created will be filled by the vote of a majority of the Board of Trustees acting upon recommendation of the Governance Committee.

A trustee may be removed with or without cause by two-thirds vote of the Trustees then in office. If the Chair of the board resigns, then the Vice- Chair becomes Chair for the remainder of the term.

New Board members will be sourced using the current board and Founding Team's extensive networks and CityBridge Foundation, Charter Board Partners, or other similar groups if necessary.

Section C.3.b – Performance Management

Organizing the Board to Hold the School Accountable

The board will have officers and committees, which will be organized to hold the school accountable for performance. The officers of board of directors shall be a chair, a vice chair, a clerk, a treasurer, and other officers that might be appointed in accordance with the bylaws, which are included in Section F.2.

The **chair** will be the chief presiding officer of the board of directors and will be elected by the full board. The chair will preside at all meetings of board of directors and the executive committee, if he or she is

present. The chair will, when directed by the board of directors, sign on behalf of all DPA contracts and other obligations of DPA. The chair will serve a term of two years, and can be re-elected to serve a total of three consecutive two-year terms.

The **vice chair**, will perform the duties of the chair in the chair's absence. The full board will elect the vice chair.

The **clerk** will keep the minutes of the meetings. The **treasurer** will be the primary fiscal officer of the corporation. The treasurer will be the chairperson of the board's finance committee and will keep the board apprised of the financial condition of the school. The chair will appoint the clerk and the treasurer.

The board of directors will establish and maintain at least the following standing committees: executive committee, governance committee, finance committee, and academic accountability committee. All matters to come before the board of directors will be considered first by the appropriate committee. A committee to which any matter has been referred will report on it to the board of directors and make recommendations with respect thereto.

Each standing committee will make periodic reports to the board. Whenever possible, a written report of any committee meeting or a summary thereof will be made available in advance of the board meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

The **executive committee** will consist of no less than five members, including the chair and the vice chair of the board. The chair of the board of directors will be the chairperson of the executive committee. The executive committee will set the policy agenda, coordinate committee agendas, and set the agenda for the full board. The executive committee will operate in place of the board during those times when the board does not meet. The executive committee will not have the power to take any action that requires at least a vote of the majority of the whole board or is limited to the board by law. Any action taken by the executive committee may be subject to ratification by the board. A member of the executive committee will record the minutes of each meeting and include a report on any actions taken.

The **governance committee** will be composed of at least three persons recommended by the chair of the board. The governance committee will be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future CEO; developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board; reviewing governance policy and practice; and evaluating and making recommendations about the board's composition, organization and committee structure. The governance committee will evaluate the performance of the board, as a whole. It will interview potential board candidates, guide them through the application process, and make recommendations to the full board with respect to various candidates and, in appropriate circumstances, the creation of additional positions. The governance committee will be responsible for presenting a slate of candidates for election as officers of the board and the orientation of newly chosen trustees.

The **finance committee** will be responsible for overseeing the preparation of budgets, financial reports, and for supervising the management of DPA's finances, including notifying the board of significant deviations from the approved budget. The finance committee will review, analyze and recommend for

approval the annual audit. On a periodic basis, the finance committee will review investment policies, objectives, and performance. The treasurer will be the chair of the finance committee.

The **academic accountability committee** will be responsible for evaluating whether DPA is adhering to its charter and achieving its goals of attaining high student academic achievement and preparing its students for success in high school, and ultimately in college and 21st Century careers. It will examine the results from city, state, national and internally developed assessments which are both criterion and norm-referenced. In addition, the academic accountability committee may meet with staff to analyze assessment data.

Holding the School's Executive Leadership Accountable

The board of directors will bear ultimate responsibility for the performance of DPA. The board will have the authority and duty to select, hire, and hold the CEO accountable to performance standards. For example, the board may set performance goals for PARCC testing and student growth, which the CEO and leadership team must be accountable for meeting. The board may set enrollment goals that the principal will be accountable for meeting, which has a downstream effect on fiscal performance. The board can hold the CEO and leadership team accountable for hiring a full slate of teachers for the first year prior to a certain deadline. If the CEO does not meet the board's performance objectives, the board can put him or her on a performance improvement plan, replace with new talent, and take any other action it deems necessary. The CEO serves at the pleasure of the board.

Each year the executive committee will review the CEO. The performance evaluation will be based on a rubric, as well as a set of annual goals agreed upon by the CEO and the board, and consider the school's performance on the academic, financial, and operational measures presented in the quarterly dashboards. The evaluation also will provide a narrative with specific feedback that will inform compensation and contract renewal, and recommended professional development and coaching. The evaluation also can recommend termination or non-renewal.

Indicators the Board Will Review to Assess Effectiveness and Stability

The board will hold full meetings at least quarterly, during which the board will review the school's progress against goals, aligned with the PMF. At the beginning of every school year, the CEO will develop a set of goals for the school, in partnership with the principal and the leadership team. The CEO will present those goals to the board for approval at the first meeting of the school year. At the time that the board approves the school's goals, the board also will approve a quarterly dashboard, which may include the following metrics:

- 1) Student performance on interim assessments
- 2) Predictive data for PARCC assessments
- 3) Student performance against personalized learning goals
- 4) Teacher evaluation data
- 5) Student enrollment data
- 6) Teacher attrition data
- 7) School culture metrics
- 8) Student, parent, and staff satisfaction metrics
- 9) Financial performance
- 10) Enrollment performance

Involving Parents, Teachers, Community Members, and Students in Decision Making

At DPA, shared decision making is consistent with our values and culture. We intend to involve parents, teachers, students, and involved community members in the most important decisions for the DPA community. Examples of the types of decisions that DPA leadership would engage parents, teachers, students and involved community members on include: school leadership, school location, and graduation requirements.

Section C.3.c – Fiduciary Responsibilities and Controls

The DPA board will develop and maintain financial controls, fiscal policies, and oversight procedures that ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) rules and regulations.

DPA will receive funds granted by government agencies, private foundations, and individual contributors. Accordingly, the integrity of the financial data/records and a strict adherence to the highest standards of accounting are imperative.

The fiscal policies adopted at the board level will be implemented through an explicit set of procedures or practices. This combination of policies and procedures ensures efficient use of resources and helps to safeguard each entity's assets by reducing the potential unauthorized use of assets or misstatement of account balances. On a day-to-day basis, the control structure serves to facilitate the school's ability to process, record, summarize, and report financial information, per the requirements of internal and external monitors.

An Annual Budgeting Process

The school will develop its annual budget as an iterative process that will incorporate input from key stakeholders. The board of directors will approve a preliminary budget based on initial assumptions before the start of every school year, which will be updated and formally approved once updated per pupil funding figures are known. The CEO will prepare the budget in year one, with support from the principal, operations manager, and, once s/he is added in subsequent years, the chief operating officer.

Accounting and Controls

DPA will partner and contract with Ed Ops for support on financial management and controls. Ed Ops will use an industry-standard accounting software program to ensure proper bookkeeping is maintained and that reports will be provided in accordance with the requirements of the DCPCSB. DPA will institute rigorous internal financial controls as follows:

- Authorization and Processing of Disbursements: To ensure fiscal responsibility and compliance, the board of directors will meet quarterly to review the operations and financial performance of the school. The Board will establish fiscal policies covering school expenditures and designate a specific check signing authority, which will include thresholds that require board approval.
- Banking Arrangements/Reconciliation: DPA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured

savings or checking accounts or invested in non-speculative federally backed instruments. Bank statements will be sent directly to the school for reconciliation.

- Internal Reporting: Ed Ops, in consultation with the CEO, will provide a set of detailed financial statements to the board – at least on a quarterly basis - including a revenue and expense statement, a balance sheet, invoice details, and cash projections for the duration of the school year. Prior to every board meeting, the treasurer and finance committee will meet to review these financial statements. The board will subsequently review documentation to ensure that DPA has sufficient funds to meet all its obligations and stay on sound financial footing. This reporting procedure allows for extensive financial forecasting and means the board can review and make decisions driven by data and with ample time to address potential shortfalls.
- External Reporting: On behalf of DPA and its board of directors, Ed Ops will develop an annual financial report and, following board approval, disseminate it to all appropriate stakeholders.

DPA will comply with D.C. Code Section 38-1802.04(c) for non-exempt contracts exceeding \$25,000.

Cash Flow Management

At the beginning of the calendar year, six months prior to the beginning of the new fiscal year, DPA will initiate the annual budgeting process for the school. The process will begin with an analysis of the school's critical cost assumptions and drivers. The leadership team will meet to discuss any proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the school year.

By the end of March, the leadership team will settle on a budget draft. Any additional modifications and adjustments will be made by April 15, at which time the CEO will present the budget to the board's finance committee. The treasurer and finance committee will review and offer comments and request additional modifications. A final budget will be presented at the next meeting of the board of directors, ideally during the month of April, and will be approved in time for the start of the new fiscal year.

On an annual basis, as part of the budget process, the CEO will work in partnership with the Principal and the operations manager to prepare an annual cash flow worksheet where the expenditures and revenues for the school are plotted monthly. For example, we know that disbursements based on enrollment could cause cash tightening at the beginning of the school year; the board will need to understand how timing affects the school's cash position. Once the expenditures are plotted on the timeline, the projected revenue flows will also be plotted on a timeline. The cash flow model indicates, at an early point, the months during which Digital Pioneers may face difficult cash flow issues.

Monthly, the CEO will update the cash flow model, integrating new data drawn from the accounting system. If a shortfall is projected, the treasurer will request plans for appropriate action. DPA may draw on a line of credit, fundraise, and/or cut spending. To cut spending, Digital Pioneers could reduce teaching staff, delay procurement expenditures, or manage the size of the network staff.

Audit

DPA founders are committed to sound financial oversight and transparency. An independent CPA firm on the PCSB's approved auditor list will perform annual audits in full compliance with the District of Columbia laws and the DC PCSB requirements. The board's finance committee will be responsible for interviewing potential auditors and making a recommendation to the full board for selection. The board will then make a

final decision regarding which auditor to use. The board and school leadership will be transparent and responsive to the auditor and will provide the auditor with all requested information. The board of the school will file a copy of the completed audit with the DCPCSB each year.

Conflicts of Interest

The Board of Trustees, officers and staff members of DPA should act at all times in the best interests of the school. This responsibility requires that, in their positions, they act in the interest of DPA and not in their personal interests. Trustees and staff members may not use their positions or information they have about the school, the school's property, or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

Directors are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the pursuit of its mission. Although directors may have other relationships with DPA, fiduciary responsibilities require each of them to approach every decision from the perspective of the school's overall best interest, putting aside consideration of how specific decisions may affect, favorably or unfavorably, themselves and family or friends.

The fiduciary duty also requires that directors avoid conflicts of interest and even the appearance of such conflicts, by refraining from participation in any deliberation or decision by the board of directors that might affect them uniquely as an individual.

Prior to election to board of directors or appointment as a director and annually thereafter, all directors and officers shall disclose in writing, to the best of their knowledge, any interest (as defined below) in any corporation or other organization which provides goods or professional or other services to DPA for a fee or other compensation.

If at any time during his or her term of service, a director has any interest which may pose a conflict of interest during that director's service, he or she shall promptly disclose the material facts of that interest in writing to the chairperson of the board and the chair of the governance committee of the board. When any matter in which a director has an interest comes before the board of directors or any committee of the board for decision or approval, that interest shall be immediately disclosed to the board or the committee by that director, and the director shall recuse himself/herself from any discussion and/or vote relating thereto.

Whether a director or an officer has an interest in a matter shall be determined by whether that director or a relative (or a company with which such persons are associated) would have an economic interest, either directly or indirectly, in a decision on the matter by the board or committee. A "relative" is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides in the home. A person is associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company. An interest is not intended to include fundraising and advocacy efforts.

Members

The DPA 501c3 nonprofit organization does not intend to have members.

Section C.4 – [EO/MO] Management Organization

NA

Section C.5 – Student Policies and Procedures

Section C.5.a – Student Enrollment Policies

MySchool DC

DPA plans to participate in the city’s common enrollment system, My School DC. From a philosophical standpoint, the founders of DPA believe deeply in the power of collaboration across both schools and sectors, so we are excited to be a part of this citywide endeavor. Moreover, we believe that school choice should be the easy choice for families and communities, and using the My School DC system will simplify the enrollment and application process for all city families.

As a part of My School DC, DPA will participate in both the common lottery, and the waitlist system. Per our belief in serving all children, DPA will accept new students and “backfill,” if we experience attrition throughout the school year.

Mid-Year Enrollment Policy and Backfilling

The school will have processes designed to help students acculturate to the new environment, even if they show up midyear. Using our personalized learning planning scheme, we will conduct assessments to determine the incoming abilities of students who enroll as part of the backfilling process. At times, we may need to adjust placement for incoming students, and our non-traditional schedule will accommodate students who may be at different grade levels for different subject areas.

Given the unique features of DPA, particularly our focus on Computer Science, we will need to provide aggressive remedial opportunities for students who enter the school in later years, as we cannot expect students to have participated in pre-advanced placement work in Computer Science in comparable DC schools.

DPA will be open to any child who is eligible for admission to a public school, and the school under the laws of the District of Columbia. Where applicable, our leadership team will assure compliance with anti-discrimination laws governing public schools, including SRA §§ 38-1802.02(10); 38-1802.06 of the District of Columbia School Reform Act of 1995. Every year, we will admit new students to DPA through the My School DC lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability.

DPA, like many charter schools in Washington DC, will adopt a sibling preference provision. An applicant whose sibling(s) already attend DPA will be granted preferred admission to the school.

Section C.5.b – IDEA/Special Education Compliance

The founders of DPA understand that a significant portion of the children in the District of Columbia have unique educational needs. In fact, comparable schools have special education enrollment rates as high as 30%. We take our responsibility to students with special needs very seriously, and we plan to ensure that the school is a safe, caring, and welcoming environment for all students.

Moreover, DPA is committed to providing a free and appropriate education (FAPE) to all students in the least restrictive environment (LRE) such that they can access the general curriculum. To the extent possible, we will aspire to serve students with Individualized Education Plans (IEPs) in a general education setting, side-by-side with their peers.

DPA will comply with federal laws and regulations pertaining to students who have been identified as having a disability, while creating rigorous screening processes and supports for students that we suspect may have an undiagnosed disability. This compliance includes, but is not limited to:

- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S. Code §794
- The Education for All Handicapped Children Act of 1975, PL 92-142
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments (§614(d)(3)) PL 105-17 including:
 - Child Find Provision - CFR 34 § 300.220
 - Referral & Prior notice - 34 CFR § 300.504
 - Informed Consent - 34 CFR § 300.500
 - Evaluation - 34 CFR§ 300.532
 - Least Restrictive Environment - PL 94-142

DPA believes that students with special academic needs exist on a continuum with all students, and that the best general education creates opportunities for customization. Our personalized learning platform will provide unique insights on the particular abilities of all students, giving teachers the tools necessary to accommodate all students. This kind of personalization will be of utility for students with special needs, as teachers will be able to create pacing and lesson plans customized for children with IEPs.

Providing a Continuum of Services

Students with either an IEP or a 504 plan who enroll in DPA will trigger an immediate response from our special education team. The Special Education teachers will be responsible for ensuring that the services indicated in the plan are available to the students, either through an inclusive general education environment, unique services from a staff member, or through support from an external contractor. All general education teachers who have students with IEPs will be provided with the relevant sections of those IEPs, including accommodations, goals, and prior challenges. The special education teacher(s) will work with general education teachers to ensure not just appropriate compliance with the plan, but also that the student is flourishing in a least restrictive environment. The Special Education teacher, in partnership with the leadership team and external experts, will provide training and professional development when necessary to support full implementation of the IEP or 504 and to help ensure that all students, irrespective of ability, are prepared for both college and high-growth, high-demand careers.

Child Find

The Individuals with Disabilities in Education Act includes a “Child Find” mandate. Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of those children’s disabilities. The obligation to identify children who may need special education services exists even for students who are not currently receiving special education services.

DPA will comply with federal and state requirements that a child must be referred for an evaluation as soon as a parent or other adult, such as a teacher or special education coordinator, perceives a lag or delay in that student’s school performance. The teacher, special education coordinator, or member of the leadership team will subsequently trigger an evaluation. The school will seek the parent’s permission to complete an initial evaluation, and schedule a subsequent meeting to determine eligibility for special education services. Students who are found eligible for Part B services will have a service plan known as an Individualized Education Program (IEP) that describes the amount and nature of the services.

Discipline and Behavioral Needs

DPA also will employ a Response to Intervention (RTI) strategy to ensure that both that students with disabilities are identified, and that all students in the school receive appropriate responses to their behavioral needs. The RTI program will be managed by the special education coordinator and integrated into all professional development and classroom instruction. DPA will assess all students in the core academic areas of math and reading, every year, to determine whether or not children need “Tier 2” interventions, which are the level of intervention more significant than what the average student requires. Tier 2 interventions will be provided by general education teachers, during small group instruction within the regular class period. If, upon a future assessment a student does not show significant improvement, he or she may stay in Tier 2, or move to Tier 3. If s/he shows improvement, the student may move back into Tier 1 intervention status. Students who are not improving after a significant effort at Tier 2 interventions, will be provided with Tier 3 pull-out services. If students show improvement, they will be returned to Tier 2; if they do not show improvement, they may be referred for evaluation for special education services.

Identification of Students Requiring 504 Accommodation Plans

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Section 504 defines a person with disabilities as any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having an impairment. DPA has studied the identification processes employed by other schools and is committed to leveraging those experiences to emulate those best practices. The identification process may be initiated by parents, teachers, or a physician, acting as an advocate for a student. Any parent may, at any point, initiate the process of determining whether or not a student needs accommodations under Section 504 of the Rehabilitation Act. If a parent refers a student for accommodations under Section 504, he or she must present a signed 504 Request Form to the school’s special education coordinator, who will follow an agreed-upon procedure (see below) for building a “504 Plan.” In addition, individual general education teachers may identify a student they believe might qualify for accommodations under Section 504. If a teacher, in consultation with the leadership team, refers a student for accommodations, the special education coordinator will follow the agreed upon procedure for creating a 504 Accommodations Plan (see below).

504 Accommodation Plan Identification and Drafting Procedure

1. The special education coordinator will schedule a 504 Determination Meeting (the “Determination Meeting”) within 30 days of the initial referral. In addition to the parent, Determination Meeting participants should include general education teachers familiar with the student, the Special Education teachers and more as appropriate. Parents should be notified in writing at least five days prior to the Determination Meeting of its purpose, date, time, and place. The special education coordinator must maintain a record of the notice sent to the parent and the attempts to arrange for the parent’s participation at a mutually agreeable time and place. At least two such attempts to secure the parent’s participation should be documented before a Determination Meeting is held without the presence of a parent or guardian. Should the parent decline to attend the Determination Meeting following the provision of adequate notice, the school’s 504 Accommodations Plan Team – which includes the special education coordinator, classroom teachers, and a member of the leadership team – may decide issues relating to the referral, evaluation, and identification of accommodations without parental participation.
2. If the 504 Accommodations Plan Team determines that accommodations are required, the special education coordinator will draft a 504 Accommodations Plan for the student. The plan will specify the names and titles of the participants, the materials considered in reaching the decisions, and the accommodations that will be offered to the student.
3. The special education coordinator will notify the parent in writing of the result of the Determination Meeting. Such notice will include a description of the parent’s right to challenge any decision regarding the student’s eligibility for accommodations made by the 504 Team. [See below for further information on these procedural safeguards for parents].
4. Should the Determination Meeting result in the drafting of a 504 Accommodations Plan, the special education coordinator will provide a copy of the plan to the parent for approval. No 504 Accommodations Plan may be implemented without written parental consent. Consent will be considered valid until the end of the school year unless the parent informs the special education coordinator in writing that he or she no longer agrees with the accommodations.
5. The special education coordinator will review each 504 Accommodations Plan annually and will send a 504 Request Form for the upcoming school year to all parents whose students had 504 Accommodation Plans during the preceding school year. If no changes to a student’s plan is needed, a parent must sign the form and return it to the social worker, who will ensure that the plan is disseminated to all parties responsible for the plan’s implementation. If the parent indicates that changes need to be made to the 504 Accommodations Plan, or if personnel responsible for implementing the plan either indicate that there is a problem with implementation or request that the plan be modified, a full team must convene to modify the plan.

Finally, a parent may bring a signed letter from a physician stating that a student has a physical or mental impairment that substantially limits his or her ability to learn. When a physician has initiated the request for accommodations under Section 504, a special education teacher will skip the first step of the procedure above and begin drafting a 504 Accommodations Plan based on input from the student’s parent and teachers. If a physician is responsible for the original diagnosis, or the student’s disability requires regular medical intervention, DPA will request a signed note annually from the physician verifying the student’s need for accommodations.

Informing Parents of Children’s Rights

At the beginning of every school year, DPA will send a notice to parents, informing them of their children’s

rights. The notice will include reference to the following statutes and regulations:

- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S. Code §794
- The Education for All Handicapped Children Act of 1975, PL 92-142
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments (§614(d)(3)) PL 105-17 including:
 - Child Find Provision - CFR 34 § 300.220
 - Referral & Prior notice - 34 CFR § 300.504
 - Informed Consent - 34 CFR § 300.500
 - Evaluation - 34 CFR§ 300.532
 - Least Restrictive Environment - PL 94-142

The notice will contain specific information about parental rights under Section 504, with details about the school's process for determining accommodations. In addition, the school's enrollment materials will include information that explains the following:

- 1) That the school is committed to serving all children,
- 2) Children's rights under the aforementioned provisions, and
- 3) The school's plans for accommodating students with special needs.

Compliance and Response to OSSE Requirements

The founders of DPA recognize the office of the state superintendent of education (OSSE) has statutory authority, and responsibility, to monitor all local education agencies in Washington DC, with respect to their compliance with state and federal laws regarding special education and students with disabilities. When the school receives communications from the OSSE regarding dispute resolution events, the special education coordinator will immediately inform the leadership team. The school will respond formally to those requests within five business days. If the communication requires a significant response, the school will respond within five business days to establish a timeline for responding to the request.

DPA will maintain a comprehensive data set of students with IEPs, their progress against IEP goals, and the services required by those IEPs, including the parties responsible for the provision of those services. The special education coordinator will maintain this data set and use it to produce reports for both the leadership team, and the OSSE, when necessary. If the school receives notice from the OSSE that it is out of compliance with an issue related to either special education or students with disabilities, the leadership team will initiate a response procedure. That procedure will proceed as follows:

- 1) The special education coordinator will notify the principal of the notice
- 2) The leadership team will meet within five days of receiving that notice to discuss the findings, including legal counsel where necessary.
- 3) The leadership team will establish a plan for adjusting practices to bring the school back into compliance.
- 4) Within 10 days, the special education coordinator will draft a formal response to the OSSE, including the school's plan for coming back into compliance.
- 5) Once the school has taken appropriate actions to establish compliance, it will submit notice to the OSSE and request formal acknowledgment of being back in compliance.

Section D – Finance Plan

Section D.1 – Facilities

Section D.1.a – Identification of a Site

The founders of the Digital Pioneers Academy are in the process of identifying a facility that will allow us to serve our target demographic, as described in Section A.1 of this application. Alongside hiring the most effective principal, finding adequate space for our school will be the biggest priority for our founding team if the school is approved by the DC Public Charter School Board. Digital Pioneers Academy aims to identify a facility located in Ward 7, as our academic plans account for the community and demographics of that Ward.

We have engaged with a range of partners and conversations in order to identify a facility, including:

- Discussions with FOCUS about available facilities;
- Engaging Building Hope to either identify a facility, or find incubation space in the early years of the school (See Appendix 1 for letter of support); and
- Discussions with realtors and commercial real estate firms to identify buildings on the commercial market.

We will consider working with DCPS to identify a building, incubator space, or commercial real estate options. The most financially conservative approach would be to rent a facility, so for the sake of budgeting we have assumed the cost of renting incubator space.

Space requirements. DPA is growing at the rate of approximately one-hundred and twenty new students a year, and as such, has unique facility needs during the first few years of the school's existence. The school will serve approximately 360 students in grades 6 through 8.

At full enrollment, DPA's middle school will need a facility of approximately 36,000 square feet, including:

- 18 classrooms, 750 sq. ft. each;
- 2 or 3 labs, 900 sq. ft. each;
- 2 or 3 offices;
- storage space;
- 3,200 sq. ft. multi-purpose room/cafeteria;
- a gym;
- adequate toilet facilities;
- access to public transportation; and
- an outdoor play space up to one acre in size.

For year one, the space needs to be approximately 10,000 sq. ft., comprised of 6 rooms of approximately 750 sq. ft. each and a larger multi-purpose space of 2,500 sq. ft. Adequate toilet facilities, electrical outlets and some type of play area are required. In year two, we will need double this requirement. Ideally, we would identify a facility into which we can grow, as the school expands to serve children in grades 7-8.

Criteria for evaluating facilities. Because of DPA’s Computer Science emphasis, the ideal site for operationalizing the DPA academic model would include highly flexible, open spaces with technology infrastructure in place (including ample outlets in the floors and walls, and high speed internet cables). However, we know how difficult it is to identify real estate in the DC market, and we agree to execute on the academic model in this application, no matter the configuration of the building we identify.

Facility options. Our initial discussions with Building Hope have identified the following facilities as potential options in Ward 7:

- Fletcher Johnson: DCPS building vacant building located at 4650 Benning Road SE (~302,000 square feet); provides all amenities of a traditional school building, with adequate room to grow.
- Winston Education Campus: DCPS vacant building located at 3100 Erie St SE (~150,000 square feet); provides all amenities of a traditional school building, with adequate room to grow
- Rocketship DC: 2nd campus in Ward 7
- Gateway complex

Effect of Location on Student Recruitment Strategy. We are looking for facilities in Ward 7. While there is a possibility that we will have to rent a building in Ward 8, we believe that it is possible to find a building in Ward 7 that meets our needs. Given the proximity of Wards 7 and 8, the location will not have a significant impact on the cost of transportation.

Moreover, we plan to concentrate our recruitment efforts “east of the Anacostia River,” no matter where the facility ends up being located. The location will not have a significant impact on the execution, or cost, of our student recruitment strategy.

Accessibility of the facility. The Digital Pioneers Academy will work to identify and secure an ADA compliant facility that is programmatically accessible to all students who wish to attend. The mission of DPA does not exempt students with special needs, and we will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. DPA will ensure that, regardless of mobility limitations, students have access to the entirety of its programmatic offerings in a safe space that promotes a high achievement.

Financing for Facilities. The founding group has budgeted for incubator space and can rent it using per pupil funds and still ensure a small budget surplus. The founding team will also explore incubation space which would be an even cheaper option. If it becomes necessary for DPA to acquire space in a private facility, the founding team may try to establish a line of credit with a third party or with a potential landlord to finance the additional costs. DPA assumed a lease of incubator space as the most conservative approach in the budget. We have enough flexibility to rent commercial real estate if necessary, in which case we might pursue landlord financed leasehold improvements, amortized into the lease. Incubator space would not require these kinds of improvements. DPA could also fundraise to cover the cost of some renovations from private foundations if necessary.

Timeline for acquiring a site. DPA will follow the approximate timeline for identifying a building:

Facilities: Planning Year Key Tasks and Timeline

Date	Key Tasks
June 2017	<ul style="list-style-type: none"> ● The founding team will launch the facility search by working with FOCUS, real estate agents from local agencies that have worked with D.C. schools, and Building Hope. ● The founding team will also engage CityBridge, Education Forward DC, Rocketship, KIPP, & DC Prep on potential incubation spaces. ● The founding team will engage with all of the Councilmembers, ANC members, and other leaders in Wards 7 to help us identify leads on potential spaces.
December 2017	<ul style="list-style-type: none"> ● Ideally, the team will have identified the facility to use and will engage in negotiations to ensure the best possible price. ● The founding team will make plans to do whatever renovations may be necessary to make the space school-ready including vetting contractors, creating plans, researching costs, and negotiating.
June 2018	<ul style="list-style-type: none"> ● The founding team will ensure that the space is move-in ready and buy the furniture and technology necessary to set up the school. ● The founding team will sign contracts with vendors for janitorial, food, and security services.
July 2018	<ul style="list-style-type: none"> ● The founding team will make final purchases of classroom and school supplies including copy machines, scanners, school technology, classroom technology, wireless Internet, furniture, and materials.
August 2018	<ul style="list-style-type: none"> ● Teachers will fully prepare all classrooms during the three-week orientation and preparation period.

Section D.2 – Finance

Financial Goals and Objectives for Five Year Budget

The financial goals of the five-year budget include:

- Hiring great teachers and staff;
- Financing an outstanding academic plan;
- Securing a facility for the early stages of the school's growth;
- Building an operating reserve that includes 60-90 days of operational cash; and
- Acquiring the technology and materials necessary to implement an academic model that can accommodate a technology-rich, computer science curriculum.

We hope to meet these goals, without creating an operating deficit, in all five years of operations. In addition, we hope to accumulate a modest cash reserve, so that we might consider acquiring a longer-term facilities solution.

We understand that the major sources of funds for operations will be local per-pupil revenues, facilities funds from the city, and federal funds allocated on a per-pupil basis according to ESSA, including Title 1, Title 2, Title 3, and IDEA.

The largest financial outlays of the school will be our staffing and facilities. Our semi-self-contained academic model has a target student-to-teacher ratio of approximately 15:1, with each semi-self-contained classroom of thirty students staffed with two teachers. In addition to the general education classroom teachers, we also will hire teachers to instruct children in electives, including art, Spanish, and physical education. In some cases, the educators who teach electives classes may be part-time and/or contract staff. In addition to classroom teachers, we plan to hire high capacity executive staff, including the CEO, principal, operations director, and computer science director.

The facility will constitute the other major portion of our funding, and we plan to utilize the full extent of the per pupil facilities allocation to finance a temporary rental solution during the early years of operation. We will rent a facility for the first five years of operations, with the facility expenditure growing in years two and three to accommodate the expansion from a student body of 120 at opening, to a student body of 360 at full enrollment in year three.

Our other major expenditure in the early years of operations will be to acquire the technology hardware, software, and platforms to execute a world-class technology-integrated academic program, that supports Computer Science instruction at every grade level. We want to equip every child with a laptop with technology specifications similar to, or equal to, the Google Chromebook.

Contingency Plan for Decrease in Funding

While our staffing model is the most expensive part of our model, we believe that this is the most important element of the DPA vision to preserve in the event of financial challenges. In addition, given our unique focus on computer science education, we will also protect that element of the model in the event of a shortfall.

We recognize that the most common reasons for financial shortfalls are either:

- Greater than anticipated facilities expenses;
- Enrollment shortfalls; and
- Unanticipated decreases in per-pupil revenues

In order to plan for a potential shortfall, we will create a tiered list of expenses reductions. Our first reductions in expenditures will occur relative to elective programs, and the staff associated with those programs, which could save approximately \$60,000 in the first year, and up to \$120,000 in later years. In addition, we will make every attempt to:

- Reduce extraneous office expenditures (~\$40,000 per year);
- Delay the refresh of academic materials (up to ~\$100,000 per year);
- Reduce non-academic office staff (up to ~\$250,000); and
- Delay bonuses (~\$40,000 in later years of operations).

As a last resort, we will make reductions to teachers of core academic courses, with general classroom teachers being the last to experience reductions. We will consider raising class sizes and student-to-teacher ratios as a way to avoid staff reductions.

In addition, as a preventative measure, we plan to establish a line of credit while our financial health is sound. We do not intend to draw on the line of credit, but it is more prudent to establish the line of credit during times of financial health, versus trying to establish credit terms during a shortfall.

Fundraising Plans

The founding team of the Digital Pioneers Academy has extensive local and national fundraising networks, and we plan to tap those networks in order to support the growth and expansion of our school and model. Founding CEO Mashea Ashton is an entrepreneur in residence with CityBridge Foundation and Education Forward DC. The fellowship has provided critical time and funding for the creation of this application.

We have already received a \$25,000 award from CityBridge Foundation and the school is eligible for an additional \$500,000 in “Breakthrough Schools” grants from CityBridge Foundation, if the application is approved. Digital Pioneers Academy has also received a planning grant for \$215,000 from New School Venture Fund to support planning and start-up activities.

The founding team plans to approach other national and local foundations for support. Ashton has already opened official conversations about funding with:

- Education Forward DC
- Charter Schools Growth Fund
- The Bill and Melinda Gates Foundation
- Chan-Zuckerberg Initiative

If the school raises additional private funds, we will strive to use those funds for temporary expenditures, capital improvements, supplemental activities, or teacher bonuses. We do not intend to create an academic model that relies on perpetual private fundraising for support.

Cash Flow Management

We understand that cash is disbursed to schools on a quarterly basis. At the beginning of the calendar year, six months prior to the beginning of the new fiscal year, Digital Pioneers Academy will initiate the annual budgeting process for the school. The process will begin with an analysis of the school’s critical cost assumptions and drivers. The leadership team will meet to discuss any proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the school year.

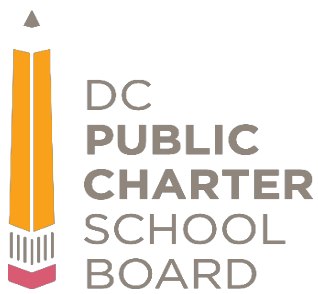
By the end of March, the leadership team will settle on a budget draft. Any additional modifications and adjustments will be made by April 15, at which time the CEO will present the budget to the board’s finance committee. The treasurer and finance committee will review and offer comments and request additional modifications. A final budget will be presented at the next meeting of the board of directors, ideally during the month of April, and will be approved in time for the start of the new fiscal year.

On an annual basis, as part of the budget process, the CEO will work in partnership with the Principal and the operations manager to prepare an annual cash flow worksheet where the expenditures and revenues for the school are plotted on a monthly basis. For example, we know that disbursements based on enrollment could cause cash tightening at the beginning of the school year; the board will need to understand how timing affects the school's cash position. Once the expenditures are plotted on the timeline, the projected revenue flows will also be plotted on a timeline. The cash flow model indicates, at an early point, the months during which Digital Pioneers may face difficult cash flow issues.

On a monthly basis, the CEO will update the cash flow model, integrating new data drawn from the accounting system. If a shortfall is projected, the treasurer will request plans for appropriate action. The Digital Pioneers Academy may draw on a line of credit, fundraise, and/or cut spending. To cut spending, Digital Pioneers could reduce teaching staff, delay procurement expenditures, or manage the size of the network staff.

Section D.3 – Budget Workbook

Attached.



2016 Charter Application Budget Workbook

General Instructions: The Charter Application Budget Workbook captures the financial impact of the applicant's outlined education model. The workbook includes three tabs (1) Enrollment Projections, (2) Planning Year (PY) and First Year (FY) Projections and (3) 5-Year Projections. Applicants should populate the areas shaded in blue. Quarterly and annual totals will automatically populate.

Year 0 refers to the pre-opening year, Year 1 refers to the first year of academic operations, and so on.

Note: The blank Budget Workbook is designed to be a guide, not a requirement. Applicants are responsible for ensuring that all relevant elements of the proposed school are included in the budget and that budget assumptions are reasonable. Experienced operators or founding groups working with a management organization are welcome to use the existing organization's budgeting software/templates, provided they are accurate, comprehensive, and transparent.

TAB	INSTRUCTIONS
Staffing Plan	The Staffing Plan tab captures the count and expense assumptions for the applicant's staffing requirements. Applicants should populate the tab with assumptions for Years 1 through 5.
Enrollment Projections	The Enrollment Projections tab captures the count and demographic assumptions for an applicant's student population. Applicants should populate the tab with assumptions for Years 1 through 5. The projected/targeted enrollment in the Enrollment Projections sheet should be less than the maximum enrollment, included in the Requested Enrollment Ceiling from the Applicant Information Sheet. Applicants may use a more conservative (i.e., lower) projection for special populations (i.e., special education, English language learner, and at-risk) than they anticipate enrolling. If you are unsure of which allotments your school would be eligible for (e.g. alternative versus adult program funding) please contact PCSB staff.
PY and FY Projections	The PY and FY Projections tab captures the applicant's budget by quarter for the planning year and first year. In addition to forecasting revenues and expenses, applicants should include assumptions for cash flow activities as well. If the financial projections include revenues from non-formula grants, donations, and/or activity fees (such as before- and after-school care) that amount to five percent or more of total revenues, submit additional versions of these projections using only the funds provided by the per-pupil allocation and formula grants. Public charter schools are required to pay one percent of their annual revenue to PCSB to cover the costs associated with its administrative responsibilities. This fee should be included in the financial projections beginning in Year 1.
5-Year Projections	The 5-Year Projections tab captures the applicant's annual budget for the first five years. In addition to forecasting revenues and expenses, applicants should include assumptions for cash flow activities. In the Assumptions column, applicants should articulate their assumptions in detail. For example, a school may budget \$100 per pupil for textbooks each year. If the financial projections include revenues from non-formula grants, donations, and/or activity fees (such as before- and after-school care) that amount to five percent or more of total revenues, submit additional versions of these projections using only the funds provided by the per-pupil allocation and formula grants. Public charter schools are required to pay one percent of their annual revenue to PCSB to cover the costs associated with its administrative responsibilities. This fee should be included in the financial projections.

General Education	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten 3	0	0	0	0	0
Pre-Kindergarten 4	0	0	0	0	0
Kindergarten	0	0	0	0	0
Grades 1	0	0	0	0	0
Grades 2	0	0	0	0	0
Grades 3	0	0	0	0	0
Grades 4	0	0	0	0	0
Grades 5	0	0	0	0	0
Grades 6	120	120	120	120	120
Grades 7	0	120	120	120	120
Grades 8	0	0	120	120	120
Grades 9	0	0	0	0	0
Grades 10	0	0	0	0	0
Grades 11	0	0	0	0	0
Grades 12	0	0	0	0	0
Alternative	0	0	0	0	0
Special Ed Schools	0	0	0	0	0
Adult	0	0	0	0	0
Subtotal General Education	120	240	360	360	360

Special Education	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1	18	36	54	54	54
Level 2	8	17	25	25	25
Level 3	0	0	0	0	0
Level 4	0	0	0	0	0
Subtotal for Special Ed	26	53	79	79	79

English Language Learners	Year 1	Year 2	Year 3	Year 4	Year 5
Subtotal - ELL	1	2	4	4	4

Special Education-Residential	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1 Residential					
Level 2 Residential					
Level 3 Residential					
Level 4 Residential					
<i>Subtotal for Special Ed Residential</i>	0	0	0	0	0

English as a Second Language Residential	Year 1	Year 2	Year 3	Year 4	Year 5
LEP/NEP Residential					

Residential	Year 1	Year 2	Year 3	Year 4	Year 5
Residential					

At-Risk Students	Year 1	Year 2	Year 3	Year 4	Year 5
At-Risk	72	144	216	216	216

Special Education Add-ons (ESY)	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1 ESY	5	9	14	14	14
Level 2 ESY	2	4	6	6	6
Level 3 ESY	0	0	0	0	0
Level 4 ESY	0	0	0	0	0
<i>Subtotal for Special Ed - ESY</i>	7	13	20	20	20

TOTAL ENROLLMENT	120	240	360	360	360
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Digital Pioneers Academy Application
5-Year Financial Projections

Digital Pioneers Academy

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
REVENUE						
Per Pupil Charter Payments	1,788,652	3,656,596	5,603,031	5,723,151	5,837,614	2% annual increase to UPSFF
Per Pupil Facilities Allowance	374,880	749,760	1,124,640	1,124,640	1,124,640	\$3,124/student flat for all years
Federal Entitlements	365,127	464,058	296,909	302,848	308,905	Title I, II, IDEA, Title V-b
Other Government Funding/Grants	92,109	193,302	298,289	309,439	315,304	NSLP, Healthy Schools Act, E-rate
Private Grants and Donations	200,000	-	-	-	-	City Bridge Foundation Grant
Activity Fees	-	-	-	-	-	
Other Income	375	764	1,169	1,192	1,216	Miscellaneous, including bank interest
TOTAL REVENUES	2,821,142	5,064,481	7,324,039	7,461,270	7,587,679	
ORDINARY EXPENSE						
<i>Personnel Salaries and Benefits</i>						
Principal/Executive Salary	410,000	529,200	535,284	541,490	547,819	Executive Director, Principal, Director of Computer Science, Assistant Principal
Teachers Salaries	522,000	1,064,880	1,669,266	1,711,852	1,755,089	Lead Teachers and Art/Music/PE and Foreign Language Teachers
Special Education Salaries	58,000	177,480	301,716	307,750	313,905	SpEd Teachers
Summer School Salaries	-	-	-	-	-	
Teacher Aides/Assistants Salaries	-	-	-	-	-	
Before/After Care Salaries	-	-	-	-	-	
Other Education Professionals Salaries	255,000	377,400	504,594	514,686	524,980	Special Populations Coordinator, Social Worker, School Therapist, Dean of Enrichment, and Director of Special Projects
Business/Operations Salaries	210,000	289,200	294,984	300,884	306,901	Director of Operations, Special Assistant, and Business Manager/Operations Assistant
Clerical Salaries	-	-	-	-	-	
Custodial Salaries	-	-	-	-	-	
Other Staff Salaries	-	-	-	-	-	
Employee Benefits	247,654	447,945	639,052	652,312	665,818	FICA, SUI, health, 401k, life/disability
Contracted Staff	8,692	17,732	27,129	27,672	28,225	Substitute Teachers
Staff Development Expense	81,522	133,710	172,234	177,627	180,296	\$2K/curricular staff, \$5.1K/admin staff
Subtotal: Personnel Expense	1,792,868	3,037,546	4,144,259	4,234,272	4,323,033	

Direct Student Expense

Textbooks	6,242	12,734	19,484	19,873	20,271	\$52/student, as the school will have a 1:1 ratio of student to computers
Student Supplies and Materials	34,333	70,040	107,161	109,304	111,490	\$260/student
Library and Media Center Materials	6,242	12,734	19,484	19,873	20,271	\$52/student
Student Assessment Materials	6,242	12,734	19,484	19,873	20,271	\$52/student
Contracted Student Services	66,482	135,622	207,502	211,652	215,885	SpEd services: \$780/SpEd hour
Miscellaneous Student Expense	19,976	40,750	62,348	63,595	64,867	\$244/student
Subtotal: Direct Student Expense	139,518	284,616	435,462	444,172	453,055	

Occupancy Expenses

Rent	374,880	749,760	1,124,640	1,124,640	1,124,640	100% of per-pupil facilities allowance
Building Maintenance and Repairs	-	-	-	-	-	
Utilities	-	-	-	-	-	
Janitorial Supplies	-	-	-	-	-	
Contracted Building Services	-	-	-	-	-	
Subtotal: Occupancy Expenses	374,880	749,760	1,124,640	1,124,640	1,124,640	

Office Expenses

Office Supplies and Materials	24,970	50,938	77,935	79,494	81,084	\$208/student
Office Equipment Rental and Maintenance	15,606	31,836	48,709	49,684	50,677	\$130/student
Telephone/Telecommunications	9,364	19,102	29,226	29,810	30,406	\$78/student
Legal, Accounting and Payroll Services	55,788	88,025	112,294	128,614	148,085	\$382/student
Printing and Copying	1,873	3,820	5,845	5,962	6,081	\$16/student
Postage and Shipping	1,248	2,547	3,897	3,975	4,054	\$10/student
Other	-	-	-	-	-	
Subtotal: Office Expenses	108,848	196,268	277,906	297,538	320,388	

General Expenses

Insurance	12,485	25,469	38,968	39,747	40,542	\$104/student
Transportation	10,404	20,959	31,824	32,460	33,109	\$78/student
Food Service	110,813	226,058	345,868	352,786	359,841	\$923/student
Administration Fee (to PCSB)	26,211	50,645	73,240	74,613	75,877	1% of public revenues
Management Fee	-	-	-	-	-	
Interest Expense	-	-	-	-	-	
Other General Expense	59,423	114,317	170,659	173,980	177,231	\$495/student + 1% contingency
Subtotal: General Expenses	219,336	437,448	660,559	673,585	686,601	

TOTAL ORDINARY EXPENSES**NET ORDINARY INCOME**

2,635,450	4,705,638	6,642,827	6,774,207	6,907,717
185,692	358,842	681,212	687,063	679,962

Depreciation Expense**NET INCOME**

46,705	94,563	142,868	154,383	164,638	Based on cap ex; straight-line over useful life
138,987	264,279	538,344	532,680	515,324	

CASH FLOWS***Operating Activities***

Add Depreciation	46,705	94,563	142,868	154,383	164,638	Based on cap ex; straight-line over useful life
(Increase)/Decrease in Current Assets	-	-	-	-	-	
Increase/(Decrease) in Current Liabilities	-	-	-	-	-	
Cash Flows from Operations	185,692	358,842	681,212	687,063	679,962	

Investing Activities

Purchase of property, plant and equipment	(183,355)	(195,868)	(205,692)	(168,462)	(161,189)	FF&E \$680/student first year, \$381/student second year, \$283/student third year and continues to decrease in subsequent years; Computers \$300/student
Purchase of investment securities	-	-	-	-	-	
Other investing activities	-	-	-	-	-	
Cash Flows from Investing	(183,355)	(195,868)	(205,692)	(168,462)	(161,189)	

Financing Activities

Proceeds from loans	-	-	-	-	-	
Repayment of loans	-	-	-	-	-	
Other financing activities	-	-	-	-	-	
Cash Flows from Investing	-	-	-	-	-	

NET CHANGE IN CASH

	2,337	162,974	475,520	518,601	518,773
Cash, Beginning Balance	18,551	20,888	183,862	659,383	1,177,984
Cash, Ending Balance	20,888	183,862	659,383	1,177,984	1,696,757

Digital Pioneers Academy Application
 Planning Year and First Year Financial Projections

Digital Pioneers Academy

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
REVENUE										
Per Pupil Charter Payments	-	-	-	-	-	536,596	447,163	447,163	357,730	1,788,652
Per Pupil Facilities Allowance	-	-	-	-	-	112,464	262,416	-	-	374,880
Federal Entitlements	-	57,500	86,250	86,250	230,000	67,500	110,739	93,444	93,444	365,127
Other Government Funding/Grants	-	-	-	-	-	13,339	28,125	27,546	23,100	92,109
Private Grants and Donations	343,333	-	-	-	343,333	50,000	50,000	50,000	50,000	200,000
Activity Fees	-	-	-	-	-	-	-	-	-	-
Other Income	25	25	25	25	100	94	94	94	94	375
TOTAL REVENUES	343,358	57,525	86,275	86,275	573,433	779,992	898,537	618,246	524,367	2,821,142
ORDINARY EXPENSE										
<i>Personnel Salaries and Benefits</i>										
Principal/Executive Salary	77,500	77,500	77,500	77,500	310,000	102,500	102,500	102,500	102,500	410,000
Teachers Salaries	-	-	-	-	-	130,500	130,500	130,500	130,500	522,000
Special Education Salaries	-	-	-	-	-	14,500	14,500	14,500	14,500	58,000
Summer School Salaries	-	-	-	-	-	-	-	-	-	-
Teacher Aides/Assistants Salaries	-	-	-	-	-	-	-	-	-	-
Before/After Care Salaries	-	-	-	-	-	-	-	-	-	-
Other Education Professionals Salaries	-	-	-	-	-	63,750	63,750	63,750	63,750	255,000
Business/Operations Salaries	-	-	-	-	-	52,500	52,500	52,500	52,500	210,000
Clerical Salaries	-	-	-	-	-	-	-	-	-	-
Custodial Salaries	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-
Employee Benefits	10,071	10,071	10,071	10,071	40,283	61,913	61,913	61,913	61,913	247,654
Contracted Staff	6,250	6,250	6,250	6,250	25,000	966	2,897	2,897	1,932	8,692
Staff Development Expense	23,663	9,563	8,153	19,433	60,812	26,135	16,545	15,586	23,258	81,522
Subtotal: Personnel Expense	117,484	103,384	101,974	113,254	436,095	452,764	445,105	444,146	450,853	1,792,868
<i>Direct Student Expense</i>										
Textbooks	-	-	-	-	-	3,496	1,248	749	749	6,242
Student Supplies and Materials	2,500	2,500	2,500	2,500	10,000	19,227	6,867	4,120	4,120	34,333
Library and Media Center Materials	-	-	-	-	-	3,496	1,248	749	749	6,242
Student Assessment Materials	-	-	-	-	-	1,561	1,561	1,561	1,561	6,242
Contracted Student Services	-	-	-	-	-	6,648	19,944	19,944	19,944	66,482
Miscellaneous Student Expense	11,100	1,300	300	8,300	21,000	7,616	2,872	2,247	7,241	19,976
Subtotal: Direct Student Expense	13,600	3,800	2,800	10,800	31,000	42,043	33,740	29,370	34,364	139,518
<i>Occupancy Expenses</i>										
Rent	-	-	-	-	-	93,720	93,720	93,720	93,720	374,880
Building Maintenance and Repairs	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	-	-	-	-	-	-	-	-	-
Subtotal: Occupancy Expenses	-	-	-	-	-	93,720	93,720	93,720	93,720	374,880
<i>Office Expenses</i>										
Office Supplies and Materials	2,500	2,500	2,500	2,500	10,000	6,242	6,242	6,242	6,242	24,970
Office Equipment Rental and Maintenance	1,800	1,800	1,800	1,800	7,200	3,902	3,902	3,902	3,902	15,606
Telephone/Telecommunications	900	900	900	900	3,600	2,341	2,341	2,341	2,341	9,364
Legal, Accounting and Payroll Services	8,940	8,940	8,940	8,940	35,760	13,447	15,447	13,447	13,447	55,788
Printing and Copying	750	750	750	750	3,000	468	468	468	468	1,873
Postage and Shipping	500	500	500	500	2,000	312	312	312	312	1,248
Other	-	-	-	-	-	-	-	-	-	-
Subtotal: Office Expenses	15,390	15,390	15,390	15,390	61,560	26,712	28,712	26,712	26,712	108,848

General Expenses

Insurance	500	500	500	500
Transportation	26	26	26	26
Food Service	-	-	-	-
Administration Fee (to PCSB)	1,151	1,151	-	-
Management Fee	-	-	-	-
Interest Expense	-	-	-	-
Other General Expense	4,309	4,309	4,309	4,309
Subtotal: General Expenses	5,985	5,985	4,834	4,834
TOTAL ORDINARY EXPENSES	152,458	128,558	124,998	144,278
NET ORDINARY INCOME	190,900	(71,033)	(38,723)	(58,003)

Depreciation Expense	285	285	285	285
NET INCOME	190,615	(71,319)	(39,008)	(58,288)

CASH FLOWS**Operating Activities**

Add Depreciation	285	285	285	285
(Increase)/Decrease in Current Assets	-	-	-	-
Increase/(Decrease) in Current Liabilities	-	-	-	-
Cash Flows from Operations	190,900	(71,033)	(38,723)	(58,003)

Investing Activities

Purchase of property, plant and equipment	(4,590)	-	-	-
Purchase of investment securities	-	-	-	-
Other investing activities	-	-	-	-
Cash Flows from Investing	(4,590)	-	-	-

Financing Activities

Proceeds from loans	-	-	-	-
Repayment of loans	-	-	-	-
Other financing activities	-	-	-	-
Cash Flows from Investing	-	-	-	-

NET CHANGE IN CASH	186,310	(71,033)	(38,723)	(58,003)
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Cash, Beginning Balance	-	186,310	115,277	76,554
Cash, Ending Balance	186,310	115,277	76,554	18,551

2,000	3,121	3,121	3,121	3,121	12,485
102	1,196	3,069	3,069	3,069	10,404
-	11,081	33,244	33,244	33,244	110,813
2,301	13,106	13,106	-	-	26,211
-	-	-	-	-	-
-	-	-	-	-	-
17,234	14,856	14,856	14,856	14,856	59,423
21,637	43,360	67,396	54,290	54,290	219,336
550,292	658,599	668,673	648,239	659,939	2,635,450
23,141	121,393	229,863	(29,993)	(135,572)	185,692

1,141	11,676	11,676	11,676	11,676	46,705
22,000	109,717	218,187	(41,669)	(147,248)	138,987

1,141	11,676	11,676	11,676	11,676	46,705
-	-	-	-	-	-
-	-	-	-	-	-
23,141	121,393	229,863	(29,993)	(135,572)	185,692

(4,590)	(183,355)	-	-	-	(183,355)
-	-	-	-	-	-
-	-	-	-	-	-
(4,590)	(183,355)	-	-	-	(183,355)

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

18,551	(61,962)	229,863	(29,993)	(135,572)	2,337
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-	18,551	(43,411)	186,452	156,460	18,551
18,551	(43,411)	186,452	156,460	20,888	20,888

Section E – Founding Group Supporting Documents

Attached

PROFILE

Visionary, results-oriented national education leader with strong policy, advocacy and relationship management skills. Respected voice within national education community buoyed by long-term, loyal relationships with board members, school staff, grantees, and colleagues. Known for decisive, strategic leadership style and track record delivering exceptional results in challenging political environments and local contexts. Skilled at building high-performance cross-functional teams.

EXPERTISE

Political Alliance Building
Stakeholder Management
Public Policy

Organizational Development
Strategic Partnerships
Fundraising

SELECTED CAREER ACHIEVEMENTS

- Oversaw \$48.5 million Newark Fund to grow quality charter sector from 13% to 40% market share by 2016-17 school year and serve over 20,000 students
- Raised \$28.5 million for Newark’s charter schools to support the growth, charter and district collaboration, and advocacy
- Oversaw Newark charter sector support and collaboration, described by the Credo/Stanford Study as one of the highest-performing charter sectors in the country
- Doubled the recruitment and selection targets for New Leaders -- 29 for NYC/Newark for FY 2008 (50% increase from FY 2007 and 152% from FY 2006)
- Exceeded New Leaders fundraising goal for FY 2008, including increasing local fundraising by 225%
- Approved 15 new charter schools and set the vision and policy direction of nearly 50 charter schools throughout New York City and supported that city’s unprecedented \$130 million effort to open 200 new small schools, including 50 new charter schools
- Implemented new approval, oversight, and renewal process for the New York City Department of Education Charter School Office
- Facilitated the process for 20 charter schools to get access to district buildings in Newark and New York City
- Wrote 15+ charter applications for the KIPP Foundation including Gary, IN, Indianapolis, IN, Detroit, MI, Chicago, IL, Memphis, TN, Oklahoma City, OK, and Camden, NJ
- Led the start-up of 6 charter schools: 3 in New Jersey, 2 in Chicago, 1 in Indianapolis

PROFESSIONAL EXPERIENCE

Newark Charter School Fund (NCSF)

Chief Executive Officer

Partner

Newark, NJ

2010 – 2016

2009 – 2010

- Managed NCSF's \$48.5 million foundation
- Established the mission, multi-year strategy, and prioritization and deployment of resources
- Ensured the ultimate viability, sustainability, and long-term success of the organization
- Worked with local foundations, City Hall, Newark Public Schools, New Jersey Department of Education, and other key stakeholders to support the local charter sector
- Worked closely with Newark charter schools and non-profits to develop strategies to increase academic achievement
- Represented NCSF and the Newark charter sector in various public forums (speeches, conference presentations, panels) both locally and nationally
- Recruited, hired and lead a high performing team in support of NCSF's goals

New Leaders for New Schools

Executive Director for New York &

Senior Advisor for Charter School Policy

New York, NY

2006 – 2009

- Served as the head and executive manager of the New York and Newark program
- Worked with Leadership Coaches to identify key developmental and resource/partnership needs for each of the New Leaders principals and residents
- Recruited and selected aspiring principals
- Raised all private sector funds necessary to support the local New Leaders for New Schools program and managing the local program budget
- Directed a high-functioning board and network of local business, education, and policy leaders
- Analyzed local and national charter related policies that impact New Leader principals
- Supported the implementation of a federal charter school incentive grant

New York City Department of Education

Executive Director for Charter Schools

New York, NY

2005 – 2006

- Managed and played an active role in all aspects of charter school roll-out and implementation, from business development and support to oversight and renewal
- Managed the authorizing process for the Department's charter schools
- Coordinated operational supports of all NYC charter schools, including facilities and funding
- Identified additional opportunities for leveraging the system to support charter schools
- Facilitated community engagement efforts around the charter school initiative
- Anticipated and addressed issues that effected operating charter schools and those in development

PROFESSIONAL EXPERIENCE

Knowledge is Power Program (KIPP)

National Director of Recruitment and Selection

2004 – 2005

Midwest Director of Business Development

2001 – 2004

- Developed and executed recruitment and marketing strategies designed to increase visibility across the country including hosting information sessions, conducting site visits, and presenting at conferences
- Cultivated teacher groups, community-based organizations, administrators, faculty members, career service representatives, advisors, and other key gatekeepers to help execute an effective recruitment campaign
- Directed KIPP's recruitment efforts by leading and participating in strategic planning sessions and supporting the regional directors on cross-team projects
- Established and maintained relationships with key decision makers throughout the region to obtain commitments from districts or charter authorizers to open KIPP Schools
- Secured a contract or charter for all fellows identified in the Midwest
- Supported the opening of 47 KIPP schools across the country

Additional Professional Experiences: Leadership for Quality Education, LearnNow Inc., Anne Beers Elementary School, Washington, DC, James Blair Elementary School, Williamsburg, VA

EDUCATION

The College of William & Mary

Williamsburg, VA

Master of Arts, Special Education

1997

Bachelor of Arts, Sociology & Elementary Education

1996

Women's Soccer: Captain and four-year letter winner for nationally ranked soccer program

AFFILIATIONS

St. Patrick's Episcopal Day School

2016- present

Board Member

National Association for Charter School Authorizer's

2015- present

Board Member

Eagle Academy Foundation

2009- present

Advisory Board

Black Alliance for Educational Options

1999 – 2015

Founder, Chair of the Board

National Alliance for Public Charter Schools

2006 – 2013

Board Member, Chair of the Board

Aspen/Pahara Institute

2010

PROFESSIONAL EXPERIENCE

Education Entrepreneur Fellow

NEWARK SECTOR ACCOMPLISHMENTS

- Initiated the first in the country “Newark Charter School Compact” that outlines the sectors commitment to upholding the highest principles of transparency and public accountability, serving an unmet need in Newark, striving for educational excellence, and fulfilling their missions to educate all students in the most equitable manner possible
- Initiated Data driven instruction initiative in 8 Newark charter schools to provide schools leadership team with the tools, training, and support to use interim assessments to improve instructional practices
- Initiated a talent pipeline initiative to support the continuum of recruitment, support, and retention of teachers, leaders, school business administrators, and board members to support a quality charter sector
- Coordinated the recruitment and placement of 18 school leader candidates in Newark's charter sector from 2009 – 2011
- Designed school sight visit protocol and rubric to increase focus on teaching and learning and operational and governance excellence for Newark’s charter schools
- Established the role of leadership coaches to increase the strategic support and capacity building of Newark’s charter leaders
- Worked with school leadership teams to set rigorous academic goals of at least 20% combined ELA and Math increases annually with ultimate goal to have at least 90% of the students high proficiency
- Oversaw NCSF’s support of school turnaround efforts at LLACS and UHCS that focused on increasing the capacity of the charter schools’ teachers, leadership teams and boards and in supporting their core teaching and learning programs and governance

MICHAEL T. SPENCER

EXPERIENCE

Rental Housing Commission, Washington, D.C. 2016-Present
Commissioner

- One of three attorneys appointed by the Mayor and confirmed by City Council as a member of the independent, quasi-judicial, full-time commission.
- Hear appeals of decisions initially made by administrative law judges on rent control matters.
- Draft publication-ready orders and decisions that are reviewable by the D.C. Court of Appeals.
- Issue, amend and rescind regulations that are promulgated for enforcement of the Rental Housing Act.

D.C. Department of Behavioral Health, Washington, D.C. 2011-2016
Labor and Employee Relations Specialist

- Ensured organizational compliance with federal laws such as the Fair Labor Standards Act, Americans with Disabilities Act, and Family and Medical Leave Act, and 10 collective bargaining agreements.
- Guided managers on labor and employee relations matters, and drafted legally-sufficient notices.

Saint Elizabeths Hospital, Washington, D.C. 2009-2011
Supervisory Program Analyst to the Chief Nursing Executive

- Led Nursing Department's compliance with a U.S. Department of Justice consent decree.
- Managed a million-dollar budget, and supervised five administrative staff assistants.

Kegler, Brown, Hill and Ritter, Columbus, OH 2006-2009
Associate

- Counseled clients on matters relating to the acquisition, development, annexation, and use of land.
- Advised health care corporations on health information technology and privacy laws.

United States' Customs Service, Washington, D.C. 1996-2001
Student Worker (seasonal during college)

- Assisted Headquarters staff in the Offices of Investigations and International Affairs with various tasks.

EDUCATION

The Ohio State University, Moritz College of Law, Juris Doctor, 2006

- Awards and Activities: Recipient, Dean's Special Award and Nelson Mandela Scholarship; Symposium Editor, *Ohio State Journal for Dispute Resolution*; and Member, Moot Court Governing Board.

Ohio University, Master of Arts in International Affairs, 2003

- Graduate Focus: Communication and Development Studies in the United States and Southern Africa.
- Awards and Activities: Nominee, Rhodes Scholarship; Co-President, Black Graduate Council.

Ohio University, Bachelor of Specialized Studies (Cultural Studies), 2001

- Awards and Activities: Recipient, Outstanding Senior Leader and John Newton Templeton Leadership Awards; Member, University Programming Council; and Chapter Vice President, Kappa Alpha Psi.

COMMUNITY LEADERSHIP

Board Member, Rocketship Public Charter Elementary School (D.C. Network) 2015-Present

Member, Leadership Greater Washington 2012-Present

Member, American Red Cross (National Capital Region) Salute to Service Gala Committee 2014 - 2015

Program Co-Leader, Youth Leadership Greater Washington 2012-2015

Chair, For Love of Children's Fred Taylor Scholarship Fund Board 2012-2015

BAR ADMISSIONS

District of Columbia and Ohio

EXECUTIVE SUMMARY

A highly motivated, team-oriented and entrepreneurial senior leader with deep people management experience in a high growth, multi-regional/site organization. Deeply committed to the education/social sector. Experience managing numerous functional disciplines, including HR/Talent, Diversity, Fundraising/Development, Real Estate/Facilities & associated financings, and Information technology. Significant track record working collaboratively with local and state governmental institutions to advance change. Outstanding consensus building, strategic planning and project management skills. Proven capability for hiring, motivating and developing a staff with diverse backgrounds. Has the expertise and willingness to do whatever it takes to ensure individual team member and organizational success.

EXPERIENCE

CITYBRIDGE FOUNDATION

WASHINGTON, DC

July 2016 to Present

Consultant

- Provide support to Foundation as it seeks to articulate its approach to charter school facilities investments; Identify and vet potential strategic and/or policy options for facilities investments
- Serve as Foundation representative on citywide Facilities advocacy coalition

UNCOMMON SCHOOLS

NEW YORK, NY

Nonprofit public charter school management organization serving over 16,000 students across 44 schools in six cities across NY, NJ and MA. The organization has a total combined budget of \$232M (2100 FTE across 49 schools + home office) and a Home Office budget of \$20M (150 FTE).

July 2016 to Present

Senior Advisor to the Executive Team (Talent Lead)

- Member of 7-person Executive Team responsible for org-wide direction, priorities & leadership. Lead and facilitate school expansion/greenlighting process across the organization.
- Manage 3 direct reports and oversee 3 functional teams (HR, Talent Development & Diversity) with a total FTE count of 12 staff across all teams. Major talent initiatives this year include: streamlining approach to and engagement with Talent data; version 2.0 approach to Talent Development for home office staff; deepening content, quality and strategy for Diversity and Inclusion work across the organization
- Lead strategy and project management for ongoing Salesforce CRM platform revamp

2015 to 2016 **Acting Chief Operating Officer**

- Member of 7-person Executive Team responsible for overall organizational direction, priorities and leadership. Engage with and deliver critical organizational updates to Board of Trustees.
- Lead and facilitate school expansion/greenlighting process across the organization
- Manage 9 direct reports and oversee 4 functional teams (HR, Technology, Development, Real Estate) with a total FTE count of 31 staff across all teams.
- Lead and manage rebuilding efforts of Development team, including the addition of 3 new FTE and design of new systems for team and donor management, including streamlined and accelerated implementation of Salesforce CRM system. Team is responsible for generating approximately \$12M in org-wide philanthropy on an annual basis.

2014 to 2015 **Vice President of Home Office (HO) Initiatives and Real Estate**

- Participated in Executive leadership decisions to vet and implement org-wide strategy and decisions across a range of issues, including growth, human capital and organizational culture.
- Managed 5-person Real Estate team and network of consultants delivering best in class service for a 1.6M square foot facility portfolio servicing 42 schools across 6 cities. Oversaw real estate development pipeline of over \$150M in anticipated projects required for continued organizational expansion.
- Led annual org-wide strategic planning process, coordinating work of 12+ teams and facilitate the administration, analysis and org-wide debrief of bi-annual HO School Satisfaction Survey.
- Served as one of four senior leaders facilitating the design and rollout of a 5-year Business Plan.
- Designed and implemented effective, targeted professional development and cross-functional

learning opportunities for HO staff. Facilitated a learning and leadership cohort of 12 Directors across the organization.

- Designed and delivered 4 high quality PD sessions to 18-member junior manager cohort.
- Prepared and presented quarterly real estate and financial recommendations to Uncommon and regional Boards of Trustees for discussion and approval (2008 to present).

2012–2014 Senior Director of Real Estate

- Managed ongoing real estate growth and org-wide expansion from 28 to 38 schools and closed over \$60M in tax credit financing for new construction and renovation projects.
- Expanded team from 3 to 5 members. Implemented successful team restructuring to enhance service delivery and provide new leadership opportunities to veteran team member. Team was consistently ranked as top performing among all teams on bi-annual satisfaction survey.
- Cultivated strong working relationships with CEO, CFO, CExO, 10 Regional COOs and school leaders to garner buy-in, influence key decisions, and roll out scalable systems and processes.
- Led successful high stakes lease negotiation with Newark Public Schools, resulting in 4 long-term, low-cost leases, and ground breaking terms that have reshaped District/Charter relations.
- Led successful cross-functional initiative to improve integration of school-facing technology, finance and real estate services, resulting in system design that implemented over 20 annual facility projects, saved ~\$8M annually in project management fees and increased school satisfaction ratings for services provided.
- Led design and implementation of numerous organizational systems and policies to increase efficiency of facility and financial management of HO and school-based staff, including loan and legal compliance systems, bulk furniture procurement systems, and capital reserve systems.
- Represented organization in critical education policy discussions with local and state government agencies (e.g. Mayor's offices, Departments of Education, School Districts, etc.), paving the way for expansion, new partnerships, and increased student achievement.

2008 - 2012 Director of Real Estate

- Built, set vision for and developed growth plan for the Real Estate team. Led successful organizational growth from 9 to 28 schools across 5 cities. Managed and executed all site selection, acquisition, design, construction and financing activities.
- Structured, hired and developed a 3-person team from the ground up. Team was consistently rated among top performing teams on bi-annual Home Offices services evaluation.
- Executed 7 large-scale, mission-critical real estate projects on time and on budget, ranging in size from \$2M - \$30M, including successful completion of a \$30M, 60,000 square foot High School facility in Newark, NJ and a \$6M, 38,000 square foot K-8 facility in Troy, NY.
- Arranged and closed over \$80M of complex tax credit financing using innovative products, such as New Markets Tax Credits (NMTC) and Qualified School Construction Bonds (QSCBs). Total savings across all projects of ~\$25M compared to traditional financing.
- Led and completed over 10 complex and high stakes lease and contract negotiations with Landlords, Owners, School Districts and city/statewide agencies to secure affordable facility solutions for schools.
- Engaged and managed outside counsel to ensure compliance of all real estate and other organizational legal entities. Built tools to monitor, update and report on legal compliance matters for internal and external constituents.
- Awarded "Right is Right" Spirit Stick by vote of Home Office colleagues (June 2011).

2007 – 2008

JONES LANG LASALLE

NEW YORK, NY

Associate, Public Institutions (*Public Sector Real Estate Consulting Group*)

Port Authority of New York & New Jersey (PANYNJ) - World Trade Center (WTC) Redevelopment

- Led financial analysis to evaluate proposals for equity investment in commercial components of the WTC Redevelopment. Provided negotiation and financial analysis support for the PANYNJ's \$1.45B Retail Joint Venture with Westfield Properties.

Casino Reinvestment Development Authority (CRDA) – Atlantic City, New Jersey

- Led completion of Highest & Best Use study to prepare for sale of a 150 acre land parcel.

Summer 2006 **LEHMAN BROTHERS** **NEW YORK, NY**
Summer Associate, Public Finance (Higher Education)
• Conducted financial analysis for clients to quantify savings from bond re-financings.
• Researched innovations in stadium facility financing for clients in the higher education sector.

2004 - 2005 **FED. OF COMMUNITY DEVELOPMENT CREDIT UNIONS** **NEW YORK, NY**
Special Projects Officer
• Developed business plan to establish a secondary market for affordable mortgage loans.
• Identified and evaluated best practices in credit union and financial services delivery for low-income borrowers.

2002 - 2004 **THE ANNIE E. CASEY FOUNDATION** **BALTIMORE, MD**
Program Assistant, Community Investments & Civic Sites
• Prepared program area budgets and monitored \$1M+ in grant agreements and contracts for economic development and urban reinvestment agenda.
• Led cross-functional team in design and rollout of free tax preparation campaign for low-income Washington, D.C. residents. Efforts resulted in over \$600,000 in tax refunds returned to taxpayers in 2003 and \$1M in 2004. The campaign reached its 13th year of operations in 2015.
• Facilitated community design and evaluation process to create a multi-service center for employment and financial services in Atlanta, GA. Efforts resulted in services to over 100 families during the first six months of operation.

June – Dec. 2001 **RF COMMUNICATIONS, INC.** **DUBLIN, IRELAND**
Project Manager (6-month Fellowship Placement)
• Completed diligence and financial research for prospective media & telecom acquisition targets

FELLOWSHIPS
2009 - 2011

THE BROAD RESIDENCY **NEW YORK, NY**
• 1 of 35 individuals selected for a nationally competitive 2-year leadership development program that trains and supports urban education leaders. More than 2,000 applications received annually for the fellowship program.
• Sponsored by the Broad Center for the Management of School Systems, part of the Eli & Edythe Broad Foundation.

EDUCATION
2005 - 2007

COLUMBIA BUSINESS SCHOOL **NEW YORK, NY**
MBA, Finance and Real Estate, May 2007
Recipient: Forté Foundation Fellowship for Women in Business
Awards: 1st Place, JPMorgan Chase, Walter J. Shipley Case Competition (\$20,000 team prize)
Teaching Assistant: Real Estate Finance
Vice President, Social Enterprise Club

1997 - 2001 **COLUMBIA UNIVERSITY** **NEW YORK, NY**
BA, Political Science and Spanish, May 2001
Honors: GPA 3.76; Cum Laude & Honors in Political Science
Semester Abroad: Pontificia Universidad Católica de Chile, Santiago, Chile (2000)
Member: Varsity Rowing Team (1997-2000); Volunteer Teacher, Peace Games NYC (1998-2001)

ADDITIONAL INFORMATION

Language skills: Conversational Spanish, Proficient in French
Member: JDC Entwine, Steering Committee Member (Global Jewish philanthropic organization)
Interests: Reading, Running, Cooking, Foreign Travel

Cheryl Borden

PROFILE

Committed and skilled administrator with a track record of success in leading and establishing quality relationships of support and professional growth for staff to achieve the mission of student success.

EDUCATION

Master of Education Administration 2007
National Louis University
Endorsement Areas: Non-Categorical, K-12 Instructional Leadership

Bachelor of Science 1998
University of Maryland , College Park
Major: School of Public Health

Computer Skills: MS Office, IG Pro, Internet (research & navigation)

EXPERIENCE

Senior Executive Director of Program July 2015 – Present

New Leaders Inc. Washington, DC

Directly accountable for the full lifecycle of program design (both development and improvement) of all New Leaders program: Emerging Leaders, Aspiring Principals, Leadership Practice Improvement, and Principal Supervisor.

- Partner with the Senior Executive Director of Cities to support program execution at the regional level. This role's primary focus is to drive extraordinary gains in student achievement by designing, implementing, and sustaining a high quality program model for the selection, development, and support of school leaders in high need schools aligned with New Leaders' vision, mission, and goals.
- Develop, implement, and execute a strategic plan for all the organization's programs including the Emerging Leaders Program (ELP), Aspiring Principals Program (APP), Leadership Practice Improvement (LPI), and Principal Supervisors' Communities of Practice aimed at significantly improving student achievement results.
- Utilize relevant data and drive decision making around all programmatic components and play a key role in the development and design of new programmatic work streams aligned with New Leaders' Strategic Plan.
- Partner with national and regional city leadership to ensure program fidelity and execution, to establish communication and assessment protocols, and to establish and manage shared objectives, performance management and prioritization for matrixed staff.
- Research school leadership competencies and clearly articulate standards for what New Leader school leaders should know and be able to do to drive student achievement results.
- Design quality implementation of learning experiences for New Leaders program participants including continuous improvements for all programs.
- Facilitate nationally designed training sessions at regional sites for all New Leaders programs.
- Develop and revise national training curriculum for all New Leaders program.
- Conduct regional site visits to observe and coach staff in their sites

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- and support on-the-job leadership and facilitation experiences.
 - Assist in developing selection criteria and processes for individuals applying to become New Leaders that draw on existing data about candidate and principal characteristics that correlate with the most significant improvements in student achievement; Integration with city teams for selection execution.
 - Establish and manage systems for cross functional program design and execution, including team chartering and management, shared objective setting, and measurement/evaluation.
 - Establish and manage highly effective communication processes and formats to share timely, targeted, and audience appropriate communications to all levels of the organization.
 - Set high expectations and deliver candid, targeted feedback through reports and to key leaders in order to drive execution of objectives and overall student achievement.

Executive Director Emerging Leaders Program March 2014 – June 2015

New Leaders Inc. Washington, DC

Design, develop, and successful delivery and execution of a high-quality program for teacher leaders and administrative professionals. The program is a critical part of New Leaders' strategy to scale impact.

- Work closely with all functional areas to ensure that the program design and execution results in an impactful, high-quality professional development program that meets the needs of our school system clients and results in changes to participant leadership practices.
- Serve as a member of the Chief Program & Cities Officer's Leadership Cabinet, providing input and actively participating in shared decision making that ensures New Leaders' programs meet or surpass established benchmarks and goals. Work cross-functionally with other National Program Team Cabinet members on program design and development and ensure programmatic and operational coherence and alignment across New Leaders program offerings.
- Lead and manage staff members overseeing ELP program design and delivery, program operations, director development and program client engagement management.
- Engage in business development to support successful annual expansion of the Emerging Leaders Program to new service sites for New Leaders.

Director of School Leadership Development August 2013 – June 2014

New Leaders Inc., Washington, DC

Designed planned and executed year-long professional development modules for 80 principals in West Contra Cost Unified and 13 turnaround principals in Cleveland School districts.

- Designed and implemented comprehensive professional development modules for principal training in the areas of efficacy, data driven instruction, difficult conversations, and instructional leadership teams.
- Disaggregated and analyzed session data to identify areas of strength and upgrade for subsequent sessions
- Revised program scope and sequence to meet the needs of participants and effect change in leadership practices.
- Engaged in client relations and to maintain productive and effective partnership with district and organization.
- Served on curriculum advisory committee to evaluate and align emerging leaders, aspiring principals, and principal institute programs.

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- Engaged in collaborative discussion with content team to identify and codify best practices in school leadership development
 - Engage in small group and individual coaching with Cleveland turnaround principals to address specified areas of need

Director of Fisher Fellowship July 2012 – July 2013

KIPP Foundation, Washington, DC

Planned and executed programming for year-long developmental process for participants to successfully found and lead a new KIPP school in urban and rural communities where they are needed most by providing rigorous, relevant and engaging coursework.

- Designed and provided in-depth support and insight into the processes and best practices involved in school leadership—including topics as varied as charter authorization, facilities improvement, student and teacher recruitment, curriculum development, and community outreach. The program culminates in August of each year, when the Fisher Fellows will open their schools to their first cohorts of students. Each prospective founding KIPP principal must be accepted into and successfully complete the Fisher Fellowship (a component of the KIPP School Leadership Programs), a one-year paid fellowship which prepares Fellows through development and coaching to open KIPP schools. The fellowship year will be comprised of the following mandatory components:
 - *Orientation*: A three day extensive overview of the program year which includes planning team building activities across all three programming cohorts (150 participants) and school visits to high performing schools in the area, held in May.
 - *Summer Institute*: Five weeks of intensive coursework in a university setting led by instructional experts and KIPP staff. Establish the foundation for the knowledge, skills, and confidence participants need in order to begin crafting their detailed School Design Plan including:
 - Understanding Cultural Contexts in our Educational Practices
 - Self-awareness and Our Own Leadership Styles, Strengths, and Weaknesses
 - Leadership and Organizational Alignment
 - Instructional Vision and Strategic Plan
 - Operational Management
 - Tying it Together: Leadership, Instruction, and Culture
 - *Residencies*: match, organize, schedule, and track participants in a total of ten weeks of residencies at high performing schools nationwide to allow fellows to fully immerse in school culture and decision-making processes through interactions with students, parents, teachers, and school leaders.
 - *Intersessions*: plan and execute programming and instructors for three professional development conferences of one to two weeks for continued coursework.
 - *School Design Plan*: provide ongoing feedback on the participants' comprehensive business plan.
 - *Individualized Coaching and Support*: provide ongoing feedback on leadership skills and development with bi-weekly individualized leadership coaching.
 - *Evaluation*: perform three formal evaluations based on a competency-aligned Individualized Leadership Plan.

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- *Coaching* – provide individualized coaching to fellows and first year principals regarding their school design and strategic plan and implementation of school outcome.
 - *Quality School Review*- observe provide feedback and coaching to first year principals on their performance and school outcomes.

Founding Principal June 2009 – June 2012

KIPP DC College Preparatory, Washington, DC

Planned, founded and opened a new KIPP high school, which included everything from facilities acquisition to curriculum development and leading strategic development. Lead school to become highest performing open enrollment school in the District of Columbia in its second year of operation.

- Provided instructional leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring teaching of Common Core and District of Columbia standards; and managing process for analyzing data to increase student achievement.
- Managed all human resources at the school site, including: attracting and selecting high performing staff; providing professional development opportunities; developing a collaborative team culture; managing performance; and, adhering to KIPP DC's HR policies and state/federal employment laws.
- Managed resources at school site, including: setting and maintaining a budget that ensures fiscal solvency; planning for future needs; and ensuring compliance with restrictions and reporting requirements.
- Developed an effective school community, including: working with parents to better serve students and garnering support from community groups.
- Managed daily operations – facilities, safety, compliance, and administrative processes – including: addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way; following-up with constituents as needed; working closely with the KIPP DC's leadership and support team on best practices, and seeking outside support as appropriate.
- Worked in collaboration with other KIPP DC principals and headquarters office staff to achieve organizational goals.

Director KIPP through College March 2008 – June 2009

KIPP DC, Washington, DC

Assisted in design, managed and implemented a growth plan transition for students entering high school to enhance high school and college preparedness and placement, and alumni support to eventually serve over 1,500 students annually.

- Developed and managed KIPP DC's high school and college placement offices, which included budget and financial reporting, reporting to the KIPP DC's Executive Director.
- Collaborated with KIPP DC Development Director in fundraising efforts, including events and grants, that relate to KIPP to College activities.
- Managed the high school placement process for all KIPP DC schools, working with families, staff and community stakeholders to allow for fully informed decision making in school selection.
- Planned and taught 8th grade KIPP class as part of larger high school preparedness strategy.

Fisher Fellow June 2007 – March 2008*KIPP Foundation, San Francisco, CA*

Trained in rigorous six week summer institute at Stanford University with residential training in instructional, organizational, and operational leadership in preparation for opening a charter school.

- Create school design plan to incorporate instructional, operational and management components to open and operate a high performing school.
- Observe and provide feedback to teachers in order to develop lesson planning technique and delivery.
- Create curriculum scope and sequences; evaluate curriculum options; create school schedule and class descriptions; present instructional program highlights at foundation retreat.
- Create school goals and develop metrics to measure growth toward attainment.
- Revised the staff hiring practices to better coordinate with staff recruiter, resulting in more successful hiring systems; evaluating administrating candidates, interviewing teaching and administrative candidates.
- Coordinating research and writing of regional strategic growth plan; writing grant applications; researching student achievement statistics, analyzing achievement data, developing workplan, timeline and metrics towards plan development.

Administrator June 2005 – June 2007*KIPP Harbor Academy, Annapolis, Maryland*

Served as administrator to assist in the implementation and reinforcement of instructional and management systems.

- Participated in KIPP Leadership Training Institute Program summer 2006.
- Designed and implemented Saturday School enrichment program; organized tutorial and enrichment schedules; solicited parent and community volunteerism to provide enrichment options; managed budget for Saturday School programming.
- Developed school volunteer program for parents and community members to provide mentoring and student assistance specific to individual and group need.
- Created curriculum and scope and sequence for math, social studies, and science; observed and evaluated teaching in those content areas to collaborate with grade level chairs to create peer observation format to enhance quality of instruction.
- Implemented and monitored school disciplinary system; redirected student behavior toward achievement of school expectation through student monitoring and implementation of student identified strategies for modification.
- Facilitated staff professional development; designed and implemented individual professional goals; redesigned and implemented inter-staff evaluation system.
- Designed reward trips for students consistently demonstrating school values and expectations.
- Created and facilitated school paycheck/store incentive program; calculated student paycheck system to record student behavior infractions; staffed and stocked school store with student employees; posted student averages to provide student accountability for behavior.
- Planned and facilitated school-wide field lessons in the areas of reading, math, science, and social studies to provide learning opportunities beyond standard classroom instruction.

- Designed and taught sixth grade math and thinking skills class five times a week; taught fifth grade math and science five times a week: increased student SAT 9 scores from the 14th to the 48th percentile.

Health Teacher August 2004 – June 2005

Chinquapin Middle School, Baltimore, Maryland

Designed and executed curriculum for health classes for sixth, seventh, and eighth grade classes.

- Lesson planned for three 90 minute class periods; implemented lessons in an organized, engaging, student centered classroom.
- Served on team designed to provide prevention and intervention strategies to students with academic, social, mental, and health concerns.
- Provided math and writing remediation to students in afterschool program to prepare students for the Maryland State Assessment.
- Remediated eighth grade students in danger of retention through providing afterschool credit recovery program.
- Facilitated fundraising for school programs through researching school grants and writing grant proposals.
- Collaborated to write Baltimore City Public Schools health curriculum for seventh through ninth grade; wrote Baltimore City Public Schools sixth grade health curriculum.
- Facilitated student leadership program SHOUT to trains students to become leaders in school and the community.
- Facilitated student service learning through canned goods and non-perishable foods collection for Harvest for the Hungry.

Science Teacher August 2002- June 2004

National Academy Foundation High School, Baltimore, Maryland

Designed and executed curriculum for biology, chemistry and health classes for ninth and tenth grade classes.

- Lesson planned for three 90 minute class periods; implemented lessons in an organized, engaging, student centered classroom.
- Chaired Student Support Team designed to provide preventative and intervention strategies to students with academic, social, mental, and general health concerns.
- Served on Parent Community Teacher Organization to increase parent and community involvement in the educational process.
- Facilitated school-wide field lessons in the areas of English, math, science, and social studies to provide students with learning opportunities beyond standard classroom instruction.
- Developed and conducted student seminars to improve student achievement.
- Planned and presented workshops on master teaching strategies to include curriculum core learning goals in each lesson.
- Conducted graduate research in engineering through Johns Hopkins University Research Experience for Teachers; designed classroom innovation for biology curriculum using research experience techniques; wrote and received \$10,000 grant funding to implement toxicity study for biology class.
- Served as year book advisor for afterschool program to ninth and tenth grade students.

- Served as class advisor to provide educational and recreational programs and field lessons for the 10th grade class.
- Established exchange program with Textron/Chamber of Commerce High School in Providence, RI; coordinated fundraising and program planning including hosting guest students, travel to and from Providence, RI, providing cultural and social enhancement to expand student knowledge and understanding of students with diverse backgrounds.

Science Teacher January 2000- June 2003

Lake Clifton Eastern High School, Baltimore, Maryland

Designed and executed curriculum for biology and health classes for ninth through twelfth grade classes. Redesigned biology and health curriculum to fit resources available to best increase student achievement.

- Lesson planned for three 90 minute class periods; implemented lessons in an organized, engaging, student centered classroom.
- Directed evening school program for transitional eighth grade students; developed and organized evening school program curriculum for students in need of and eighth and ninth grade credits to be promoted to the next grade level; managed teachers through observation and evaluation of classroom education and discipline techniques.
- Served as a core member to provide prevention and intervention strategies to students with academic, social, mental, and general health concerns.
- Developed and delivered workshops for peers on strategies to teach and improve literacy within each major content area.
- Founded Gay Straight Alliance to provide safe forum for the discussion of issues surrounding sexuality and sexual orientation; implemented health and literature curriculum dealing with sexual identity and orientation.
- Planned educational and recreational programs, field lessons, and ceremonies for 10th, 11th, and 12th, grade classes; managed bookkeeping for financial revenues from class funds.
- Co-founded student exchange with William C. Overfelt High School in San Jose, CA; coordinated fundraising and planning of program, including hosting guest students and bringing students to San Jose.
- Launched and implemented service learning opportunities for students to volunteer at local build sites with Habitat for Humanity; responsible for fundraising, site supervision, and coordinating student service learning field lesson to two build sites in New Orleans, LA.
- Mentored ninth grade students through providing guidance, academic assistance, and social support to incoming freshmen in Educational Opportunity Program.

References available upon request

Alicia M. Robinson

Education Talent Connector/Coach/Strategist

Summary

Passion for improving **education equity for traditionally marginalized communities** combined with **fifteen years** of practical experience in **urban schools and school-serving organizations**. Expertise in **matching individual skills with talent acquisition needs** in the early childhood through 12th grade education sector. Founder of **education talent consultancy** providing **career placement guidance**, **executive search leadership**, and **professional learning experiences** for education sector career seekers and talent professionals.

Qualification Highlights

- Developed and implemented all aspects of talent management for the highest performing preschool through 8th grade charter management organization in Washington, DC during a peak period of student, staff, and academic growth.
- Lead or serve on cross-continental search teams responsible for attracting and selecting chief academic officers, chief executive officers, heads of schools, principals, assistant principals, deans, instructional coaches, and program directors and managers on district/network level, school-based, and nonprofit teams.
- Maximize experience in entrepreneurial and start-up environments to advise on successful organizational talent growth strategies to secure, develop, and retain exceptional academic and operations teams.
- Advise and coach education professionals on career development and communication, networking, interview, and salary negotiation strategies to secure meaningful employment matches within education.
- Design and lead professional learning experiences for talent professionals, teacher leaders, and other education professionals.

Experience

EdPlus Consulting

Founder & Principal

Washington, DC

2013-present

- **Customize talent solutions** for recruitment, selection, leadership development, compensation structures, and strategic communication for local and national schools, education non-profits, and other **organizations with social impact missions**.
- **Career placement guidance** for education professionals, including assistance in promoting professional strengths through resume and social media profiles, networking, and interview and salary negotiation coaching.
- **Coach** education professionals **around all aspects of the employee life cycle** in education organizations – from attraction and selection to development, evaluation, and retention.

DC Prep

Chief Talent Officer

Director of Recruitment

Founding Fourth Grade Humanities Teacher

Washington, DC

2011-2013

2007-2011

2003-2004

- Annual strategic design and implementation of a customized selection model to hire top candidates for all academic and operations positions aligned with anticipated growth from 100 to 500 employees by 2022.
- Co-designed and led project management for a comprehensive leadership development program to attract and retain leaders to meet organizational growth needs.

- Modified organizational performance appraisal model to facilitate evaluation, goal-setting, organizational health and 360-degree leadership feedback at scale.
- Analyzed and redesigned faculty and staff salary structures to ensure competitive compensation packages.

New Leaders for New Schools

Manager, Recruitment and Admissions

Washington, DC

2007-2008

Washington Scholarship Fund

Senior Director, Education and Outreach

Director, Scholarship Programs and Outreach

Manager, Outreach and Support

Washington, DC

2006-2007

2004-2006

June-December 2004

Park View Elementary School

DC Teaching Fellow and First Grade Teacher

Washington, DC

2001-2003

Volunteer Experience

DC Equity Lab, Board Secretary

Fellowship for Race and Equity in Education, Board Member

Women of Color in Education-DC, Founding Member

Young Education Professionals-DC, Advisory Board Member

Education

American University

Master of Arts, Elementary Education

Bachelor of Arts, Public Communication

Washington, DC

2003

1994

Marullus Williams

Work Experience

Limbic Systems. Washington, DC.

9/2005 – Present.

President and CEO

- Acquired controlling stake in company in 2006.
- Chosen as featured entrepreneur by CMU.edu (Carnegie Mellon) website editorial staff.
- Obtained Microsoft Silver Partner Status. Featured by Microsoft as a top Diversity Partner.
- Chosen to participate in the Initiative for a Competitive Inner City (founded by Prof. Michael Porter of Harvard Business School.)
- Limbic Systems was nominated in 2011 and 2012 as a Top Supplier by the MD DC National Minority Supplier Development Council.
- In 2012-15, Limbic Systems received “93 / 100%” score in D&B Past Performance Rating Survey.
- In 2012, Mr. Williams received the President’s Award from the DC MD Minority Supplier Development Council.
- In 2015, Limbic Systems obtained federal 8(a) certification.

- **Project Manager for creation of Prince George’s County MD Department of Permitting, Inspections and Enforcement. Nov 2012 – present.**

- Led the technology implementations for the creation of a new consolidated agency within Prince George’s County MD government. The agency was created from what was previously five separate agencies.
- All of the technology to enable the new agency’s business functions were implemented in only eight months
- Created three online customer-facing applications:
 - Online Building Permits
 - Online Electrical Permits
 - Online Special Utility Permits
- Migrated and updated over 70 Crystal Reports from legacy platforms to the enhanced permitting systems
- Worked with the technology and finance teams to implement online check and credit card payments on the Govolution payment platform
- Integrated the County’s new ProjectDox-based eplan system with legacy permitting and licensing applications
- Provided regular project updates to DPIE management and the Office of the County Executive
- Led a SCRUM development team to implement critical enhancements on the in-house .NET based permitting platform
- Managed the development and successful launch of the CB-48 Online After Hours Convenience Store tracker.

- Project Manager for a variety of IT projects within DC Government’s Department of Consumer and Regulatory Affairs (DCRA). **Aug 2005 – present.**

- Co-authored business plan, CONOPS, requirements document and enterprise architecture for the District's multi-million dollar, multi-year permitting, licensing and inspection modernization initiative which is referred to as the Comprehensive Property Management System (CPMS).
 - Served as project manager for ProjectDox electronic plan and project tracking application. Trained end users and public users on the ProjectDox application.
 - Initiated the concept and managed the implementation of the Property Information Verification System (PIVS). Deliverables included weekly reports, project plans, requirements document, MOUs for data producers, data dictionary, data schema, enterprise architecture, operations plan, system documentation, and source code review. Visit the site at: <http://pivs.dca.dc.gov>
 - Managed creation of algorithms to cleanse and normalize street addresses to improve retrieval of information via PIVS.
- Business Analyst for DC Courts Adoption Department and St. Elizabeths Hospital Electronic Document Management Initiatives. **2011.**
 - Created data schema for records (dating back to 1950s, over 50,000 case files)
 - Defined index fields to facilitate configuring Kofax document scanning application
 - Developed database design for migrating electronic records from MS Access to Oracle
 - Created wireframes for search screens to ensure users can easily and quickly retrieve records
- Lead Analyst for Virginia Department of Rail and Public Transportation Real Time Transit Data Strategic Plan. **Aug 2011 – Nov 2011.**
 - Developed CONOPS and OV-1 architectural plans for integrating transit data from small, medium and large transit agencies throughout the Commonwealth.
 - Analyzed on-board bus and rail systems to determine the optimal methods for polling for real time data.
 - Described the data mart / warehouse spec for storing vast amounts of transit data.
 - Participated in USDOT national transit planning workgroup.
 - Presenting findings to Virginia ITS in April 2012

Thompson Hospitality. Herndon, VA. 5/2003 – 9/2005.

VP, Development

- Responsible for acquiring and transitioning customers to contract service business.
- Won accounts that accounted for 35% of the company's total sales.

Appfluent Technology. Arlington, VA. 4/2001 – 5/2003.

Director, Product Management

- Led the requirements gathering, analysis and traceability efforts for the company's first product, Appfluent Accelerator, a database caching appliance.

iCliq. Tysons Corner, VA. 5/2000 – 3/2001.*

Director, Product Development

- Led the implementation of numerous community-oriented web applications.
- Managed all developers, designers, testers and documentation specialists.

SBC Corporation. Plano, TX. 7/1999 - 4/2000.

Director - Dedicated/Collocation Hosting

- Led the development of the multi-million dollar product plan and implementation for Dedicated Hosting facilities line of business.

SBC Corporation. San Francisco, CA. 10/1997 - 6/1999.

Corporate Manager - New Product Development

- Performed requirements analysis and management to define products for the Internet subsidiary that grew from a small ISP to one of the five largest ISPs in the United States.

Southwestern Bell Telephone. St. Louis, MO. 11/1995 - 10/1997.

Manager - Technology Planning

- Worked with Bellcore and SWBT core teams to establish Capacity Planning Methods and Procedures for the ISCPs, STPs, and SS7 network adjuncts.

Education

1995. Carnegie-Mellon University. Pittsburgh, PA. M.S. Information Networking Institute

1994. Florida A&M University. Tallahassee, FL. B.S. Computer Information Systems (Math Concentration). Summa Cum Laude.

RABIAH L. HARRIS

Education:

University of Pittsburgh, Pittsburgh, PA

Doctorate in Education (Ed.D.) Degree Expected May 2018

- Major: Science, Technology, Engineering and Mathematics Education

Master of Arts in Teaching (MAT) Degree

- Major: Secondary Science Education
- Certification Area: Chemistry

Howard University, Washington, DC

Bachelor of Science (BS) Degree

- Major/Minor: Chemistry/ Math
- Cum laude, American Chemical Society Certification Received

Teacher Certification: District of Columbia – Regular II

Chemistry 7-12 Level Exp: 11/22/17

Professional Experience:

Kelly Miller Middle School, Washington, DC

Aug. 2015 – present **Academy Science Teacher for Grades 6-8 and Science Department Chair**

Aug. 2013- June 2015 **8th Grade Science Teacher and Science Team Lead**

- Designs and implements standards based PBL curriculum for 100 MS students
- Designs and implements blended learning differentiation pilot
- Serves on school leadership teams for Family Engagement and Academic Leadership
- Lead and serves on Science Team to raise science achievement at KMMS as a part of the TeachPlus Teacher Turnaround Teams (2013-2015)
- Leads STEM enrichment clusters to inspire motivation and interest in science on a variety of topics: 2013-2014 – innovation, 2014-2015 – innovation and robotics, 2015-2016 fashion tech and robotics
- Co-organized KMMS Science Fair to organize students across school and their projects
- Partners with STEM industry professionals and institutions like the Smithsonian to inspire students

Euphemia Lofton Haynes Public Charter School, Washington, DC

July 2012- July 2013 **8th Grade Science Lead Teacher and Middle School Science Department Facilitator**

July 2011-June 2012 **8th Grade Science and 6th and 7th Grade Robotics Teacher**

July 2009- June 2011 **7th/8th Grade Science Teacher**

- Served as a member of the middle school team designing and implementing standards based instruction for science and electives
- Mentors new science teachers to school for curriculum guidance with PBL
- Created, lead and participated in middle school initiatives including Promise Roll, 8th Grade End of the Year activities and the Science Fair

July 2008- June 2009 **New Orleans Charter Science and Mathematics Academy, New Orleans, LA**

Founding Teacher

- Created and implemented 9th grade Physics, standards based curriculum for approximately 80 students.
- Established and maintained routines and rules for school governance with the rest of the Founding team.
- Mentored 8 9th grade male students through ninth grade.

Aug. 05 – June 2008 **Woodrow Wilson Senior High School, Washington, DC**

Science Faculty

- Implemented Chemistry I and Earth Science, standards based curriculum for approximately 150 students annually.
- Created supplemental activities to assist in the implementation of the standard curriculum in order to promote greater conceptual understanding through use of multiple modes of instruction.
- Co-founded teacher to student mentoring group called **R.I.T.E.S. Crew** – Reaching Independence Through Empowerment Skills.

STEM Leadership Experience:

August 2016-present

District of Columbia Public Schools, Washington, DC

District Course Chair, 8th Grade Science

-Facilitates PD for 8th grade science teachers in the District

-Serves on Science Teacher Advisory Board informing LEAP PD for science teachers

July 2015 – June 2016

DC STEM Network, Washington, DC

DC STEM Ambassador

-Working with DC leadership and other teachers to bring high quality PD and STEM to every student in the District

July 2014- June 2015

Office of the State Superintendent of DC, Washington, DC

Science Leadership Cadre Member

- Makes recommendations to the District on science initiatives

- Participated in Environmental Science Literacy Institute (ESLI) in conjunction with DC Department of the Environment/Carnegie Institute of Washington and co-created model NGSS unit for energy

April 2014-June 2015

District of Columbia Public Schools, Washington, DC

STEM Master Teacher Corps Member

-Co-lead PD for 8th grade science teachers in the District

-Realigned 6th grade DCPS scope and sequence to NGSS with supporting resources

August 2010-June 2012

EL Haynes Public Charter School, Washington, DC

-Served on the STEM Advisory committee to make recommendations to the board about curriculum, resources and grants and report out information about STEM progress in the middle school

PRESENTATIONS/WORKSHOPS LED:

“urbanTECHfashionistas at Kelly Miller MS” – **DC Maker Convening at the White House OSTP**, January 2016

“Creating a Classroom Makerspace with littleBits” – **iDC Institute**, August 2015

“Showcase: The STEM Experience” – **iDC Institute**, August 2014

“\$STEM Solutions that Don’t Break the Bank” – **iDC Institute**, August 2014

“Making Blended Out of Lemons” – (co-facilitated) **Education Innovation Summit**, December 2014

“Writing in the Content Areas” - **Haynes U (ELH Schoolwide PD Model)**, January – March 2013

“Implementing Problem Based Learning in the Science Classroom” –

Woodrow Wilson National Convening of Fellows, August 2012, Columbus, OH

“Expedition Planning: High Quality Products and Presentations” –

Haynes U (ELH Schoolwide PD Model), April – June 2012

ORGANIZATIONS AND HONORS RECEIVED:

- National Science Teachers Association Member

- Rockefeller Brothers Fund Fellow for Students of Color Entering the Teaching Profession, 2003

- University of Pittsburgh’s Graduate School of Education, African American Teacher Fellow, 2004

- CityBridge Foundation and NewSchools Venture Fund 2013 Education Innovation Fellow

-Brit+Co. #iamcreative Foundation Award Winner, 2015

Anne Davis is a trial lawyer with experience in a wide variety of civil and criminal matters, including state and federal antitrust litigation, environmental toxic tort class actions, products liability matters, shareholder derivative suits and securities class actions, and federal agency investigations. Ms. Davis also serves as Co-Managing Partner of Arnold & Porter LLP. In 2003-2004, Ms. Davis served for eighteen months as a prosecuting attorney at the United Nations' International Criminal Tribunal for the Former Yugoslavia in the Hague, the Netherlands (ICTY). During her time at the ICTY, Ms. Davis appeared on behalf of the Office of the Prosecutor in the trial of *Prosecutor v. Blagojevic, et al.*, examining both Prosecution witnesses and adverse perpetrator witnesses, arguing motions before the judicial panel, and participating in the negotiation of plea agreements with two Bosnian Serb Army officers charged with genocide and crimes against humanity in connection with the July 1995 mass executions in Srebrenica, Eastern Bosnia. Prior to joining Arnold & Porter, Ms. Davis clerked for the Honorable Zita L. Weinshienk of the US District Court for the District of Colorado. While in law school at the University of Virginia, Ms. Davis served as an Editor of the *Virginia Law Review*.



Dennis L. Perkins Managing Principal

Dennis Perkins, Managing Principal of CIVITAS Commercial

Real Estate Services, LLC, provides real estate advisory and brokerage services to both public and private sector clients. Mr. Perkins has 20 years of specific expertise in commercial real estate transaction management, strategic planning, market research, financial modeling and portfolio administration. Mr. Perkins's commercial real estate background includes experience as an analyst, advisor and broker for a number of municipalities, national and local corporations and nonprofit organizations. He has also provided agency representation to real estate asset management companies, owner-operators and owner-occupiers during his career.

Mr. Perkins has participated as a member of several civic and community organizations including the District of Columbia's Nonprofit Taskforce and Downtown Retail Tax Increment Financing Committee, the Board of Directors of Jubilee Housing Support Alliance and Hope Community Inc. of East Harlem in NYC and most recently a Trustee and member of the Project Management Committee of St. Patrick's Episcopal Day School in Washington DC. He serves as a member of the Commercial Real Estate Broker Association, District of Columbia Chamber of Commerce, District of Columbia Building Industry Association, African American Real Estate Professionals of Washington, DC and the Board of Directors of Academic Achievement of the Mid-Atlantic Region and WINNERS Lacrosse (The Washington Inner City Lacrosse Foundation).

EDUCATION

New York University

*M.S. - Real Estate
Development and
Investment*

Florida A&M University

*School of Business & Industry
B.S. - Business Administration*

LICENSES

- **District of Columbia**
Principal Broker
- **State of Maryland**
Principal Broker
- **Commonwealth of Virginia**
Principal Broker

PROFESSIONAL BACKGROUND

- **Civitas**
Managing Principal
- **CBRE**
Vice-President
- **Trammell Crow Co.**
Vice-President
- **Studley**
Associate Director

Contact: Dennis Perkins - Principal





Dennis L. Perkins Managing Principal

CLIENT	SQUARE FEET	ROLE	VOLUME
The City of New York <ul style="list-style-type: none"> • Department of Cultural Affairs • Department of Design and Construction • Department of Environmental Protection • Department of Aging • Department of Citywide Administration • Department of Health • Department of Homeless Services • Department of Mental Health • Department of Transportation • New York Police Department 	650,000 SF	Portfolio Management, Strategic Planning, Tenant Representation, Purchaser Representation	25 Transactions
The Carlyle Group / Metro K LLC	200,000 SF	Landlord Agency / Disposition	15 Transactions
NYC Employee Retirement Systems	160,000 SF	Strategic Planning Tenant Representation	1 Transaction
Johns Hopkins University	120,000 SF	Landlord Agency	6 Transactions
Bentall Kennedy	100,000 SF	Strategic Planning Landlord Agency	10 Transactions
National Cooperative Bank	75,000 SF	Strategic Planning Portfolio Management Tenant Representation Disposition Services	4 Transactions
US Trust Corporation	60,000 SF	Portfolio Management Tenant Representation	3 Transactions
United Negro College Fund, Inc.	50,000 SF	Strategic Planning Purchaser Representation	1 Transaction
Broadcast Center Partners (Four Points)	50,000 SF	Landlord Agency	3 Transactions
Washington Yu Ying Public Charter School	30,000 SF	Purchaser Representation	1 Transaction
Spanish Educational Development Center	24,000 SF	Tenant / Purchaser Representation	1 Transaction
Planned Parenthood Foundation	16,000 SF	Tenant Representation Seller Representation	2 Transactions
Hillcrest Children's Center	15,000 SF 12,000 SF	Portfolio Management Tenant Representation Seller Representation	4 Transactions

Contact: Dennis Perkins - Principal

[Redacted Contact Information]

JENN HATFIELD

EDUCATION


- Harvard University**, Cambridge, MA Aug. 2010 – May 2014
A.B. *magna cum laude*, with highest honors in psychology; secondary field in government; overall GPA: 3.816
- Named a John Harvard Scholar for the spring 2012 semester with a GPA in the top 5% of the Class of 2014
 - Named 2013 Academic All-Ivy League, 2013 Honorable Mention All-Ivy League, and 2010-2013 NFHCA National Academic Squad Member on the Harvard Varsity Field Hockey team
 - Wrote a prize-winning thesis in the Harvard Lab for Developmental Studies on the natural pedagogy hypothesis
 - Published a paper on the history of anorexia nervosa in the *Undergraduate Journal of Psychology at Berkeley*

EXPERIENCE IN EDUCATION

- American Enterprise Institute**: Research Associate, Education Policy, Washington, D.C. July 2016 – present
Research Assistant, Education Policy, Washington, D.C. June 2014 – June 2016
- Conducted all research and provided editorial input for Rick Hess's book manuscript *Letters to a Young Reformer*
 - Coded and aggregated data on 1,141 charter schools and 40 charter authorizers for two co-authored papers
 - Hired as a contractor by the National Alliance for Public Charter Schools to code an additional 845 charter schools and train several staff on the methodology
 - Grew @AEIeducation Twitter following from roughly 25,000 in November 2014 to over 31,800 in August 2016
 - Coordinated chapter development, research conference, and publication for Hess and Jeffrey Henig's book *The New Education Philanthropy* (Harvard University Press, December 2015)
 - Coauthored one chapter in that book with AEI's Michael McShane
 - Ran numerous events including biannual Future of K-12 Education Working Group (private two-day conference for ~65 participants) and annual Education Policy Academy (for 20 handpicked Ph.D. students)
 - Calculated data for Hess's 2015 and 2016 Edu-Scholar Public Influence Rankings in *Education Week*
 - Published in *The Hill*, *National Review Online*, *U.S. News & World Report*, and *The Chronicle of Philanthropy*
- Center for Education Policy Research**: Research Study Support, Cambridge, MA Feb. 2014 – May 2014
- Contributed to the development of an online video library containing data on math instruction
 - Entered and manipulated data on math instruction, and prepared video clips for use on multiple projects
 - Edited transcripts of math instruction for video library and coding rubrics for teacher quality projects
- Harvard Lab for Developmental Studies**: Research Assistant & Thesis Student, Cambridge, MA Jan. 2012 – Apr. 2014
- Independently scheduled and ran 147 2- to 5-year-old participants from June 2013 – January 2014
 - Created stimuli and scripts for experimental designs and trained research assistants to help run the experiments
 - Completed 180 hours of work and training as a research assistant from January 2012 – May 2013
 - Recruited infants to participate in studies and coded data from looking time experiments
 - Assisted with a study on children's responses to cooperation
- Revolution Prep & Ivy Insiders**: Branch Manager, St. Louis, MO Mar. 2011 – Aug. 2011
- Designed an independent branch of the Ivy Insiders SAT/ACT prep program
 - Taught 23 students privately and in group courses, receiving an average instructor rating of 4.01 out of 5
 - Earned over \$12,400 in revenue for the company and was offered a second-year position as a director

ADDITIONAL EXPERIENCE

- CareerVillage (CV)**: Volunteer (online) Apr. 2013 – present
- Advised over 50 high school students on college and career questions and offered ideas to improve CV's reach
- Aim Field Hockey**: Coach, St. Louis, MO Sept. 2009 – Aug. 2012
- Coached athletes ages 9-18 in practices, tournaments, and summer camps, focusing primarily on goalkeeping, defensive tactics, and set pieces
 - Coached teams both independently and as an assistant, and chaperoned 34 athletes on an overnight trip



Justin C. Cohen

Experience

2015-present *Writer* *Boston, MA*

- Serves as a writer and national thought leader on issues related to education, race, class, and social justice
- Maintains a weblog that received over 2MM page views and visitors in 2016
- Contributor at *The Huffington Post*
- Freelance work includes publications at *The New York Times*, *Education Week*, *Fusion*, *Bright* and the *Stanford Social Innovation Review*

2009-2015 *Mass Insight Education* *Boston, MA*

President, 2013-2015

President, School Turnaround Group, 2009-2013

- Served as a national thought leader in school reform
- Grew the organization from a staff of 5 to 60 over five years; revenue of \$2MM to \$10MM in the same period
- Generated significant gains in student achievement in Massachusetts, Rhode Island, Louisiana, Indiana, and other states

2007-2009 *District of Columbia Public Schools* *Washington, DC*

Director, Office of Portfolio Management

- Created and executed strategy for transformation of the DCPS schools portfolio
- Managed several different school models, serving over 60 district schools
- Oversaw public and private funds aimed at new district initiatives

2006-2007 *National Alliance for Public Charter Schools* *Washington, DC*

Director, Industry Support and Development

- Created strategies for buttressing nationwide charter school infrastructures
- Managed \$2MM+ in grants from federal government and private foundations to build capacity in nationwide charter school support organizations
- Coordinated State Leaders Council, composed of the chief executives of the country's statewide charter support organizations

2004-2006 *Edison Schools Inc.* *New York, NY*

Director of Business Development, Acting Director of Operations

- Led growth of Edison's charter school business in NY, PA, CA, SC, GA, FL, and the District of Columbia
- Devised company strategy for opening new charters in CA, GA, FL, and SC
- Charter school policy and operations, including managing relationships with two of the country's largest CMOs

Volunteer and Affiliations

- Obama for America, Education Policy Committee, 2008
- Board of Trustees, Academic Excellence Committee Chair, Cesar Chavez Public Charter School, Washington, DC, 2010-2015
- FSG Social Impact Education Practice Advisory Group, 2011-2013
- Ed Build Advisory Board, 2016-present
- Board Chairman, Students for Education Reform, 2010-present
- Advisor, Proof Points Project, Aspen Institute, 2009- 2010
- Volunteer and Teacher Trainer, Women’s Institute for Secondary Education and Research, Muhuru Bay, Kenya, 2009-2010

Education and Training

- Yale University New Haven, CT
- B.A., *cum laude*, Cognitive Neuroscience, with distinction in the major
 - Semi-Finalist, United States Rhodes Scholarship
- The Broad Academy Los Angeles, CA
- Fellow
- The Carey Institute for the Global Good Rensselaerville, NY
- Nonfiction resident fellow

Selected Speaking Engagements

- May 2012, City Year Congressional Forum, “Human Capital and School Turnaround”
- March 2012, Judge and Panelist, Yale School of Management Education Leadership Conference Business Plan Competition
- February 2011, Panelist, Fordham Institute, “Are Bad Schools Immortal?”
- April 2010, Guest Lecture, Princeton University, "Education Reform Atop the Nation's Agenda"
- March 2010, Speaker, Yale Education Leadership Conference, "The Art and Challenge of School Turnaround"
- December 2009; Speaker, Texas District Turnaround Institute, "Turnarounds, Partnership Zones and an Organizational Strategy Focused on People"
- October 2009; Plenary Panelist, United States Department of Education Parental Option and Information Conference; “Turning Around Failing Schools”
- February 2009; Panelist, University of Virginia Law School Public Policy and the Law Conference; “Washington DC School Reform”
- October 2008; Panelist, US News and World Report Education Summit; “The Future of America’s High Schools”
- September 2007; Keynote Speaker, Hawaii Charter Schools Conference
- April 2007; Panelist, Pennsylvania Charter Schools Conference; “No Child Left Behind – Where are we, where are we going?”
- April 2007; Speaker, United States Department of Education Charter Schools Showcase; “Building Capacity for Statewide Charter Support Organizations”
- October 2006; Speaker, Texas Charter Schools Conference; “The National State of the Charter Movement”
- September 2006; Guest Lecture, Columbia University; “The Charter School Application Process”

K. BROOKE STAFFORD-BRIZARD, Ph.D.

RESEARCH AND EDUCATION EXPERIENCE

INDEPENDENT CONSULTANT TO EDUCATION NON-PROFITS

September 2011 – Present

- Designing and delivering fellowship for district leadership in Austin, TX focused on integrating social emotional learning into district design.
- Deliver keynotes, presentations and workshops focusing on comprehensive student development and the integration of social emotional learning with academic development.
- Authoring “state of the field” report for The Aspen Institute’s National Commission on Social, Emotional, and Academic Development.
- Supported the Achievement First Greenfield Schools project through the identification and integration of “habits” (cognitive and social emotional skills and mindsets) into their school design.
- Led a qualitative analysis for the Collaborative for Academic, Social, and Emotional Learning (CASEL), detailing a successful regional model establishing a systemic commitment to social and emotional learning in school districts.
- Founding Board Member of Pilot Light, a non-profit organization led by a team of Chicago’s finest chefs focused on prioritizing a healthy relationship with food within classroom curricula (co-authored learning standards, designed professional development for chefs, engaged in strategic planning for the organization).

SENIOR ADVISOR

Turnaround for Children

January 2013 – Present

- Advise on the ongoing research agenda and use of science to inform and improve the organization’s model.
- Member of research collaborative committed to advancing the field of comprehensive student development in research, policy and practice.
- Co-authoring academic paper on the need for a developmental framework representing comprehensive student development.
- Developed and authored “Building Blocks for Learning”, a developmental framework of cognitive and social emotional skills and mindsets contributing to comprehensive student development.
- Supported ongoing program design and evaluation focused on student outcomes and formative measures for tracking program implementation and progress.

YOUNG WOMEN’S COLLEGE PREP CHARTER SCHOOL OF ROCHESTER

Co-Founder

July 2010 – August 2012

- Led application process to state authorizer to open Rochester’s only public, single-sex option for young women in grades 7-12 focusing on college preparation.
- Authored successful application to New York State Department of Education including education, operation and financial plans.
- Established partnership with Young Women’s Leadership Network to utilize proven model for single-sex, college prep education.
- Engaged community to recruit families, partners, and funders.
- Identified and recruited founding Board of Directors.

GLOBAL PARTNERSHIP SCHOOLS

Senior Vice President, Graduation Advancement Program/Consultant

Rochester, NY

May 2009- June 2010

- Led the development of an instructional model including academic, youth development and internship components, to re-engage over-age and under-credited high school students in a program culminating in a high school diploma.
- Conducted research and analysis to identify potential districts in which to implement the program.
- Led analysis to identify fastest growing industries and occupations in which to target student internships.

INDEPENDENT CONSULTANT

January 2008 – May 2009

- Supported project management on national study on CMOs (Charter Management Organizations) funded by the Bill and Melinda Gates Foundation and New Schools Venture Fund.
- Led qualitative analysis illustrating the core values of organizations within Education Enterprise of New York, including an independent secondary school for students with learning disabilities.
- Led knowledge management initiative for local non-profit agency focusing on efficient structures and processes for sharing knowledge internally and externally with partners.

NEW YORK CITY DEPARTMENT OF EDUCATION

New York, NY

District 79, Alternative High Schools and Programs

June 2007 – December 2007

Director of Data Strategy and Evaluation

- Conducted analyses and produced reports for internal and external audiences to further the mission and goals of the District.
- Designed, developed and utilized appropriate evaluation tools and metrics to assess the effectiveness of District programs.
- Sought, managed and fostered collaboration with internal and external stakeholders to advance the District mission.
- Managed all activities related to the development and implementation of the District Comprehensive Educational Plan (DCEP) and related school improvement plans. Acted as liaison to the Central Office of Accountability and the New York State Education Department.

Division of Teaching and Learning

Director of Research

April 2006 – June 2007

- Supported Deputy Chancellor in conceiving and leading a department-wide knowledge management effort in service of over 1400 schools, school support organizations and central offices.
- Led development of knowledge management functionalities and design within a technology platform to serve over 100,000 educators.
- Co-led the design and implementation of pilots to inform development of knowledge management processes and structures including resource identification/collection and field engagement with key stakeholders.
- Supported management of strategic alignment and communication across the DOE through advisory committee comprised of senior leadership and regional superintendents.
- Supported the development of tools for formative and summative evaluation of professional development efforts in the Teaching and Learning program areas.
- Managed grant focusing on the impact of resource allocation decisions on student achievement; led design of case studies in 10 high schools that demonstrated a percentage of over-age and under-credited students below the city-wide average.

Office of Curriculum and Professional Development

Special Assistant to the Executive Director

August 2005 – March 2006

- Coordinated and managed initiatives and projects within the office.
- Served as liaison to partner organizations, managing professional development activities and events.
- Collaborated on grant proposals and reports, and supported research and data analysis.
- Served as evaluation consultant to departments within Teaching and Learning, involving assessment of curriculum content, professional development and implementation.
- Supported planning, coordination and implementation of regularly scheduled staff retreats for Teaching and Learning and regional leadership.
- Supported communication with regional leadership regarding initiatives and policies of the OCPD.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

New York, NY

Instructor, Educational Psychology

August – December 2005

- Taught introductory psychology course to approximately 40 graduate students.
- Revised syllabus to reflect current controversies in the field.

- Organized panels of experts to speak on relevant issues.

Research Assistant on Grants from Institute of Education Sciences 2003-2005

- Managed research lab, supervising three graduate assistants.
- Designed elementary curricula for studies focusing on comprehension instruction for informational text in the content areas (science and social studies).
- Led test construction to assess the effectiveness of curricula.
- Oversaw data collection and analysis in 15 classrooms in 3 New York City public schools.
- Assisted in dissemination of work; wrote articles for peer-reviewed journals and publications for educators, and presented at conferences.

Research Assistant on Grant from Center for Accelerating Student Learning 2001-2003

- Assisted in design of an elementary curriculum for a study focusing on comprehension instruction for informational text in the science content area.
- Managed the data collection, training and instruction in six classrooms in a New York City public school participating in the study.
- Observed classroom instruction of the elementary curriculum in ten classrooms in three New York City public schools.
- Assisted in the design and scoring of assessments for the curriculum.

Teaching Assistant 2002- 2004

- Acted as teaching assistant in two graduate courses: Educational Psychology and Psychology of Language and Reading.
- Graded papers and exams for the courses.
- Held office hours for students seeking academic guidance outside of class.
- Lectured on course material and facilitated discussions.

CLASSROOM TEACHING EXPERIENCE

Teach for America/ Henry Hudson Intermediate School Bronx, NY
Fifth Grade Teacher 2000- 2001

- Selected to serve in national corps of outstanding recent college graduates who commit two years to teach in the nation’s most under-resourced schools.
- Designed and implemented a number of project-based units focusing on literacy in the content areas.
- Acted as the Teach for America school leader, facilitating monthly meetings with corps members.
- Directed after-school drama and dance program (grades 5-8).

Sixth and Seventh Grade Teacher 1999- 2000

- Taught communication arts (literature and writing) to 1 seventh grade classroom, and journalism to 8 sixth grade classrooms.
- Acted as school delegate for the United Federation of Teachers.
- Participated in Annenberg Grant to actively and effectively integrate the internet into the academic curriculum.

FELLOWSHIPS

Fellow, Pajara-Aspen Education Fellowship – Aspen Institute Global Leadership Network

EDUCATION

Teachers College, Columbia University New York, NY
Ph.D. in Educational Psychology April 2006
 Dissertation Title: *Learning From Text: The Effect of the Connection of Informational Content to a Protagonist on Readers’ Recall and Motivation*
 Sponsor: Joanna P. Williams

Teachers College, Columbia University New York, NY
M.A. in Educational Psychology – Cognitive Studies in Education February 2004

Columbia College, Columbia University
B.A. in English Literature
Dean's List (1995-1999)

New York, NY
May 1999

AWARDS:

- Doctorate awarded with distinction
- Miriam Levin Goldberg Scholarship
- Dean's Grant for Student Research

PROFESSIONAL AND COMMUNITY AFFILIATIONS

Board Member, Pilot Light

Board Member, Young Women's College Prep Charter School of Rochester

SELECTED PAPERS AND PRESENTATIONS

Stafford, K.B., Hall, K.M., Lauer, K.D., Nubla, A.M., Beerstecher, M. & Williams, J.P. (2003). Compare/contrast text structure: An instructional program for at-risk second graders. Poster presented at the OESP Project Directors' Conference, Washington, D.C., 2003.

Williams, J.P., Hall, K.M., Stafford, K.B., Lauer, K.D., DeSisto, L.A., & deCani, J.S. (2003). A replication and extension of a study of the effect of text structure and content on at-risk second graders' comprehension of compare/contrast expository text. Poster presented at The Society for the Scientific Study of Reading Conference, Boulder, CO, 2003.

Williams, J.P., Stafford, K.B., Beerstecher, M., & Nubla, A.M. (2004). Teaching reading comprehension in the context of content instruction. Paper presented at The Society for the Scientific Study of Reading Conference, Amsterdam, 2004.

Stafford, K.B., Williams, J.P., Nubla-Kung, A.M., & Pollini, S. (2005). Text structure instruction in social studies in the primary grades. Poster presented at The Society for the Scientific Study of Reading Conference, Toronto, Canada, 2005.

Williams, J.P., & Stafford, K.B. (2005). Addressing the challenges of expository text comprehension: Text structure instruction for children in the primary grades. *CASL News: Promoting Success in Grades K-3* (No. 10).

Stafford, K.B., Williams, J.P., Nubla-Kung, A.M., & Pollini, S. (2005). Teaching at-risk second graders text structure via social studies content. *Teaching Exceptional Children*, 38(2), 62-65.

Williams, J.P., Hall, K.M., Lauer, K.D., Stafford, K.B., DeSisto, L.A., & deCani, J.S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology*, 95(4), 538-550.

Williams, J.P., Stafford, K.B., Lauer, K.D., Hall, K.M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology*, 101(1), 1-20.

Kenneth Lesley, SBME, MBA, PE

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Summary - Professional engineer and educator with a passion for problem solving. Modern technical challenges require a broad based knowledge coupled with the ability to synthesize multiple technologies into the solution set. My ability to communicate effectively across multiple disciplines has made me successful in every project with which I have been associated.

Core Professional Competencies

Project Management

Team building

Strategic Planning

End user support

Educational Technology

Leadership Development

Relevant Experience

Secondary Education: 2003-present

CyberPatriot National High School Cyber Defense Competition

- Responsible for developing the educational component of the CyberPatriot National High School Cyber Defense competition
- Managed competitive logistics of the CyberPatriot program

McKinley Technology High School, Washington, DC

- Developed the Engineering Department at McKinley Technology HS, Engineering Department Chair, oversaw school certification for Project Lead the Way
- Consistent improvement over four years in DC CAS scores while teaching 10th grade geometry; MTHS made AYP each year
- Courses taught: Algebra 1, Geometry, Algebra 2, Pre-calculus, AP Calculus, Test Taking Strategies, Robotics 1, Robotics 2, Introduction to Engineering Design, Principles of Engineering, Engineering Design and Development
- Sponsor of McKinley's FIRST Robotics Team #1915 and Chess team
- Varsity Soccer Coach, 2005-2007

Software Development/Information Technologies: 1991 - 2002

- Project management and database design were specialties
- Projects were developed using Oracle PL/SQL and Paradox PAL languages
- Certified C programmer
- Successfully completed projects for the Defense Nuclear Agency, Coast Guard's Maritime GPS System, City of Chicago, State of California's Department of Professional Regulation, State of New Jersey Public Transit Authority

Petroleum Engineering Services: 1978-1991

- Expert in high angle drilling technologies
- Expert in down hole data acquisition systems
- Designed the first oversized housing system for a down-hole motor system making steerable drilling programs feasible
- Oversaw the field testing of the Smith Datadril MWD (Measurement While Drilling) system

Leadership and Community Service

Boy Scouts of America

Cubmaster, Scout Master, Woodbadge Trainer

United States Soccer Federation

D-level Coaching license (high school)

Level 8 Referee

Education and Training

American University, MAT, 2007

University of California, San Diego, Certificate in C programming, 1987

University of West Florida, MBA, 1984

Massachusetts Institute of Technology, SBME, 1978

Certifications and Skills

Certified Mathematics teacher and Project Lead the Way Instructor (3 curricula)

Database design (Microsoft Access, Oracle)

Programming (C, FORTRAN, SED, AWK)

Microsoft Windows, Linux, Apple OS

Microsoft Office Suite

Kenneth Lesley, SBME, MBA, PE • Employment History

Company	Start	Finish	Location	Job Description
Air Force Association	Jun-10	present	Rosslyn, VA	<u>Director of Education and Competition</u> : Responsible for developing the educational component of the CyberPatriot national high school cyber defense competition. Managed the competitive logistics of the CyberPatriot program.
McKinley Technology High School	Sep-04	Jun-10	Washington, DC	2004: Geometry, Test Taking Strategies 2005: Geometry 2006: Geometry, Robotics 1 2007: Geometry, Robotics 1, Robotics 2 2008: Introduction to Engineering Design, Principles of Engineering 2009: Engineering Design and Development, Pre-Calculus, AP Calculus Coached Varsity Soccer: 2005-2007 Sponsored Chess Team: 2005-2009 Sponsored FIRST Robotics Team: 2005-2009 STEM Coordinator: Director of Grants and Programs
Banneker Academic High School	Oct-03	Jun-04	Washington, DC	Taught Algebra 2 and Pre-calculus
Thurgood Marshall Public Charter School	Jan-03	Jun-03	Washington, DC	Taught 9th grade algebra
Branch Point	Sep-01	Dec-02	Vienna, VA	<u>Partner</u> : researched robotics systems for possible development and marketing.
American Systems Corp.	Aug-00	Aug-01	Crystal City, VA and Rosslyn, VA	<u>Senior Engineer</u> : Member of software quality control team supporting the Consular Services directorate of the US State Department.
RemTech, Inc.	May-99	Jul-00	Portsmouth, VA	<u>Project Manager</u> : Lead project team to rewrite the maritime GPS system for the US Coast Guard.
ManTech, Inc.	Jan-98	Mar-99	Chesapeake, VA	<u>Senior Engineer</u> : Member of team supporting the development of transportation trip planning software.
Suncoast Scientific, Inc.	Apr-96	Dec-97	Shalimar, FL	<u>Senior Engineer</u> : Member of development team writing PL/SQL code supporting various state and local government regulatory agencies.
Computer Data Systems, Inc.	Mar-95	Apr-96	Milton, FL	<u>Senior Engineer</u> : Provided support services to Naval Training squadrons. Provided training and support for newly developed flight scheduling system.
Universal Systems and Technology, Inc. (Unitech)	Feb-92	Dec-94	Rosslyn, VA	<u>Senior Engineer</u> : Developed database system for tracking nuclear, chemical and biological sources worldwide.

Self employed: Kenneth Lesley Support Services	Jan-91	Dec-91	Carlsbad, CA	Provided software for data analysis and technical writing services.
Baker Hughes, Inc.	Sep-89	Dec-90	Houston, TX	<u>Senior Applications Engineer</u> : responsible for researching new drilling technologies for possible development. Trouble shooting problem systems.
Smith International, Inc.	Feb-85	Aug-89	Ventura, CA and Irvine, CA	<u>Field Service Engineer</u> : Datadril Division. Was responsible for running down hole data acquisition systems while drilling. <u>Senior Design Engineer</u> : designing and developing high performance drilling tools for high angle drilling applications in the petroleum industry
Chandler Knowles, Design and Construction Management	Dec-82	Dec-84	Pensacola, FL	Draftsman and site coordinator for residential construction company.
Eastman Whipstock, Inc.	Feb-80	Sep-82	Houma, LA and Belle Chasse, LA	<u>Directional Drilling Supervisor and Consultant</u> : Planned and provided directional drilling services to petroleum drilling companies.
Schlumberger, Ltd.	Sep-78	Dec-79	Pau, France and Port Harcourt, Nigeria	4 months training in Pau, France. Stationed in Port Harcourt, Nigeria. <u>Field Engineer</u> : Performed on site down-hole data logging services for petroleum companies in both open and cased hole wells.

NINA SHOKRAII REES

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EXPERIENCE

National Alliance for Public Charter Schools

August 2012-Present

President & CEO

Top executive, responsible for leading all organizational activities for this \$8.5M/year non-profit advocacy organization.

- Represent organization as leading movement spokesperson before policymakers and in the media, including on television, radio, print and online outlets.
- Led organization in the development of two strategic plans to guide operations.
- Raised more than \$10 million in funding to support the organization, including securing several multi-year grants in excess of \$1M each.

Knowledge Universe Education, Inc.

February 2006-July 2012

Senior Vice President for Strategic Initiatives

Responsible for developing and coordinating government relations and public policy strategy across the company's key divisions: early-childhood education, after-school tutoring and online instruction.

- Managed federal and state lobbying initiatives before legislative and regulatory agencies.
- Identified and executed strategic plans to generate greater revenue through federal grants and contracts.
- Researched and brokered partnership opportunities for company's K-12 ventures with school districts and community-based organizations.
- Identified and advised company leadership on investment opportunities in education and help vet potential candidates for acquisition.
- Represented KUE on industry, policy, and government panels.

The Alliance for School Choice

March 2006-January 2007

Consultant, Director of National Projects

Responsible for overseeing Alliance investments in the District of Columbia and promoted federal efforts to expand school choice for students in failing schools.

- Managed organization's \$1 Million investment in DC – one of the Alliance's largest investments - by working with local grantees, the DC Mayor's office, US Congress and the US Department of Education.
- Assembled and presented to Alliance board of directors quarterly reports and annual funding request for the organization's federal portfolio.
- Assisted Alliance President in putting together five year strategic plan.

U.S. Department of Education

October 2002-January 2006

Assistant Deputy Secretary for Innovation and Improvement

Responsible for development and oversight of new office and promotion of innovative programs such as school choice, charter schools, alternative routes to teacher certification and school leadership.

- Led the administration of 28 grant programs totaling \$1.5 billion distributed to 1,200 projects.
- Oversaw the management of 95 career and political employees.
- Coordinated the implementation and promotion of the public school choice and after-school tutoring provisions of the No Child Left Behind Act.
- Published a weekly newsletter, *The Education Innovator*, and led the production of six guides on recent innovations in education to assist school district officials.

- Served as chief advisor to the Secretary on all matters related to educational innovation and oversaw the dissemination of the Secretary's discretionary fund (\$10-25 million annually).
- Oversaw the development of office program policies, annual budget and regulatory activities.
- Served as one of the Department's lead spokesmen on No Child Left Behind – testified before Congress and traveled to more than 35 states to make presentations and discuss the law with local policy makers, teachers, parents and various national and regional education organizations.
- Led Bush Administration efforts to pass a private school choice pilot plan for the District of Columbia and spearheaded its early implementation with the DC Mayor's office.

The White House

January 2001-October 2002

Deputy Assistant to the Vice President for Domestic Policy

One of 4 advisors reporting directly to the Vice President on domestic policy matters with a special focus on education.

- Served as chief advisor to the Vice President on social policies such as education, race and welfare.
- Worked closely with the President's chief domestic policy advisor and the US Department of Education on the passage of the No Child Left Behind Act.
- Led outreach efforts to the Arab-American and Muslim community after 9/11 (Nov. 2001-January 2002).
- Represented the Vice President before outside organizations.

The Heritage Foundation

March 1997-January 2001

Senior Education Policy Analyst

Responsible for drafting and promoting think tank policies in the area of education reform. Special emphasis on market based reforms aimed at boosting the performance of low-income students.

- Published over two dozen policy briefs offering ideas for reforming federal education programs and an annual book that tracked the progress of school choice in each state.
- Coordinated regular working groups with leading policy makers and congressional decision makers.
- Testified before Congress on the benefits of school choice, block grants, and accountability.
- Served as lead education spokesman for the Foundation. Published and quoted in various news outlets including *The New York Times*, *The Wall Street Journal* and *The Washington Post*. TV appearances on various national and local programs including the CBS *Early Show*, PBS *Newshour*, and CNN.
- Recipient of the Heritage Foundation's 1999 Drs. W. Glenn and Rita Ricardo Campbell Award for extraordinary contributions to Heritage's mission.

The Institute for Justice

July 1994 - March 1997

Director of Outreach Programs

- Spearheaded a network of over 300 law students, lawyers, policy activists and social scientists on efforts to promote economic liberty, interracial adoption, parental rights, property rights, school choice, and welfare reform through public interest law.
- Published articles and op-ed pieces in local and national publications including *Policy Review* and *Reason*.
- Organized conferences designed to attract interest in the Institute's work.

EDUCATION

Master of Arts in International Transactions, George Mason University



Bachelor of Science in Psychology, Virginia Tech University

May 1989

ACTIVITIES

Harvard University's John F. Kennedy School of Government Program on Education Policy and Governance, Board of Advisors

January 2008-Present

National Association of Charter School Authorizers, Board of Advisors

May 2008-Present

Richard J. Munz

E-Mail [REDACTED]

Motivated, dedicated STEM Educator and Technology Coordinator

- Education:** Pace University
M.S.Ed. Educational Technology Specialist, 2008
- City University of New York at Queens College
B.A. Computer Science, 2005
- State Teaching Licenses:** Educational Technology Specialist, District of Columbia
Computer Science, District of Columbia
- Relevant Experience:** **Hendley Elementary School**, District of Columbia Public Schools
Classroom Teacher, Technology and Computers
Technology Coordinator
August, 2016 – Present
- Develops and teaches integrated technology curriculum to Pre-K through 5th grades
 - Includes computer programming, word processing, spreadsheets, and presentations in curriculum
 - Teaches before-school class in computer programming
 - Collaborates with classroom teachers to integrate technology content
 - Trains teachers on SMART Notebook
 - Responsible for maintaining SMART Boards, computers, and other technology school-wide
 - Coaches Hendley's ski team for yearly ski trip
- Hyde-Addison Elementary School**, District of Columbia Public Schools
Classroom Teacher: Science, Technology, Engineering, and Math
Technology Coordinator
August, 2013 – July, 2016
- Develops and teaches integrated STEM curriculum to Pre-K 3 through 5th grades
 - Teaches advanced robotics and computer programming classes to 5th grade
 - Collaborates with classroom teachers to integrate STEM content
 - Works with partner organizations to bring exciting programs to school including beekeeping, STEM Fairs, etc.
 - Maintains SMARTBoards, computers, and other classroom technology

Richard J. Munz

- Trains teachers on SMART Notebook software and facilitates technology integration
- Coaches Hyde-Addison's ski team for yearly trip
- Leader of School Climate team; member of Behavior Team and Interview Team

Stuart-Hobson Middle School, District of Columbia Public School

Classroom Teacher: Technology and Computer Science

Technology Coordinator

August, 2009 – June, 2013

- Created and taught sequential technology program to 6th, 7th, and 8th grades
- Taught two after school programs: aviation physics and Chess
- Co-Wrote \$25,000 NASA grant for students to send science experiments to the International Space Station; coordinated school program and renewed grant for a second year
- Coordinated all instructional technology purchasing, implementation, and support for two years
- Administrated online grade book for three years
- SMART-Certified Trainer -- Led District-wide and school-wide professional development for SMART Board use
- Led school climate team and Specials Team; ran weekly school store

PACE University High School, New York City Public School

Classroom Teacher: Mathematics and Technology

Technology Support Staff

August, 2007 – January, 2009

- Taught 11th grade Algebra and Trigonometry, 11th grade Health, 9th grade Technology, an integrated Stock Market class, and Senior Advisory
- Taught after-school Guitar Club
- Led technology-based professional development workshops and seminars
- Scheduled student programs and updated student transcripts
- Performed technology systems setup and maintenance
- Incorporated technology (SMART Board, laptops) into the math curriculum
- Collaborated with other teachers to integrate technology into their classrooms

Richard J. Munz

[REDACTED] [REDACTED]
[REDACTED] [REDACTED] E-Mail: [REDACTED] [REDACTED]
Dr. Sun Yat-Sen Middle School 131, New York City Public School
Educational Coordinator, AmeriCorps program
English Tutor, Chinese-American Planning Council
September, 2006 – August, 2007

- Hired and Administered a staff of 15 Teaching Assistants
- Developed and implemented daily and after-school programs for middle school students
- Pushed into a 6th grade math classroom to support students
- Tutored adults who were English Language Learners

Technology Skills

SMART Notebook, Microsoft Office, HTML, PHP, SQL, Java, C++, A/V development pipeline, Windows, Linux, MacOS, iOS, Networking, EdLine, TeacherEase, HSST (Transcripts and Scheduling)

Hobbies and Interests

HAM radio, wood turning, guitar, running, hiking, photography, beekeeping

References Available Upon Request

C. VANNESSA SPINNER



Summary of Qualifications

- Thirty years of experience in education and community development focused on improving quality of life for citizens in the District of Columbia and for children in poor communities across the nation.
- Five years as a senior staff member at a national nonprofit organization linking policy, practice, and strategic philanthropy to community-based public school reform.
- Consultant, trainer, and facilitator for a variety of local, national, and international organizations.

Professional Experience

Community College Preparatory Academy Public Charter School:

CEO and Founding Head of School (2013 – to date)

- Manages a staff of 29 full-time employees and 3 Consultants and oversees a budget in excess of 7 MM.
- Oversees the instructional programming (both on- line and real- time) and ensures alignment of assessment, instruction and training components of the school.
- Ensures the timely management of governance support and compliance with the rules and requirements of the Public Charter School Board and the State Education Agency as an LEA.

University of the District of Columbia:

Dean for Workforce Development and Community Outreach (2008 – 2012)

- Managed a staff of forty seven FTE's, Senior Consultants, Adjunct Professors and Trainers and a budget of over \$5 Million.
- Served as the liaison to the Chamber and a range of Workforce stakeholders for the Community College Initiative.
- Oversaw programming and service provision in five sites across the city
- Managed data collection, evaluation and reporting on all public post secondary/ adult vocational programming for the city

Special Assistant to the Provost (2004- 2007)

- Managed the transition of a citywide adult literacy initiative to the University and was responsible for all program development and operational functions.
- Served as the liaison between the University, the Office of the State Superintendent for Education and the public schools of the District of Columbia.
- Managed the Response to the Independent Inspector General's Audit of the University's Workforce Development Program.

- Supported the outreach efforts of the Provost for Academic Affairs.
- Researched and Developed framework and action plan for the “carve out” of the community college function

Executive Office of the Mayor, District of Columbia

State Education Officer (2001- 2004)

- Established the program and business process operations of the newly created office
- Managed the development of state education policy research and a sustainable, reliable education data center for the District of Columbia
- Developed and managed a staff of 70 and a budget of over 50 million dollars

DC Children & Youth Investment Trust Corporation

Executive Director (1999- 2001)

- Served as Interim Executive Director, on loan from the Public Education Network from July to November and worked with the Interim Board to put into place all of the legislative requirements that were the result of the City Council Budget Act that ultimately financed the Corporation.
- Established systems to support the granting and monitoring process; hired staff and consultants to ensure timely completion of all start- up activities.
- Managed a staff of seven and numerous consultants and oversaw a budget of over twelve million dollars.
- Worked collaboratively with a range of both government and community leadership to develop and implement the major strategies for the organization including: community outreach, data analysis, policy/ program development, evaluation, fundraising and grants management.

Public Education Network:

Director, Education Division (June 1995-1999)

- Led national re-granting efforts that have placed over \$30M in local communities from national philanthropy. These dollars are matched 100% at the local level.
- Provided management and supervision to a 14-member staff, including programs policy, and research professionals.
- Managed a \$1.5M budget, and directs the formulation of all Network assessment and evaluation strategies, member retention activities, learning events and a major national conference, networking activities, and educational services to members.
- Provided direct assistance and coaching the Network leadership in the areas of organizational development, trustee management and school reform.

Policy Manager, Center for Program and Policy (June 1994-June 1995)

- Guided national office efforts to shift the membership from a multiple program emphasis to a more strategic policy focus that linked local grassroots work to a broader community development agenda.
- Provided oversight and general management for 7 national grants and technical assistance design for 45 Local Education Funds in 26 states.

- Led the development of all education programs for the Network as well as review and supervision of organizational development strategies.

District of Columbia Public Schools, Center for Systemic Educational Change

Assistant Director for Staff Development (June 1993-June 1994)

- Served as Senior Trainer and provided training for local school teams (including teachers, administrators and community representatives) in site-based management.
- Designed and implemented training for principals and mid-level managers in organizational development and change theory.
- Organized and managed training for hundreds of corporate and community volunteers and parents to support increased student achievement.

Frederick Douglas Early Childhood Family Support Collaborative

Project Manager—on loan from school system to Federal City Council (June 1990–1992)

- Served as project manager for the first prototype collaborative in the District of Columbia that blended funding streams from public and private dollars. Received national recognition for this groundbreaking project.
- Managed an annual budget of \$1.2 million and developed innovative onsite initiatives in early childhood education and care and family support for some of the poorest residents of the city.
- Served as secretariat to the governance team, and designed innovative programs for field-testing.
- Provided technical assistance for a range of community-based organizations and activists in the Ward 8 community of Washington, D.C. to expand childcare and after school care options for children and families.

District of Columbia Public Schools, Parent Involvement, Corporate & Community Support

Director (September 1985-June 1990)

- Managed all parent, corporate and community involvement programs operated by and associated with the D.C. Public schools. During this period the system-wide volunteer program increased five-fold and the District received national recognition as an outstanding school volunteer program.
- Supervised 18-person staff and administered \$1.7 million operating budget.
- Developed all policy guidelines affecting parent and community involvement; implemented community awareness and outreach strategies.
- Designed training models and resource materials for use by parents, school personnel and school volunteers; and designed and maintained a system-wide database used to match educational needs with volunteer resources.
- Developed the “Partners in Education” program in conjunction with the Reagan White House that matched more than 25 federal agencies with local D.C. public schools.

District of Columbia Public Schools

Teacher and Administrator (September 1969-June 1990)

Served in a range of leadership capacities from master teacher to assistant principal to LEA program director in the Division of Adult and Continuing Education.

- Developed a national trainer certification program for the National Association for Partners in Education as part of a one-year assignment program from the DCPS.
- Received consistent outstanding performance ratings in all functions.

Consultant Experience

For the past sixteen years, provided professional consultant services nationally and internationally, in training, curriculum design and facilitation including:

- Training and group facilitation for the Hitachi Foundation (1999)
- Training and facilitation for the DC Financial Responsibility and Management Assistance Authority(1999)
- Facilitation for the Southeast Neighborhood Collaborative Board of Directors' strategic planning (1998-1999)
- Training and facilitation for the Florida Department of Education (1997-1999)
- Facilitation and technical assistance for the DC Agenda (1997-1999)
- Facilitation and teacher training for MDC, Inc., Durham, NC (1998)
- Facilitation for Wingspread Conferences (1997,1998)
- Facilitation and training for Columbia Heights Youth Organization Board of Directors (1997)
- Senior trainer for the National Association of Partners in Education (1995-1998)
- Facilitation for the American University, the Connecticut Power and Light Company, the University of Warwick (Warwick, England), and the Indiana State Commission on Higher Education (1995-1998)
- Senior trainer and curriculum designer for the ALVOR Group, an international management consultancy (1996- 2001)

Education

Master of Arts, Administration and Supervision, University of the District of Columbia
Bachelor of Arts, English/Speech, District of Columbia Teachers College

Relevant Community Service

Facilitation of Draft Anthony Williams Committee (1998-1999)
Facilitation for D. C. Citizen Action Network (1999-to- 2002)
Marshall Heights Community Development Corporation Board (1996-1998)
Education Committee for the Holocaust Museum (1994-1997)

Linda Moise, Ed.D

Email [REDACTED]

EXECUTIVE SUMMARY

Passionate, dedicated, and solution-orientated educational leader with the proven ability to create an organizational culture that promotes a safe learning environment. Collaborates with all stakeholders to ensure the continuous improvement of teachers and students. Ten years of experience in diverse educational settings and student populations. Has the ability to adapt and make adjustments to meet the needs of the organization.

CORE COMPETENCIES

Organizational Culture	Standardized Testing
School Security and Safety	School-wide Discipline and Behavior Management
Program Management and Coordination	Team Building
Program Evaluation and Assessment	Individual Education Plans
Staff/Teacher Evaluation and Coaching	Classroom Management
Curriculum Development and Improvement	Parental and Community Involvement
Data Analysis	Professional Development
Budget Management	Educational Research

ADMINISTRATIVE EXPERIENCE

Charter Schools USA July 2015-August 2016
Cherokee Charter Academy, Canton, Georgia

Dean of Students

- Responsible for the overall security, safety, and well-being of students and staff. Overhauled the Student Code of Conduct. Facilitated professional developments on bullying/harassment.
- Created Behavior Intervention Plans for targeted students based on Functional Behavior Assessment Data (FBA).
- Created the school-wide procedures for taking students through the Response To Intervention (RTI) process. Met with teachers regularly to review student data and create research-based interventions plans for students.
- Created the Fresh Start Morning Program. The program is geared to provide targeted instruction for tier 3 RTI students.
- Led a group of teachers in creating a school-wide recognition and cultural program. Worked with students that with varying exceptionalities (i.e. SPED, ELL, Gifted, and General Education).
- Mindset Certified Instructor. The purpose of Mindset curriculum is to facilitate insight, raise awareness, enhance skills, and ultimately certify professionals in a system of preventing and managing aggressive behavior. Trained the staff members at Cherokee Charter Academy.
- As a member of the QUEST team, ensured Quality Education for Students and Teachers by providing valuable and consistent feedback to teachers at regional CSUSA schools.
- Conducted walkthroughs and formative observations to provide teachers with constructive feedback.
- Responsible for coordinating the arrival and dismissal of students.
- Assisted the testing coordinator with the administration of the Georgia Milestones Assessment.

Gwinnett County Public Schools January 2011-May 2011
J.E. Richards Middle School, Lawrenceville, Georgia

Leadership Cohort Member

- The RMS leadership cohort was a leadership professional learning cohort geared at preparing teachers to assume leadership roles within the school setting and beyond.

Miami-Dade County Public Schools August 2008—June 2010
Van E. Blanton Elementary School, Miami, Florida

Administrative Intern

- As an administrative intern, conducted various duties in the areas of instructional, personal, operational, culture, and adult leadership.

INSTRUCTIONAL EXPERIENCE

Excellent in lesson plan development, effective behavior, and classroom management skills of about 21-40 students per class. Works with students with various exceptionalities (i.e. SPED, ELL, Gifted, At-Risk, & General Education). Create and implement project-based activities, technology-based and interactive activities that meet the needs of the individual learners. Design assessment instruments for data collection that are used to drive instruction. Served as program coordinator for several school-based programs. Created and facilitated interactive parent workshops. Assisted in curriculum writing and development. Served on several school-based committees.

Alexandria City Public Schools August 2016-Present
William Ramsay Elementary School, Alexandria, Virginia
5th Grade Math and Science Teacher

Atlanta Public Schools September 2014-July 2015
Mary Lin Elementary School, Atlanta, Georgia
4th Grade Teacher

- Wrote and awarded a \$21,000 grant from the Mary Lin Elementary Parent Teacher Association for a class set of student portable laptops.

Gwinnett County Public Schools August 2010-September 2014
Robbie S. Moore and J.E. Richards Middle School, Lawrenceville, Georgia
6th Grade Science Curriculum Leader

- Had the opportunity to be an integral part in the opening of Moore Middle School for the 2011-2012 school year. Being a member of the charter staff allowed me to assist in the establishment of standards and policies that will be in place for years to come.

Miami-Dade County Public Schools August 2007—June 2010
Van E. Blanton Elementary School, Miami, Florida
3rd & 4th Grade Teacher

- Selected as Rookie Teacher of the Year 2007-2008.

ACADEMIC BACKGROUND AND EDUCATION

Doctorate of Education, Organizational Leadership Cumulative G.P.A.: 3.94/4.0
Nova Southeastern University, Ft. Lauderdale, Florida 33314 Ed.D Degree Conferred: August 2016

- Minor Curriculum Development
- Doctoral Dissertation: From the teacher's perspective: A mixed methods study of teacher leadership.

Master of Science, Educational Leadership Cumulative G.P.A.: 3.86/4.0
Nova Southeastern University, Ft. Lauderdale, Florida 33314 M.S. Ed. Degree Conferred: December 2008

Bachelor of Science, Family, Youth, & Community Sciences Cumulative G.P.A.: 3.10/4.0
University of Florida, Gainesville, Florida 32611 B.S. Degree Conferred: May 2007

- Minor in Leadership
- College of Agriculture and Life Sciences Dean's List

PROFESSIONAL CERTIFICATION

Georgia Educator Certificate: Certification Areas Educational Leadership, Early Childhood Education, and Middle Grades (4-8) Science and Social Studies
Validity Period: July 2015- June 2020

Florida Educator Certificate: Certification Areas Educational Leadership (K-12) and Elementary Education (K-6)
Validity Period: July 2013-June 30, 2018

District of Columbia Educator Certificate: Administrative Service Credential (K-12): Regular Administrator
Validity Period: May 2014- May 2018

ORLENA NWOKAH BLANCHARD

SENIOR EXECUTIVE

Marketing & Communications | Digital Marketing & Media

High energy senior marketing executive and business leader with a 20-year track record building winning businesses, brands, and teams. Exceptional ability to craft data-driven business strategies that deliver innovative sales and marketing programs for high impact results. Profound understanding of sales drivers in the digital space. Multicultural marketing expert. Wharton MBA.

- Marketing and sales strategist for prominent media companies like BET Networks and AETN
- Former head of TV One’s digital media and interactive marketing function
- Developed the first online gaming channel for Time Warner Cable’s online consumer portal

Core Competencies

Brand strategy	Digital Marketing & Social Media	Business operations
Market Analysis	Digital Content Development	Campaign development
Content Marketing	Creative Agency Management	Project Management
P&L Management	Client Relations	Presentations & Negotiation

PROFESSIONAL EXPERIENCE

JOY COLLECTIVE Bethesda, MD • 2014–Present

Insights-Driven Marketing Strategy and Video Production

President & COO

Providing marketing thought leadership, brand strategy, and content marketing activations for large corporate and public sector clients including The Coca-Cola Company, United States Naval Academy, and The Procter & Gamble Company.

- **Designed and delivered a female-targeted strategy for one of** The Coca-Cola Company’s top selling sparkling brands.
- **Wrote the positioning strategy for the** History Channel’s first major African-American programming effort
- **Designed and developed the *Morning Motivations* vignette and *Styled By Tai* series** for BET Networks and Centric TV, that drove incremental sponsorship and sales in 2014.
- **Designed and managed the branding strategy and marketing program** that launched first time author, Louis Carr.
- **Conducted in-depth analysis and assessment** of the US Naval Academy’s admissions marketing strategy and operations.

POTOMAC STRATEGY CONSULTANTS Silver Spring, MD • 2012–Present

Management consulting services in corporate strategy, finance, operations, and marketing.

Partner

Delivering strategic planning, corporate development, and marketing strategy to clients in telecommunications, media, and the public sector.

- **Lead sales and marketing strategy, and business operations, for the Black Media Matters Consortium**, an advertising trade association of the nation’s leading African-American media companies and marketing agencies.
- **Designed the marketing strategy and communications plan** for The Harwood Institute’s 2013 launch of the Work of Hope initiative.
- **Developed the multicultural marketing strategy for Capital Digestive Care**, a multimillion dollar Gastroenterology practice (4th largest in the US) that increased engagement with African-Americans



TV ONE

Silver Spring, MD • 2005–2012

National cable television network with \$150M in annual revenues and 100 employees.

SVP, Strategic & Partnership Marketing (2011–2012)

Planned and executed social media strategy to drive awareness of the network’s brand and programming. Served as brand steward in the social media space for all network initiatives. Developed new ad sales opportunities to drive increases in overall client spend. Forged strategic partnerships to extend reach of company’s brand.

- **Doubled the marketing value** for a season premiere of network’s top program by designing and negotiating a national radio promotion partnership.
- **Developed and implemented 2012 social marketing strategy** and roadmap designed to grow the network’s social media footprint by at least 25%.

SVP, Digital Media (2009–2011)

Led company’s digital marketing department, managing \$1.2M operating budget and 7 direct reports. Led company website operations including content development and management, web design and development, and metrics reporting. Set strategic direction for digital advertising, online promotions, email marketing, and social media marketing. Managed comScore and technical vendor partnerships.

- **Introduced company to digital marketing**, delivering the company’s first digital marketing partnership (with Google) for search engine marketing and paid advertising.
- **Fueled an increase** from 2,000 fans to 200,000+ fans in 1 year by redefining the company’s social media strategy.
- **Reduced digital content publishing lead times by 50%** and maximized SEO capability by launching new content and video content management systems.

VP, Strategic Marketing (2005–2009)

Directed trade marketing and advertising functions: media strategy, media buying, trade and affiliate material development, creative agency management, consumer marketing campaigns, and digital distribution partnerships. Oversaw field marketing for northeast region, management of Video on Demand product, and event planning for 10 large annual corporate events, plus conferences and trade shows. Managed \$1M marketing budget.

- **Increased VOD consumer usage performance by 200%+ in 1 year.**
- **Ignited subscriber acquisition**, managing grassroots marketing campaign that gained 20+ million new subscribers in 4 years compared to typical annual subscriber goal of 2 million.
- **Negotiated and launched first digital partnerships**, securing Apple iTunes and Xfinity.com.

TIME WARNER CABLE

Herndon, VA • 2003–2005

Provider of cable and Internet services.

Product Development Manager

Raised company’s competitive advantage by planning and executing content strategy for residential broadband service, Road Runner High Speed Online. Negotiated new content partnerships, and strengthened promotions for new online products and content. Evaluated new business opportunities including conducting feasibility analysis for online loyalty program.

- **Delivered new business opportunities** for company, including defining and executing strategy to build first online gaming channel.
- **Defined annual digital content strategy and roadmap** for rr.com

PREVIOUS POSITIONS

Director, Marketing, VFIRM SYSTEMS, INC.	2001–2003
Associate Director, Member Services, THE CORPORATE EXECUTIVE BOARD	2000–2001
MBA Marketing Intern, AMERICAN EXPRESS	1999
Senior Consultant • Staff Consultant, ANDERSEN CONSULTING, LLC	1994–1998



EDUCATION

MBA in Marketing & Multinational Management 2000
THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA – Philadelphia, PA

BS in Industrial Engineering 1994
PURDUE UNIVERSITY – West Lafayette, IN

ENTREPRENEURIAL ACTIVITIES

President & CEO, AFRISOUL MUSIC, LLC 2001–2005
Built an independent record label and entertainment company. Defined strategy, wrote business and marketing plan, secured funding, and directed marketing efforts to launch new R&B artist.

PROFESSIONAL DEVELOPMENT

Women in Cable Telecommunications Executive Development Seminar 2009

PROFESSIONAL AWARDS

Cablefax Most Influential Minorities in Cable – Top Tech 2011

PROFESSIONAL AFFILIATIONS

Women in Cable Telecommunications - Served five years on Executive Committee of Board of Directors, Washington DC/Baltimore Chapter. Chapter President 2012/13
Cable & Telecommunications Association for Marketing
National Association of Multi-ethnicity in Communications – former board member of Mid-Atlantic chapter

COMPUTER AND LANGUAGE SKILLS

Microsoft Office • Social Media (Facebook, Twitter, Pinterest) • Web Tools (Google Analytics, comScore, Webtrends, Joomla!, WordPress, ThePlatform)
Proficient in Spanish (verbal and written)

ORLENA NWOKAH BLANCHARD

SENIOR EXECUTIVE

Marketing & Communications | Digital Marketing & Media

High energy senior marketing executive and business leader with a 20-year track record building winning businesses, brands, and teams. Exceptional ability to craft data-driven business strategies that deliver innovative sales and marketing programs for high impact results. Profound understanding of sales drivers in the digital space. Multicultural marketing expert. Wharton MBA.

- Marketing and sales strategist for prominent media companies like BET Networks and AETN
- Former head of TV One’s digital media and interactive marketing function
- Developed the first online gaming channel for Time Warner Cable’s online consumer portal

Core Competencies

Brand strategy	Digital Marketing & Social Media	Business operations
Market Analysis	Digital Content Development	Campaign development
Content Marketing	Creative Agency Management	Project Management
P&L Management	Client Relations	Presentations & Negotiation

PROFESSIONAL EXPERIENCE

JOY COLLECTIVE Bethesda, MD • 2014–Present

Insights-Driven Marketing Strategy and Video Production

President & COO

Providing marketing thought leadership, brand strategy, and content marketing activations for large corporate and public sector clients including The Coca-Cola Company, United States Naval Academy, and The Procter & Gamble Company.

- **Designed and delivered a female-targeted strategy for one of** The Coca-Cola Company’s top selling sparkling brands.
- **Wrote the positioning strategy for the** History Channel’s first major African-American programming effort
- **Designed and developed the *Morning Motivations* vignette and *Styled By Tai* series** for BET Networks and Centric TV, that drove incremental sponsorship and sales in 2014.
- **Designed and managed the branding strategy and marketing program** that launched first time author, Louis Carr.
- **Conducted in-depth analysis and assessment** of the US Naval Academy’s admissions marketing strategy and operations.

POTOMAC STRATEGY CONSULTANTS Silver Spring, MD • 2012–Present

Management consulting services in corporate strategy, finance, operations, and marketing.

Partner

Delivering strategic planning, corporate development, and marketing strategy to clients in telecommunications, media, and the public sector.

- **Lead sales and marketing strategy, and business operations, for the Black Media Matters Consortium**, an advertising trade association of the nation’s leading African-American media companies and marketing agencies.
- **Designed the marketing strategy and communications plan** for The Harwood Institute’s 2013 launch of the Work of Hope initiative.
- **Developed the multicultural marketing strategy for Capital Digestive Care**, a multimillion dollar Gastroenterology practice (4th largest in the US) that increased engagement with African-Americans



TV ONE

Silver Spring, MD • 2005–2012

National cable television network with \$150M in annual revenues and 100 employees.

SVP, Strategic & Partnership Marketing (2011–2012)

Planned and executed social media strategy to drive awareness of the network’s brand and programming. Served as brand steward in the social media space for all network initiatives. Developed new ad sales opportunities to drive increases in overall client spend. Forged strategic partnerships to extend reach of company’s brand.

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COMPUTER AND LANGUAGE SKILLS

Microsoft Office • Social Media (Facebook, Twitter, Pinterest) • Web Tools (Google Analytics, comScore, Webtrends, Joomla!, WordPress, ThePlatform)
Proficient in Spanish (verbal and written)

Founding Board Member Agreement and Position Description

Board Member Expectations

DPA will be Washington, DC public charter school. Charter schools are independent, tuition-free public schools that are able to be more autonomous in exchange for agreeing to be held accountable for student achievement. Like traditional schools, charter schools were created by states to serve the public. DPA will be established to close the achievement and opportunity gap in Washington, DC and to be an advocate for quality education for all students. Consequently, when acting in a Board capacity, each Board member is expected to exercise fully his or her responsibilities in a positive and productive manner that advances the best interests of the organization. Board members are expected to be guided, but not limited, by their own experiences and interests.

Organization Purpose and Practices

Each Board member is expected to understand and support the fundamental policies, practices, and activities of the organization, including its mission, bylaws, programmatic activities, financial practices, and charter plan.

Board Meeting Attendance

The DPA Board meets in person and/or via teleconference at least monthly during the school year. Board members are expected to fully participate in the majority of these meetings. Should a Board member have more than two meetings in a calendar year, the Board Chair may request the board member to resign from the board.

Board Committees

The DPA Board has multiple standing committees. Board members are expected to fully participate in the activities of at least one committee. Should a Board member fail to fulfill his/her committee assignments, the Board Chair may request may request the board member to resign from the board.

Development

All Board members are expected to contribute to the organization's financial health and sustainability by assisting the Board Chair and staff in fundraising efforts.

Ethics

Each Board member is expected to be familiar with and to live the DPA values and Code of Ethics for Board members.

Personal Contribution

Each Board member is expected to make a personal contribution to the well being of the organization in the form of work, wisdom, or wealth.

Commitment to Diversity, Equity, and Inclusion

Each Board member is expected to cultivate a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.

I hereby agree to serve on the founding board of the Digital Pioneers Academy.

Signature [Redacted]

Date 3/6/2017

Printed Name Michael Spencer

Founding Board Member Agreement and Position Description

Board Member Expectations

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Personal Contribution

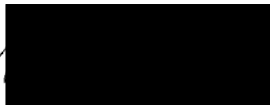
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Signature



Date 3/6/2017

Printed Name Mashea M. Ashton

Founding Board Member Agreement and Position Description

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Commitment to Diversity, Equity, and Inclusion

Each Board member is expected to cultivate a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.

I hereby agree to serve on the founding board of the Digital Pioneers Academy.

Signature [Redacted Signature]

Date March 7, 2017

Printed Name Cheryl Thompson



Founding Board Member Agreement and Position Description

Board Member Expectations

DPA will be Washington, DC public charter school. Charter schools are independent, tuition-free public schools that are able to be more autonomous in exchange for agreeing to be held accountable for student achievement. Like traditional schools, charter schools were created by states to serve the public. DPA will be established to close the achievement and opportunity gap in Washington, DC and to be an advocate for quality education for all students. Consequently, when acting in a Board capacity, each Board member is expected to exercise fully his or her responsibilities in a positive and productive manner that advances the best interests of the organization. Board members are expected to be guided, but not limited, by their own experiences and interests.

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Personal Contribution

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Commitment to Diversity, Equity, and Inclusion

Each Board member is expected to cultivate a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.

I hereby agree to serve on the founding board of the Digital Pioneers Academy.


Signature _____ Date 03/07/2017

Printed Name Sara E. Batterton

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.


Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		X
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		X
7 Did you or your spouse provide any start-up funds to the proposed charter school?		X
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10 Do you currently serve as a member of the board of any public charter school?		X
11 Do you currently serve as a public official?		X
12 Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	X	
13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature 	
Name Mashea M. Ashton	Title CEO & Founder
Name of Proposed School Digital Pioneers Academy	Date 3/6/1974

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.


Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		x
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		x
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		x
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		x
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		x
6 Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its management organization or other contractors?		x
7 Did you or your spouse provide any start-up funds to the proposed charter school?		x
8 Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		x
9 Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		x
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11 Do you currently serve as a public official?		x
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Signature: 		DocuSigned by:
Name: Sara E. Batterton		BAD75338051D4E0...
Digital Pioneers Academy		Consultant/Senior Advisor
		Date: 03/07/2017

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
2 Do you, your spouse, or any member of your immediate family have any ownership interest in any charter/education management organization or any other company contracting with the proposed charter school?		X
3 Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
4 Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5 Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
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13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature 	
Name Michael T. Spencer	Title Founding Group Member
Name of Proposed School Digital Pioneers Academy	Date March 1, 2017

Do you currently serve as a member of the board of any public charter school?

I am on the Board for DC Network of Rocketship Public Charter School.

Do you currently serve as a public official?

I was appointed by the mayor and unanimously confirmed by DC Council as a Rental Housing Commissioner, which made me a public official.


Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?

I've participated in the establishment of Rocketship's DC Network of schools. I am currently participating in the establishment of Digital Pioneers Academy.

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

Questions	Yes	No
1 Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
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Signature 	
Name Cheryl Thompson	Title
Name of Proposed School Digital Pioneers Academy	Date March 1, 2017


In 2008 as part of the KIPP charter network I wrote and defended a charter application for middle school expansion in Baltimore City. In 2009 I founded and led KIPP DC College Preparatory charter high school in Washington, DC. and served in the role of school principal from 2009 – 2012.

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12).)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
15. Comply with the following federal and local laws:
 - a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;

- b. **Building Safety:** D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
- c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
- e. **Students with Disabilities:** Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
- f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
- g. Title I of the Elementary and Secondary Education Act;
- h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).


Signature 	
Click here to enter text.	Click here to enter text.
Name Michael T. Spencer	Title Founding Group Member
Click here to enter text.	Click here to enter text.
Name of Proposed School Digital Pioneers Academy	Date March 1, 2017

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board, within five years of the start of the school's first academic year. (D.C. Code § 38-1802.02(16).)
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
14. Comply with districtwide assessment requirements determined by the Office of the State Superintendent of Education, or other D.C. laws, regulations, policies, or procedures. (D.C. Code § 38-1802.02(1).)
15. Comply with the following federal and local laws:
 - a. **Health and Safety:** Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 *et seq.*); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;

- b. **Building Safety:** D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
- c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
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- f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
- g. Title I of the Elementary and Secondary Education Act;
- h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature: 	
Sara E. Batterton	Consultant/Senior Advisor
Name	Title
Digital Pioneers Academy	03/07/2017
Name of Proposed School	Date

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)
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6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12).)
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)
8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)
10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)
11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)
13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).
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- b. **Building Safety:** D.C Building and Fire Codes (D.C. Code § 5-501 *et seq.*);
- c. **Maintenance and Dissemination of Student Records:** Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
- d. **Certain Requirements of Education Institutions:** Compulsory School Attendance (D.C. Code § 38-201 *et seq.*); Immunization of School Students (D.C. Code § 38-501 *et seq.*); Tuition of Nonresidents (D.C. Code § 31-301 *et seq.*); Non-Profit Corporations (D.C. Code § 29-401 *et seq.*);
- e. **Students with Disabilities:** Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
- f. **English Language Learners:** all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
- g. Title I of the Elementary and Secondary Education Act;
- h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** The Age Discrimination Act of 1975 (42 U.S.C. § 6101 *et seq.*); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 *et seq.*); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 *et seq.*); and
- i. **Other:** All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).

Signature		[Redacted]
Cheryl Thompson		[Redacted]
Name	Title	[Redacted]
Digital Pioneers Academy		March 1, 2017
Name of Proposed School		Date

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

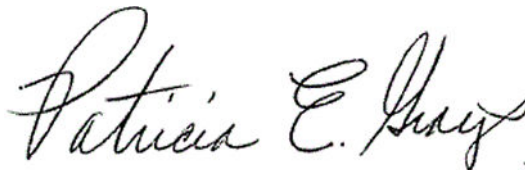
DIGITAL PIONEERS ACADEMY CORPORATION

Effective Date: 1/25/2017

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 1/25/2017 11:01 AM



Business and Professional Licensing Administration



PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Muriel Bowser
Mayor

Tracking #: Ahs1mFhs

Section F – Additional Required Documents

Section F.1 – Articles of Incorporation

ARTICLES OF INCORPORATION

ARTICLE I NAME/REGISTERED OFFICE

The name of this corporation shall be Digital Pioneers Academy Corporation (the “Corporation”). The current address of the Corporation is 600 New Hampshire Avenue, NW, 9th Floor, Washington, DC 20037-2403.

ARTICLE II PURPOSE

The Corporation shall be a nonprofit corporation under Title 29, Chapter 4. The Corporation is organized exclusively for charitable and educational purposes, more specifically to establish a public charter school in the District of Columbia. Therefore, the Corporation shall at all times be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes. The corporation shall not have any capital stock.

ARTICLE III EXEMPTION REQUIREMENTS

At all times the following shall operate as conditions restricting the operations and activities of the Corporation:

1. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purpose set forth in Article II (Purpose) hereof.

2. No substantial part of the activities of the Corporation shall constitute the carrying on of propaganda or otherwise attempting to influence legislation, or any initiative or referendum before the public, and the Corporation shall not participate in, or intervene in (including by publication or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for office.

3. Notwithstanding any other provisions of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding sections of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE IV DURATION

The duration of the Corporation shall be perpetual.

**ARTICLE V
MEMBERSHIP**

The Corporation shall have no members.

**ARTICLE VI
BOARD OF DIRECTORS**

The management of the Corporation shall be vested in a Board of Directors, as defined in the Corporation's bylaws.

**ARTICLE VII
PERSONAL LIABILITY**

No director or officer shall be personally liable for the debts or obligations of the Corporation of any nature whatsoever, nor shall any of the property of the officer or director be subject to the payment of the debts or obligations of the Corporation.

**ARTICLE VIII
DISSOLUTION**

Upon the dissolution of the Corporation, the Corporation's assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future tax code, or shall be distributed to the federal government of the United States of America for a public purpose. Any such assets not disposed of by the Corporation shall be distributed by the District Court of the jurisdiction in which the principal office of the organization is then located, exclusively for such purposes or to such organizations, as said court shall determine within the meaning of the above-referenced Internal Revenue Code section.

**ARTICLE IX
INCORPORATOR**

The name of the incorporator is Mashea M. Ashton.

The undersigned incorporator certifies that she executes these Articles of Incorporation for the purposes stated above on January 25, 2017.

Mashea M. Ashton

Section F.2 – Bylaws

BY-LAWS DIGITAL PIONEERS ACADEMY PUBLIC CHARTER SCHOOL (an Education Corporation)

ARTICLE I Name, Office and Purpose

Section 1.01. Name. The name of the education corporation is Digital Pioneers Academy Charter School (hereinafter referred to as the “Corporation”). Digital Pioneers Academy Public Charter School will do business as “Digital Pioneers Academy.”

Section 1.02. Office. The principal office of Digital Pioneers Academy shall be located at [TBD] in Washington, D.C.

Section 1.03. Purpose. Digital Pioneers Academy's purpose is to educate students by providing them with a demanding academic program, preparing them to be innovators in the digital economy and active citizens in our technology-driven world

The Corporation is organized exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1985, as now enacted or hereinafter amended. The Corporation shall establish, administer, operate and maintain a public charter school in the District of Columbia of the United States of America.

Section 1.04. Mission. The mission of Digital Pioneers Academy is to develop the next generation of innovators. We prepare students to meet or exceed the highest academic standards, while cultivating the strength of character necessary to both graduate from four-year colleges and persist in 21st century careers.

Section 1.05. Structure. Digital Pioneers Academy is a nonprofit corporation incorporated under the laws of the District of Columbia Nonprofit Corporation Act, D.C. Code 29-501 *et seq.* The Corporation's Articles of Incorporation were filed and the Certificate of Incorporation was issued by the Department of Consumer Regulatory Affairs of the District of Columbia on January 25, 2017 (hereinafter referred to as the “Articles of Incorporation”) These bylaws of the Corporation shall be hereinafter referred to as the “Bylaws”.

Section 1.06. Non-Discriminatory Policy. Digital Pioneers Academy seeks diversity in its student/parent body, faculty, staff and administration. Digital Pioneers Academy does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any other category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II Registered Agent and Offices

The Corporation has and shall maintain a registered agent and offices in the District of Columbia as

required by applicable law. In accordance with applicable law, the Board of Trustees may change the Corporation's registered agent and offices.

ARTICLE III Board of Trustees

Section 3.01. General Powers and Duties. The Board of Trustees (hereinafter referred to as the "Board") shall have the ultimate decision-making authority on all matters related to the administration, operation and maintenance of Digital Pioneers Academy, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the District of Columbia. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Digital Pioneers Academy and shall oversee that such policies and procedures are carried out by the School Leader and such other staff of Digital Pioneers Academy as the Board may employ or authorize the School Leader to employ from time to time. The Board will be responsible for approving an annual budget and ensuring the Corporation has the financial resources it deems appropriate for operation. The Board is responsible for ensuring that the Corporation abides by and meets the mission stated in its charter and applicable law.

Section 3.02. Number of Trustees. The Board shall fix the number of trustees of Digital Pioneers Academy, which shall not be less than seven (7) or more than fifteen (15).

Section 3.03. Officers. As set forth in more detail in Section 5.1 below, the Board shall also include four (4) officers (hereinafter referred to as the "Officers"), namely the Chairperson, the Vice-Chairperson, the Secretary and the Treasurer.

Section 3.04. Term of Office. Unless otherwise provided by the Board of Trustees at the time a trustee is chosen, the term of office of each Elected Trustee shall be a period of two (2) calendar years commencing with the Regular Meeting following his or her election and continuing until a successor shall have been elected.

Section 3.05. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c).

(a) **Nomination.** Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the term of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

(b) **Annual Election of Trustees.** At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board shall Vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the Chairperson or any Vice Chairperson of the Board of Trustees.

(c) Board Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Governance Committee, the Board may create positions for additional Elected Trustees for such term, not exceeding two (2) years, as the Board shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of Trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the District of Columbia Board of Education.

(d) A trustee may vote in person or by proxy for any election of trustees at the Annual Election of Trustees under subsection (b) and for any other election of trustees under subsection (c). Each proxy shall be executed in writing by the trustee and delivered to the Chairperson or any Vice Chairperson of the Board of Trustees in advance of the meeting to elect trustees.

Section 3.06. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

(a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

(b) Regular Meeting. The Board of Trustees may provide for the holding of "Regular Meetings" and may fix the time and place of such meetings. Regular Meetings shall be held at least four (4) times per year.

(c) Special Meetings. "Special Meetings" of the Board of Trustees shall be called by the Chairperson or a Vice Chairperson of the Board of Trustees, at such time and place as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chairperson or a Vice Chairperson promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees.

(d) Notice. Notice of the time and place of an Annual or Regular Meeting shall be given to each trustee either by messenger, regular mail, email or facsimile at least seven (7) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, email or facsimile not less than seventy-two (72) hours before the meeting.

Section 3.07. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of Digital Pioneers Academy Charter School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of Digital Pioneers Academy Charter School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of Digital Pioneers Academy Charter School.

Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict

so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones, and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

Section 3.08. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 3.09. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Action taken by the Board, or any committee thereof, without a meeting will be done so to the extent permitted by the Open Meetings Law. Action without a meeting will rarely be permitted by the Open Meetings Law. Such written consents shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

Section 3.10. Meetings Held Other Than in Person. Trustees of the Board of Trustees or members of any committee may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation in a meeting shall constitute presence in person at such meeting.

Section 3.11. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chairperson of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chairperson of the Board of Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled as provided in Section 3.05.

Section 3.12. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

Section 3.13. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees.

ARTICLE IV Committees

Section 4.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees": Executive Committee, Governance Committee, Finance Committee, Development Committee, Community and Family Communications Committee and Academic Accountability Committee.

Section 4.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names, powers and functions as may be determined from time to time by the Board of Trustees.

Section 4.03. Committee Members; Chairperson. Members of committees shall be appointed annually by the Chairperson of the Board of Trustees, subject to ratification by the Board of Trustees at the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chairperson of the Board of Trustees after consulting with the Chairperson, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, with a minimum of three trustees for each committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chairperson of each committee shall be chosen by the Chairperson of the Board of Trustees from among the trustee members of the committee.

Section 4.04. General Powers and Responsibilities of Committees. All matters to come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 4.05. Committee Reports and Agenda. Each Standing Committee shall make periodic reports to the Board of Trustees. Whenever possible, a written report of any committee meeting or a summary thereof shall be made available in advance of the Board of Trustees' meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

Section 4.06. Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet.

Section 4.07. Governance Committee. The Governance Committee shall ensure that the Board meets its duties and responsibilities and remains a high-quality oversight body. Its tasks shall consist of providing an orientation to new Trustees, ensuring these bylaws are adhered to, recommending any changes to the Bylaws for vote by the Board, and recruiting and nominating potential Trustees.

Section 4.08. Finance Committee. The Treasurer shall be the Chairperson of the Finance Committee. The Finance Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Digital Pioneers Academy's finances, including notifying the Board

of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit.

Section 4.09. Development Committee. The Development Committee shall be responsible for the development and implementation of fundraising goals and programs. The Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Digital Pioneers Academy's broader community of alumni, neighborhood residents, education and business communities and others.

Section 4.10. Academic Accountability Committee. The Academic Accountability Committee shall oversee all academic aspects of the school, such as its accountability plan, successful student achievement and adherence to laws and policies set forth by District of Columbia and U.S. federal entities.

Section 4.11. Community and Family Communications Committee. The Community and Family Communications Committee shall be responsible for ensuring the community and families are satisfied with the school, as well as to serve the committee to ensure that staff are satisfied with school through semi-annual surveys. The Community and Family Communications Committee shall serve as the primary contact for parents and community members.

ARTICLE V Officers

Section 5.01. Titles. The officers of the Board of Trustees shall be a Chairperson, a Vice Chairperson, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 5.02. Election, Term of Office and Qualifications. The Board of Trustees shall elect the Chairperson, Vice Chairperson, Secretary, and Treasurer and any other officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur. A trustee may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson. Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 5.03. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chairperson of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 5.04. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of Digital Pioneers Academy may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint.

Section 5.05. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in Section 5.02.

Section 5.06. Chairperson. The Chairperson shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chairperson shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chairperson shall, when directed by the Board of Trustees, sign on behalf of Digital Pioneers Academy all contracts, securities and other obligations of Digital Pioneers Academy, the authority to sign which is not otherwise delegated by the Board of Trustees or by these Bylaws.

Section 5.07. Vice Chairperson. The Vice Chairperson shall have such power and perform such duties as may be assigned by the Chair or the Board of Trustees. The Vice Chairperson shall in the absence or disability of the Chairperson or at the Chair's request, perform the duties and exercise the powers of the Chairperson.

Section 5.08. The Secretary. The Secretary shall keep the minute books of Digital Pioneers Academy, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chairperson. The Secretary also ensures that requested Board information is signed by the required Board leadership for submission to the DC Public Charter School Board.

Section 5.09. The Treasurer. The Treasurer shall sit on the Finance Committee and shall oversee the work of the Finance Committee. The Treasurer shall provide monthly updates to the Board Chairperson on budget planning and implementation, financial performance year-to-date, and any other key financial matters, including the audit process.

ARTICLE VI Management

The day-to-day business of the Corporation shall be managed and conducted by a principal and a director of operations, acting in each case under the direction of the Board of Directors. The Board shall hire, evaluate, and if necessary dismiss by majority vote the Principal and the Director of Operations of the Corporation. The Principal and the Director of Operations shall be employees of the Corporation, and shall be responsible for carrying out the work of the Corporation in accordance with the policies established by the Board and shall report to the Board.

ARTICLE VII Miscellaneous Matters

Section 6.01. Agreements, Contracts, Checks Requiring Signatures of Officers. All singular agreements, contracts, checks, and other instruments of Digital Pioneers Academy requiring an expenditure or imposing an obligation of more than \$50,000 shall be executed by any two officers of Digital Pioneers Academy or by one officer and such other person or persons as may be designated by the Board of Trustees. All singular agreements, contracts, checks and other instruments of Digital Pioneers Academy requiring an expenditure or imposing an obligation of less than \$50,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

Section 6.02. Fiscal Year. The fiscal year of Digital Pioneers Academy shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 6.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and the Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in Digital Pioneers Academy's Charter, the Charter shall control.

Section 6.04. Indemnification. The Corporation shall indemnify, or upon written request to the Corporation advance, to any person acting as a Trustee, Officer, employee or agent of the Corporation all reasonable expenses actually incurred or paid (including attorney fees, judgements, fines, and other amounts paid in settlements) in the defense of any civil or criminal action in which such person may become involved by reason of such person's serving or having served in such capacity at the request of the Corporation. There shall be no indemnification in relation to matters as to which the Board finds that the Trustee, Officer, employee, or agent of the Corporation acted in bad faith or engaged in gross negligence or willful misconduct.

Section 6.05. Dissolution. Pursuant to D.C. Code § 38-1802.13a(c)1, should the school's charter be revoked, non-renewed, or voluntarily relinquished, the Corporation will develop a plan to return funds to OSSE in accordance D.C. Code §§ 38-1802.04(c)(16), 38-1802.13a.(c)(1).

Section 6.06 Amendments. These Bylaws may be amended at any meeting of the Board, provided that any such amendments shall be approved by vote of no less than two-thirds (2/3) of the Trustees then in office. These Bylaws should be reviewed once every two (2) years and shall be documented as to the date of said review.

Section F.3 – Code of Ethics

Digital Pioneers Academy Code of Ethics

This Code of Ethics outlines the behavior and conduct that we expect from employees, contractors, volunteers, and board members of the Digital Pioneers Academy. All employees, contractors, volunteers, and board members agree:

1. To uphold and enforce all laws, rules and regulations that apply to Digital Pioneers Academy. Changes shall be brought about only through legal and ethical procedures.
2. To make decisions in the best interests of the educational welfare of children, and to seek to develop and maintain a school environment that meets the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
3. To cultivate and appreciate diversity in all of its forms.
4. To find and use the most equitable, efficient, effective, and economical means for accomplishing the goals of our charter.
5. To make no personal promises, nor take any private action, that may compromise the school, its leadership, or its directors.
6. To make decisions only after learning the basic facts of a situation.
7. To hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure students, families, staff members, or the school itself.
8. To engage in honesty, professionalism and integrity in daily work.

Section F.4 – Conversion Endorsement Certification

NA

Section F.5 – Letter of Intent for Facility

NA

Section F.6 – Research of Comparable Facilities

NA

Section F.7 – Draft Memoranda of Understanding

NA

Section F.8 – Assurances Form

Attached

Section F.9 – [EO/MO] Management Agreement

NA

Section F.10 – [EO/MO] MO's Financial Audits

NA

Section F.11 – [EO/MO] MO's Annual Reports

NA

Section F.12 – [EO/MO] MO's IRS Filings

NA

Section G – Curriculum Samples

Attached.

Appendix 1 – Letters of Support

Vincent Gray, Ward 7 Councilmember

Mieka Wick and Caroline Hill, CityBridge Foundation

Stacy Kane, Washington Leadership Academy

Herbert Tillery, College Success Foundation

Tal Alter, Nationals Youth Baseball Academy

Maura Marino, Ed Forward DC

New Schools Venture Fund

Preston Smith, Rocketship Education

Pat Yongpradit, Code.org

Sanford Gilmore, The Efficacy Institute

Carrie Chimerine Irvin, Charter Board Partners

Thomas Porter, Building Hope

Ryan York, RePublic Schools

Jean Desravines, New Leaders

MenSa Maa, Teach For America

Andy Garcia, Washington Leadership Academy

Jaiana Dixon, Washington Leadership Academy

Louis Carrico Braun, Washington Leadership Academy



COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, NW
WASHINGTON, D.C. 20004

VINCENT C. GRAY
Ward 7 Councilmember
Chair, Committee on Health

Committee Member
Business and Economic Development
Finance and Revenue
Judiciary and Public Safety

March 6, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express support for the Digital Pioneers Academy (DPA) charter school proposal. As the Councilmember for Ward 7, I have made improving educational outcomes one of our top priorities as a community, and I believe that this school will contribute to that goal.

The expansion of schooling options has led to greater access to quality across the city. Test scores have increased significantly. While there has been amazing progress, there is still room to continue improving. Only about a quarter of students educated in DCPS and in charter schools are considered ready for college and careers per the recent Partnership for Assessment of Readiness for College and Careers (PARCC) test results. The percentage is even lower for the East End of the city.

We cannot celebrate the progress in education fully until the residents in Ward 7 personally experience improved educational outcomes. Two of our priorities for improving educational outcomes in Ward 7 include providing more career and technical education programs and expanded extracurricular offerings after school. Digital Pioneers Academy will help us to accomplish both goals.

Digital Pioneers Academy's founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in the city, particularly for students in Ward 7.

Having met Mashea Ashton personally, I am convinced that Digital Pioneers Academy could provide a quality option for students in our city. I have confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

Vincent C. Gray



Ms. Mashea Ashton
Founder, Digital Pioneers Academy
600 New Hampshire, NW
Washington, DC 20037

Dear Ms. Ashton:

Congratulations! On behalf of all of us at CityBridge Education, I am pleased to inform you that Digital Pioneers Academy has been selected to receive an initial planning grant in the amount of \$25,000 and qualifies to receive up to \$500,000 from CityBridge Education as part of the *Breakthrough Schools: D.C.* challenge. CityBridge Education is committed to leveraging breakthrough school models to dramatically improve college readiness and completion, especially among disadvantaged students. Your proposal amply demonstrated your commitment to this important goal. We are confident that the emerging community of innovators and implementers will make a difference to the thousands of students in Washington, D.C. in most need of assistance. CityBridge Education looks forward to working with you and sharing your results broadly.

Your proposal was reviewed by our staff and a panel of local and national subject matter experts. We are excited about the potential of Digital Pioneers Academy to demonstrate the design principles of personalized learning, intentional equity, and expansive measures.

If you have any issues or questions, please contact Caroline I. Hill at chill@citybridge.org. We look forward to collaborating with you and your fellow innovators towards fulfillment of the goals we all share. Congratulations on joining what we believe to be the nation's most compelling and influential network of far-reaching, transformational models of next-generation learning.

Respectfully,

Mieka Wick
Executive Director
CityBridge Education

Caroline I. Hill
Manager, *Breakthrough Schools D.C.*
CityBridge Education



February 21, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy's (DPA) charter school proposal. I am Co-Founder & Executive Director of Washington Leadership Academy, a new public charter high school that opened in D.C. in August of 2016.

As a founder of a high school in D.C. serving a similar population to the one that DPA seeks to serve, I can say unequivocally that there is a strong need for high quality educational opportunities for middle school students in Washington, D.C. Students have come to WLA for the ninth grade at as low as a first grade reading and math level. Our kids deserve so much better than this.

The founder, Ms. Ashton, is incredibly accomplished as you can see from her resume and this proposal. What I can add here is the way she has interacted with Washington Leadership Academy, specifically. Currently, Ms. Ashton is hosting an elective for WLA students about founding Digital Pioneers Academy. Ms. Ashton cares enough about *what students actually want* to spend hours of her time each week meeting with them and talking with them about how they would design a middle school. Our students absolutely love her and are delighted at the opportunity to share their perspective on DPA.

I can also comment on the demand for computer science instruction in D.C. It is HUGE. As a startup high school with no building, we recruited record-breaking numbers of students. At the end of our first year of recruiting at the close of the lottery, we had a wait list big enough to fill a second freshman class of students. This year, we beat last year's numbers. The biggest draw was a four year tech curriculum. I can safely posit that Ms. Ashton will not have trouble recruiting students to a computer science-focused middle school. The demand in D.C. is massive.

I am convinced that Digital Pioneers Academy will provide a quality option for students in Washington, D.C. and I have full confidence in the leadership and team assembled to execute on this vision.

Finally, I commit to providing as many startup resources and as much startup support as my colleagues and I possibly can to Ms. Ashton as she starts up her school. From project plans to lessons learned to standard documentation, Ms. Ashton will not have to start from scratch.

Please approve Digital Pioneers Academy to open its doors and begin serving D.C. students as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Stacy Kane".

Stacy Kane
Co-Founder & Executive Director
Washington Leadership Academy

[REDACTED]
[REDACTED]

February 22, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. This year, the College Success Foundation – DC (CSF - DC) will celebrate ten years of providing an integrated system of academic, social-emotional, and financial supports for students and their families to place students on the path to high school graduation and college completion. Rather than focusing solely on students who are already achieving academically, we work with students who exhibit academic potential and a willingness to learn. The vast majority of CSF-DC students are low-income (84%) and students of color (99%) who will be the first in their families to attend college. In 2017, CSF-DC will serve approximately 2,000 DC middle school, high school, and college students.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students east of the Anacostia River.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,



Herbert R. Tillery
Executive Director



nationalsacademy.org

March 1, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy's (DPA) charter school proposal. Established in 2013, The Washington Nationals Youth Baseball Academy (Academy) is a 501(c)(3) nonprofit organization that uses baseball and softball as vehicles to foster positive character development, academic achievement, and improved health among youth from underserved communities in Washington, D.C. At the Academy, we partner with schools who share our passion for holistic youth development. When a partnership works, our programs pick up where these effective schools leave off, and thus a school like DPA can work in concert with us to positively impact youth in neighborhoods east of the Anacostia River.

The vision outlined by Digital Pioneers Academy's founding group offers a clear plan for a school that, like the Academy, will utilize a thematic concept to attract and capture the minds of young people. Students in today's world – especially those coming from neighborhoods with limited resources – need access to opportunities to deeply engage with new subject matter like computer science. When successful, DPA will enable students to envision a positive and option-laden future, to succeed in middle and high school, and to graduate from college and persist in the type of careers that will define the 21st century.

DPA's leader, Mashea Ashton, speaks with passion and conviction about her vision for the school. With her at the helm, I am convinced that DPA will, if accepted, provide a quality option for students and become a valuable partner to the Academy. I have full confidence in Mashea and the team she chooses to execute on this vision.

I look forward to continuing to support Mashea and Digital Pioneers Academy's team throughout the school's development and growth, and I strongly support their application for a charter to the Public Charter School Board. Thank you for your consideration of my recommendation.

Sincerely,

Tal Alter
Executive Director, Youth Baseball Academy



March 1, 2017

Mr. Darren Woodruff
Chair, DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

Dear Darren:

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. Education Forward DC accelerates the work of visionary education leaders to foster a city of high-quality, equitable public schools for every DC student. Over the next five years, Education Forward DC is working to double the number of underserved students who are college and career ready.

Digital Pioneers Academy's founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students east of the Anacostia River.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's founding team throughout the school's development and growth. I strongly support their application to open a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

A handwritten signature in black ink that reads "Maura Marino". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Maura Marino
Chief Executive Officer

February 9, 2017

Grant Number: DIGPIO-0217

Nina Rees
National Alliance for Public Charter Schools
1101 15th St NW #1010
Washington DC, 20005

Dear Nina:

We are delighted to inform you that **NewSchools Venture Fund (NewSchools)** will provide the **National Alliance for Public Charter Schools** with a grant of **\$215,000**, over the time period **February 15, 2017, to March 31, 2018**, designated for the support of **Digital Pioneers Academy (DPA)**.

Purpose of Grant

This grant has been provided to advance specific activities of DPA, which NewSchools has determined are consistent with its own charitable purposes: These specific activities are as follows:

- Planning for a successful launch of DPA, a 6th-12th grade school in the Fall of 2018 located in Washington, DC, aimed at preparing students to excel in a rapidly digitizing world by designing core courses to integrate with computer science projects. The school will serve approximately 700 students by 2024-2025. Planning efforts include, but are not limited to:
 - Working towards attaining charter/district approval;
 - Securing a facility;
 - Hiring a school leader and critical leadership team members;

- Designing an instructional model that fully addresses the needs of the target student population and ensures that all students progress toward achieving an expanded definition of student success; and
- Developing other critical operational components (e.g. student recruitment and community engagement plans, staff hiring and onboarding plans, financial model, governance model, an organizational approach to diversity, equity, and inclusion, etc.)

Specific emphasis for this planning period should include:

- Develop Digital Pioneers' instructional model that will include: competency-based progression, computer science integration, and social-emotional learning
- Hiring key instruction, operations, and computer science positions
- Participating in a community of practice of school leaders launching innovative schools

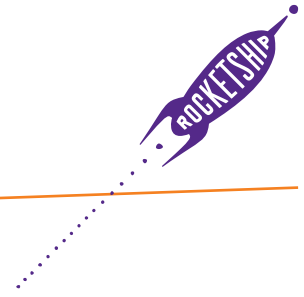
Working Relationship between DPA and NewSchools

In addition to providing a grant, we are committed to an open, constructive relationship in support of your organization and its mission.

NewSchools Commitments

The DPA team can expect the following as part of a relationship with NewSchools:

- We aspire to be an active thought partner with you. We strive to be supportive and constructive, which at times may mean that we challenge you as a means of pushing you to higher levels of impact.
- We help to build valuable relationships among our ventures. We will convene you alongside organizations at similar stages so that you can establish an authentic community of practice.
- We will regularly seek out your perspective on how we are doing. Your feedback helps us improve our own work and achieve greater impact.
- As a part of our commitment to capturing knowledge and measuring impact, all of our ventures are required to participate in research and evaluation efforts. We will make



March 1st, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students east of the Anacostia river.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

Preston Smith
Co-Founder, CEO & President

February 15, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

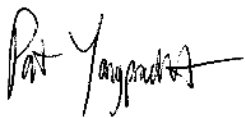
I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. Code.org is a non-profit organization dedicated to expanding access to computer science, and increasing participation by women and underrepresented minorities. Our vision is that every student in every school should have the opportunity to learn computer science. Over the last three years, Code.org has trained over 50,000 teachers nationwide to teach computer science using our free curriculum and resources.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students east of the Anacostia river.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,



Pat Yongpradit
Chief Academic Officer, Code.org



March 1, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to strongly recommend Mashae Ashton and the founding group of Digital Pioneers Academy (DPA) Charter School.

I met Ms. Ashton when she participated in the “Efficacy for Leaders” workshop I was facilitating. I’m inspired by her unwavering belief in the capacity of students from disadvantaged backgrounds to achieve at a world class academic level. In my experience, belief in the capacity of students *and* their teachers is the foundation a school needs to produce results. Her belief, and her commitment to opening DPA to *operationalize* that belief motivates me to recommend Ms. Ashton and her team for a charter.

In my role at the Efficacy Institute, a not-for-profit organization focused on improving educational outcomes, I have supported school transformation efforts for years, some successful, others not. The successful schools are always led by a passionate leader with an unshakable belief system, and a plan turn those beliefs into action.

Belief that public education can be saved is very low these days. We need to see examples that: “ordinary” students supported by “ordinary” educators using an effective educational program can produce “extraordinary” results. There are examples but not enough of them. Digital Pioneers Academy could be another.



Ms. Ashton has shared with me how coming to believe in her own intellectual capacity changed her life and how the experience led to her making a commitment to providing the same for the students who need it most.

I look forward to continuing to support Digital Pioneers Academy, Mashae Ashton, and her founding team throughout the school's development and growth. I give my wholehearted support for their application for a charter school to the Public Charter School Board and ask that you approve their application.

Sincerely,

A handwritten signature in black ink, appearing to read "Sanford Gilmore". The signature is fluid and cursive, with a large initial "S" and "G".

Sanford Gilmore
Vice President of Operations
The Efficacy Institute

CharterBoardPartners

great boards for great schools

Board of Directors

Tom Vander Ark, Chair
Michael Clifton
Evan DeCorte
Naomi Rubin DeVeaux
Corey Ealons
Julie Green
Beth Hunkapiller
Carrie Irvin
Brian Jones
Nicholas Luongo
Maura Marino
Lisa Palmer
Michael Pickrum

March 1, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

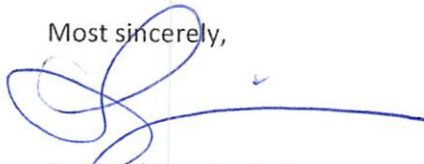
On behalf of Charter Board Partners, I am writing to express our strong support for Digital Pioneers Academy (DPA)'s charter school application. Charter Board Partners is a nonprofit organization committed to strengthening the governance and quality of public charter schools. We promote and support strong charter school governance by providing board recruiting and governance support to partners and clients around the country, with a special focus on increasing the diversity of charter school boards.

DPA's founding group has outlined a clear vision for a school that will prepare students to attend and graduate from college and prosper in 21st century careers. DPA's innovative model features a rigorous core curriculum, including computer science that is needed in Washington, DC, particularly for students east of the Anacostia River.

We have had the opportunity to collaborate with Mashea Ashton and the DPA founding group during their planning and application process, and we are confident that the DPA leadership and team have the vision and skills to execute on their plan to provide a high quality educational option for students in Washington, DC.

Charter Board Partners looks forward to continuing to support Digital Pioneers Academy's board throughout the school's development and growth. We strongly support their application to the Public Charter School Board and recommend that you approve their public charter school application.

Most sincerely,



Carrie Chimerine Irvin
Chief Executive Officer & Co-Founder



March 1, 2017

Darren Woodruff, Ph.D., Chairman
District of Columbia Public Charter School Board
3333 14th Street NW, Washington, DC 20010

RE: Digital Pioneers Academy

Dear Dr. Woodruff,

Building Hope, established in 2003, is a national non-profit organization headquartered in Washington, DC that believes investments in the growth of quality charter schools will increase under-served children's chances of success in life.

In the past decade, Building Hope has invested \$207M, supported over 200 projects, and served over 70,000 low income students in DC and FL increasing the chances of success in their life. We provide facility financing at below-market rates, turnkey facility development, incubator space for new and expanding schools through the Charter School Incubator Initiative (CSII) and free facility support services to charter schools nationwide.

In 2006, Building Hope launched The Charter School Incubator Initiative (CSII) to help charter schools in Washington, DC, such as Digital Pioneers Academy PCS (DPAPS), resolve three hurdles to growth a) the difficulty in finding available space b) the difficulty in being able to finance small space with the start-up enrollment numbers; and c) being able to focus on the development of the school rather than spending valuable time trying to come up with a facility solution.

The CSII program developed in partnership with the Office for the State Superintendent of Education (OSSE) provides short-term (one to five years) space for a new public charter schools in Washington, DC. Today there are 12 CSII sites in Washington, DC that have served over 5,000 children in disadvantaged neighborhoods.

We are confident -- once Digital Pioneers Academy PCS is granted a charter -- that through the incubator initiative and using our financial resources, we will be able to meet DPA PCS' space needs to open in 2018.

If you have any questions, please do not hesitate to contact me at (202) 457- 1990.

Sincerely,

Thomas E. Porter
Vice President, Mid-Atlantic Region
Building Hope



March 1, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board,

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. RePublic Schools is a high-performing network of charter schools in Nashville, TN and Jackson, MS and our mission is to reimagine public education across the south. RePublic has committed to developing a rigorous, AP aligned, computer science curriculum and non-expert dependent teacher training model. Our program runs in 29 schools and supports over 5,000 students. We are partnering with DPA to provide curriculum, resources, and training for computer science instruction.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students east of the Anacostia river.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan York'. The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Ryan York
Chief Information Officer
RePublic Schools



March 1, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for the Digital Pioneers Academy (DPA) charter school proposal. As the CEO of New Leaders, whose mission is to ensure high academic achievement for all children, especially students in poverty and students of color, I'm dedicated to supporting great schools where teachers and students excel together. After speaking with Mashea Ashton, I'm convinced DPA will be such a place.

New Leaders drives student achievement by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. We cultivate diverse and talented educators, providing high-quality leadership training that prepares them to elevate instruction across their schools, accelerate student learning, and build a brighter future for their communities. Since 2001, New Leaders has prepared 2,400 outstanding education leaders who reach 450,000 students in more than 20 cities nationwide.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. This new, innovative model provides the rigorous, computer-science centered curriculum that will engage the students of DC's Ward 7, while preparing them to fill tomorrow's workforce needs.

Through my conversations with Mashea Ashton, I've gained a deeper understanding of the educational challenges facing the community of Ward 7. I believe DPA provides a much needed resource to ignite young people's passions and put them on a path to future success.

I look forward to supporting Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

A handwritten signature in black ink that reads "Jean S. Desravines". The signature is written in a cursive, flowing style.

Jean S. Desravines
Chief Executive Officer, New Leaders

One day, all children in this nation will have the opportunity to attain an excellent education.



March 1, 2017

DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. As the Senior Managing Director of People and Partnerships at Teach For America – DC Region, we strive to develop innovative leaders working to provide an excellent education for students in all communities, no matter the zip code.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students east of the Anacostia river.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

MenSa Maa
Senior Managing Director, People and Partnerships
Teach For America – DC Region



AN AMERICORPS PROGRAM



February 21, 2017

DC Public Charter School Board
3333 14th Street, NW Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy's (DPA) charter school proposal. I am 9th grader at Washington Leadership Academy, a new public charter high school that opened in D.C. in August of 2016. As a student of a high school in D.C., I can say that the students in my school come from different places and regions and deserve a good education. I am a consultant for Ms. Mashea Ashton school and we have spent the last month talking about building a future school for students who come from a lower-class communities to have better opportunities for a better life. For the past few weeks, working with Ms. Mashea has been a great opportunity for me to see how people come up with ways to build a school and being able to share my ideas to help her come up with strategies to build a school. I would like to work with her in the future which is why I support the Digital Pioneers Academy.

Sincerely,

Andy Garcia
9th grader & consultant
Washington Leadership Academy





March 1, 2017

DC Public Charter School Board
3333 14 Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. My name is Jaiana Dixon, I go to Washington Leadership Academy and I live in Ward 7.

Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students East of the Anacostia river.

Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision. I think DPA will be a school that will help students with their creativity and help them learn what they want to do in life.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

Jaiana Dixon



March 2, 2017

DC Public Charter School Board
3333 14 th Street, NW
Washington, DC 20010

To the DC Public Charter School Board:

I am writing to express my strong support for Digital Pioneers Academy (DPA) charter school proposal. My name is Louis Carrico-Braun. I attend Washington Leadership Academy and I live in ward 4. Digital Pioneers Academy's Founding group has outlined a clear vision for a school that will prepare students to graduate from college and persist in 21 st century careers. A new innovative model that provides a rigorous core curriculum with computer science is needed in Washington, DC, particularly for students East of the Anacostia river. Having the opportunity to personally hear from Mashea Ashton, I am convinced that Digital Pioneers Academy could provide a quality option for students in Washington, DC. I have full confidence in the leadership and team assembled to execute on this vision. I think that DPA will be a great school that will prepare students for high school and the rest of their futures. From my meetings with Mashea Ashton, I can tell that she will be a strong and inspiring leader and founder of this school.

I look forward to continuing to support Digital Pioneers Academy's Founding team throughout the school's development and growth. I strongly support their application for a charter school to the Public Charter School Board and ask that you approve the application.

Sincerely,

Louis Carrico-Braun

Appendix 2 – Community and Family Engagement Plan

Attached

Appendix 3 – Sample Schedules and Calendars

DPA Sample Two Teacher Collaborative Team Schedule

DPA Typical Teacher Daily Schedule									
Activity	Advisory	DPA Reads	DPA Solves	Lunch, Lab	Computer Science	Project Time	PLT/ Mentor Time	Advisory, Seminar or Community Meeting	Teacher Planning
Time	7:45-8:00	8:00-9:30	9:30-11:00	11:00-12:00	12:00-12:45	12:45-1:30	1:30-2:15	2:15-3:00	3:00-4:30

Day for the ELA & SS teacher		Day for the Math, Science, CS teacher	
7:30 – 7:45		7:30 – 7:45	Arrival
7:45-8:00	Advisory	7:45 – 8:00	Advisory
8:00 – 9:30	Lead Teacher ELA Block	8:00- 9:30	Lead Math Block
9:30 – 11:00	Support Teacher Math Block	9:30 – 11:00	Support ELA Block
11:00 – 12:00	Lunch and Lab with students	11:00-12:00	Lunch and Lab with Students
12:00 – 12:45	Support CS teacher	12:00 – 12:45	Lead CS class
12:45 – 1:30	Project Time	12:45 -1:30	Project Time
1:30 – 2:15	PLT Time	1:30 – 2:15	PLT Time
2:15 – 3:00	Advisory/Community	2:15 – 3:00	Advisory/Community
3:00 – 4:30	Planning	3:00 – 4:30	Planning

The chart below demonstrates possible instructional responsibilities for each teacher by content block.

ELA & Social Studies teacher	Math, Science, Computer Science
Advisory	
15 Students	15 Students
Interactive Read Aloud	
<ul style="list-style-type: none"> Teaching lesson 	<ul style="list-style-type: none"> Assisting through accommodation and modifications Parallel teach lesson to small group
Shared Reading	
<ul style="list-style-type: none"> Teaching Lesson 	<ul style="list-style-type: none"> Assisting through accommodation and modifications Parallel teach lesson to small group
Guided Reading & Phonics/Phonemic Awareness	
<ul style="list-style-type: none"> Lead teaching guided reading 	<ul style="list-style-type: none"> Lead teaching phonics/phonemic awareness instruction
DPA Solves – Math Block	
<ul style="list-style-type: none"> Assisting through accommodation and modifications Parallel teach lesson to small group Differentiated small group instruction during independent practice 	<ul style="list-style-type: none"> Lead teaching lesson Differentiated small group instruction during independent practice
Computer Science	
<ul style="list-style-type: none"> Assisting through accommodation and modifications Differentiated small group instruction during independent practice 	<ul style="list-style-type: none"> Lead teaching lesson Differentiated small group instruction during independent practice

Project Time	
<ul style="list-style-type: none"> • Lead Social Studies skill instruction 	<ul style="list-style-type: none"> • Assisting through accommodation and modifications
Personalized Learning Time	
<ul style="list-style-type: none"> • Differentiated small group instruction during independent practice • Mentor Time 	<ul style="list-style-type: none"> • Differentiated small group instruction during independent practice • Mentor Time
Advisory/Community Time	
<ul style="list-style-type: none"> • Parallel teach lesson to small group • Rotate- leading teaching community time 	<ul style="list-style-type: none"> • Parallel teach lesson to small group • Rotate- leading teaching community time

Potential DPA 2018-2019 School Calendar

Calendar Legend																							
Regular Day						Expedition						PD: Staff Only						Holiday					
July 2018						August 2018						September 2018											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
1	2	3	4	5	6	7				1	2	3	4							1			
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8			
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15			
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22			
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29			
														30									
October 2018						November 2018						December 2018											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
	1	2	3	4	5	6					1	2	3							1			
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8			
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15			
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22			
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29			
														30	31								
January 2019						February 2019						March 2019											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
		1	2	3	4	5						1	2						1	2			
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9			
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16			
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23			
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30			
														31									
April 2019						May 2019						June 2019											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
	1	2	3	4	5	6				1	2	3	4							1			
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8			
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15			
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22			
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29			
														30									

Summer Professional Development - Sample Calendar

Week 1	Session 1	Session 2	Session 3
Day 1	DPA Culture	Execution – Culture	DPA Culture
Day 2	DPA Culture	Execution – Culture	DPA Culture
Day 3	Academic Program	Assessments - English	Curriculum – English
Day 4	Assessments – Writing	Assessments – Writing	Curriculum – English
Day 5	Assessments - Math	Curriculum - Math	Curriculum – Math

Week 2	Session 1	Session 2	Session 3
Day 1	Execution - English	Assessments - Science	Curriculum - Science
Day 2	Execution - Math	Curriculum - Science	DPA Culture
Day 3	SPED	Advisory	Execution - Science
Day 4	SPED	Assessments – Social Studies	Curriculum – Social Studies
Day 5	Curriculum – Social Studies	Curriculum – Computer Science	Curriculum – Computer Science

Week 3	Session 1	Session 2	Session 3
Day 1	Execution – Social Studies	DPA Culture	Expeditions
Day 2	ELL	DPA Culture	Expeditions
Day 3	ELL	Execution - Academics	Execution – Computer Science
Day 4	DPA Culture	Execution - Academics	Execution - Culture
Day 5	DPA Culture	Differentiation	Differentiation

Appendix 4 –Teaching Standards and Evaluation Rubric

Attached

Edward Brooke Charter School Teaching Standards & Sample Evaluation

A. Classroom Culture
Communicates that effort, not innate ability, is central to achievement
Creates and effectively conveys a positive vision for classroom culture and routines.
Teaches effective routines and maintains them all year.
Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption.
Is fair and respectful and builds positive relationships with all students.
Models appropriate behavior, tone, preparation, and organization to demonstrate the importance of each.
Has a confident and authentic presence.
Conveys urgency through preparation, lesson momentum, and smooth transitions.
B. Planning and Delivery of Instruction
Plans cohesive thoughtful lessons within thoughtful units that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.
Effectively communicates the “point” of each lesson and the purpose of each activity.
Generates a high level of student participation.
Presents thoughtful open-ended questions (when appropriate) and holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.
Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or “big ideas” that define the subject area.
Differentiates and scaffolds instruction to ensure the material is accessible and sufficiently challenging to all students.
Effectively uses teacher talk to provide structure and direction while holding students accountable for thinking.
C. Ensuring Success for all Students
Takes and demonstrates responsibility for success of all students.
Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.
Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.

Edward Brooke Charter School Teaching Standards & Sample Evaluation

Ensures that all students complete and turn in all work, including homework.

D. Collaboration, Improvement, and Professionalism
Solicits and responds constructively to suggestions and criticism
Collaborates well in co-planning teams.
Is a thoughtful participant and contributor to in-school professional development.
Has excellent attendance, punctuality, and reliability with paperwork, duties, and assignments.
Actively contributes to and shares responsibility for grade-level and school-wide activities.
Is a positive team player and contributes to a positive and constructive professional culture.
Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports.

A. Classroom Culture	4	3	2	1	0
Communicates that effort, not innate ability, is central to achievement	Completely transfers ownership of this principle so that all students believe in their own efficacy and is a leader in developing a staff culture that embraces this belief.	Consistently conveys that achievement comes from consistent effort, never conveys to students, parents, or other staff members that they have innate limits, and transfers ownership to many students.	Regularly conveys that achievement comes from consistent effort, seldom conveys to students, parents, or staff that they have innate limits, and transfers ownership to some students.	Classroom environment is one where students feel it is risky to make a mistake, students express beliefs about their innate abilities and these statements are unaddressed, and students are not regularly reminded about the value and impact of effort.	Performance in this area is unacceptable.
Teaches effective routines and maintains them all year.	Classroom has model routines and students understand and believe in the purpose of the routines.	Routines are clear, effective, and thoughtful, and maintained all year.	Routines could be improved, clarified, or enforced more consistently.	Does not have clear and effective routines for multiple parts of the day.	Performance in this area is unacceptable.

Edward Brooke Charter School Teaching Standards & Sample Evaluation

XXVII

Clearly communicates and consistently enforces high standards for student behavior. Commands respect and refuses to tolerate disruption.	Develops student ownership of expectations in addition to being direct, specific, and tenacious in communicating and enforcing very high expectation.	Is direct, specific, and tenacious in communicating and enforcing very high expectations.	Allows for occasional inconsistencies in expectations for student behaviors.	Allows for frequent inconsistencies in expectations for student behaviors.	Performance in this area is unacceptable.
Is fair and respectful and builds positive relationships with all students.	Has model relationships that stand out school-wide for their respect and impact on student well-being and achievement.	Is fair and respectful and builds positive relationships with all students.	Is fair and respectful with all students and builds positive relationships with most students.	Is almost always fair and respectful with all students and builds positive relationships with some students.	Performance in this area is unacceptable.
Has a confident and authentic presence.	Has model presence that stands out school-wide for being authentic and confident and impact on student well-being and achievement.	Has a confident and authentic presence.	Usually shows confidence and authenticity but could improve in one area in a way that would improve class culture.	Either could improve significantly in confidence with students or in being sincere with students	Performance in this area is unacceptable.
Conveys urgency through preparation, lesson momentum, and smooth transitions.	Uses preparation, lesson momentum, and smooth transitions to get the most out of every minute.	Uses preparation, lesson momentum, and smooth transitions so that no time is lost.	Sometimes loses teaching time due to lack of preparation, lesson momentum, or smooth transitions.	Often loses teaching time due to lack of preparation, lesson momentum, or smooth transitions.	Performance in this area is unacceptable.
B. Planning and Delivery of Instruction	4	3	2	1	0

Edward Brooke Charter School Teaching Standards & Sample Evaluation

XXVIII

<p>Plans cohesive thoughtful lessons within thoughtful units that combine into a thoughtful year-long plan that aligns with grade level expectations and state assessments.</p>	<p>Serves as a leader grade-wide and/or school-wide in creating a year-long plan that teaches each standard to mastery, creating aligned units that emphasize big ideas and ensure standards mastery, and creating daily lesson plans that fit into those units in a thoughtful, clear, and effective way. These plans align with standards and prepare students for all assessments (state and school).</p>	<p>Creates a year-long plan that teaches each standard to mastery, creates aligned units that emphasize big ideas and ensure standards mastery, and creates daily lesson plans that fit into those units in a thoughtful, clear, and effective way. These plans align with standards and prepare students for all assessments (state and school).</p>	<p>Has some room for improvement in year-long plan, unit plans, daily lesson plans, or the alignment of these plans with standards and assessments.</p>	<p>Has significant room for improvement in year-long plan, unit plans, daily lesson plans, or the alignment of these plans with standards and assessments.</p>	<p>Performance in this area is unacceptable.</p>
<p>Effectively communicates the “point” of each lesson and the purpose of each activity.</p>	<p>At all times students can tell an observer the point of the lesson and activity and explain why it is important.</p>	<p>Effectively communicates the “point” of each lesson and the purpose of each activity so that students can explain the point.</p>	<p>Usually conveys the point of the lesson and each activity, but occasionally students are unclear about the point of the lesson or activity.</p>	<p>Sometimes conveys the point of the lesson and each activity, but often students are unclear about the point of the lesson or activity.</p>	<p>Performance in this area is unacceptable.</p>
<p>Generates a high level of student participation.</p>	<p>Has model participation (both in quality of participation and extent of participation) because students believe that their participation is valuable to their own learning and the learning of their classmates.</p>	<p>All students participate in all lessons.</p>	<p>Most students participate in most lessons.</p>	<p>Many students participate in many lessons.</p>	<p>Performance in this area is unacceptable.</p>
<p>B. Planning and Delivery of Instruction</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>	<p>0</p>

Edward Brooke Charter School Teaching Standards & Sample Evaluation

XIX

<p>Presents thoughtful open-ended questions (when appropriate) and holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.</p>	<p>Has model discussions and questioning skills and students believe that it is important to answer thoughtfully and listen to their peers to maximize their own and their classmates' learning.</p>	<p>Presents thoughtful open-ended questions (when appropriate) and holds students accountable for developing and considering responses, listening and responding to each other, and articulating and revising their thinking.</p>	<p>Often presents open-ended questions (when appropriate). There is room for improvement in students' developing and considering responses, listening and responding to each other, or articulating and revising their thinking.</p>	<p>Presents mostly closed ended questions but holds students accountable for answering and listening to each other.</p>	<p>Performance in this area is unacceptable.</p>
<p>Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.</p>	<p>Enables students to connect new material to the big ideas independently and to see the value in creating this larger conceptual understanding.</p>	<p>Effectively helps students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.</p>	<p>Consistently attempts to help students place new material in context by making frequent connections to the underlying purpose and/or "big ideas" that define the subject area.</p>	<p>Struggles to help students place new material in context.</p>	<p>Performance in this area is unacceptable.</p>
<p>Differentiates and scaffolds instruction to ensure the material is accessible and sufficiently challenging to all students.</p>	<p>Is a leader school-wide in creating lessons that meet all students at their current skill level.</p>	<p>Differentiates and scaffolds instruction to ensure the material is accessible to all students.</p>	<p>A few students are unable to access the lesson, or some students are not challenged by lessons.</p>	<p>Often students are unable to access the lesson or are not challenged by lessons.</p>	<p>Performance in this area is unacceptable.</p>
<p>Effectively uses teacher talk to provide structure and direction while holding students accountable for thinking.</p>	<p>Is a leader school-wide in balancing between teacher talk and student responsibility during lessons.</p>	<p>Effectively uses teacher talk to provide structure and direction while holding students accountable for thinking.</p>	<p>Teacher talk is occasionally excessive or teacher talk is occasionally inadequate to direct the lesson toward a clear objective.</p>	<p>Teacher talk is often excessive or teacher talk is often inadequate to direct the lesson toward a clear objective.</p>	<p>Performance in this area is unacceptable.</p>

Edward Brooke Charter School Teaching Standards & Sample Evaluation

C. Ensuring Success for all Students	4	3	2	1	0
Takes and demonstrates responsibility for success of all students.	Achievement data is exceptionally high for all students in all quartiles of incoming performance and demonstrates this responsibility through conversations with staff.	Achievement data is consistently high for all students in all quartiles of incoming performance and demonstrates this responsibility through conversations with staff..	Achievement data for students in one quartile does not meet expectations or teacher occasionally does not take responsibility in conversations about student achievement.	Achievement data for students in one quartile falls significantly short of expectations or students in several quartiles falls below expectations or teacher often does not take responsibility in conversations about student achievement.	Performance in this area is unacceptable.
Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.	Is a leader school-wide in using data to track individual students and use that data to provide targeted instruction.	Regularly employs an organized system to use assessment data to track the progress of individual students and to provide targeted individual or small group student instruction.	Usually employs an organized system to use assessment data to track the progress of most students and often provides targeted individual or small group student instruction.	Rarely uses data to inform instruction or struggles to keep updated data for all students.	Performance in this area is unacceptable.
Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.	Is a leader school-wide in transferring ownership of achievement to students and ensuring that students know where and how they need to improve their achievement.	Engages students in the process of monitoring their own understanding and achievement and helps make goals or benchmarks clear, transparent, and achievable.	Engages students in the process of monitoring their own understanding and achievement and attempts to make goals or benchmarks clear and transparent, but students are often unclear how to meet these goals.	Inconsistently engages students in the process of monitoring their own understanding and achievement.	Performance in this area is unacceptable.
Ensures that all students complete and turn in all work, including homework.	Ensures that all students complete and turn in all work, including homework and that all work is of high quality.	Ensures that all students complete and turn in all work, including homework.	Ensures that all students complete and turn in almost all work, including homework.	Ensures that all students complete and turn in most work, including homework, or that most students turn in all work but holds lower expectations for some students.	Performance in this area is unacceptable.

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Edward Brooke Charter School Teaching Standards & Sample Evaluation

IXXX

D. Collaboration, Improvement, and Professionalism	4	3	2	1	0
Solicits and responds constructively to suggestions and criticism	Is sincerely committed to and thrives from feedback - taking all feedback one step further by applying it in new contexts, and eagerly seeking out feedback from all sources..	Solicits and responds constructively to suggestions and criticism	Accepts and responds constructively to suggestions and criticism	Often accepts and responds constructively to suggestions and criticism	Performance in this area is unacceptable.
Collaborates well in co-planning teams.	Provides leadership on the team by ensuring that all team members are participating and being heard and that the team works together to maximize the quality of the products of co-planning.	Shares ideas in co-planning teams, listens thoughtfully to other members of the team, helps ensure that the team meets its goals, and is timely in sharing materials with other members of the team.	Usually shares ideas in co-planning teams, listens thoughtfully to other members of the team, helps ensure that the team meets its goals, and is timely in sharing materials with other members of the team.	Is an agreeable team member but makes infrequent contributions or occasionally has trouble balancing between presenting own ideas and listening to those of others or struggles to complete share of team work in a timely manner.	Performance in this area is unacceptable.
Is a thoughtful participant and contributor to in-school professional development.	Provides leadership during professional development by ensuring that all staff members are participating and being heard and offers insights that develop the thinking of all group members	Consistently Is a thoughtful participant and contributor to in-school professional development.	Often Is a thoughtful participant and contributor to in-school professional development.	Is an engaged but passive participant in in-school professional development.	Performance in this area is unacceptable.
Has excellent attendance, punctuality, and reliability with paperwork, duties, and assignments.	Has perfect attendance, is never late, is prompt and engaged in duties, and meets all deadlines.	Has good attendance, is rarely late, is prompt and engaged in duties, and meets all deadlines.	Has good attendance, is rarely late, is almost always prompt and engaged in duties, and usually meets deadlines.	Has reasonable attendance, is occasionally late, is usually prompt and engaged in duties, and usually meets deadlines.	Performance in this area is unacceptable.

Edward Brooke Charter School Teaching Standards & Sample Evaluation

D. Collaboration, Improvement, and Professionalism	4	3	2	1	0
Actively contributes to and shares responsibility for grade-level and school-wide activities.	Anticipates areas of need and offers to go above and beyond duties to make the school as effective and positive as it can be.	Actively contributes to and shares responsibility for grade-level and school-wide activities.	When asked, contributes to and shares responsibility for grade-level and school-wide activities. mission of the school.	Meets responsibilities, but does not do enough to contribute to grade-level and school-wide activities.	Performance in this area is unacceptable.
Is a positive team player and contributes to a positive and constructive professional culture.	Is a school-wide leader in establishing a positive, constructive, can-do, and mission-focused culture.	Is a consistently positive team player and contributes to a positive and constructive professional culture.	Is usually a positive team player and often contributes to a positive and constructive professional culture.	Is sometimes a positive team player and at times contributes to a positive and constructive professional culture.	Performance in this area is unacceptable.
Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports.	Builds positive and trusting relationships with parents that enable parents to best support their children's academic progress in the long term.	Engages parents as partners in their child's education through frequent contact, conferences, report cards, and progress reports. Draws effective limits with chronically difficult parents.	Effectively engages parents when necessary - when there is a behavior or academic concern or a report card conference.	Writes progress report and report card comments that are inadequate for parents to understand their child's progress, or struggles to establish productive communication with several parents.	Performance in this area is unacceptable.

XXXX

COMMENTS:

Appendix 5 – Student Discipline Policies

(Discipline Policies Adapted from Valor Academy in Nashville)

Positive Behavior Support

At Digital Pioneers Academy, we utilize a positive behavior support approach to discipline. We believe that all Scholars can learn the skills necessary to be successful in school, to demonstrate **DPA's core values and core character strengths**, and to use these skills and values to become successful college students. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, you will see that the following Code of Discipline defines expected behaviors first; then school rule infractions; followed by possible strategies for correcting the behavior.

As with academics, we believe that Scholars should be praised and rewarded for meeting behavior expectations. For this reason, we have a number of creative opportunities for Scholars to receive rewards. Some of these opportunities include, but are not limited to:

Pioneer Tickets: scholars are given Pioneer tickets to signify that they are meeting expectations, particularly in shared spaces like hallways, the cafeteria, and restrooms. These tickets are used in a daily raffle drawing in the classroom. At the end of each week, the tickets are again used for a school-wide raffle at our community circle.

Pioneer Fuel: When an entire class is meeting expectations, they are rewarded with bright blue Pioneer fuel to acknowledge a whole group effort. Pioneer fuel can also be earned in Expeditions classes to let classroom teachers know when scholars are continuing to show core values and character strengths outside of the classroom. During schoolwide community circles, Pioneer Fuel awards for the week are tallied and the winning class will have its flag proudly displayed at the school entrance.

Awards Assemblies: Twice each year, families and scholars gather for an awards assembly, during which teachers select one scholar for each of the focus character strengths in the classroom.

Logical Consequences

In addition to acknowledging behavior expectations, we respond to repeated misbehavior using a system of logical consequences. Using logical consequences combines our high level of behavior expectations with a climate that is responsive to the social and emotional development of scholars. The goal is to help scholars notice and reflect on the connections between their actions and the consequences of those actions. Logical consequences are always respectful, relevant to the scholar's actions, and realistic.

Relax and Return: Relax and Return is a consistent, calm, and non-punitive strategy for helping scholars develop self-control while preserving the smooth flow of the classroom. When scholars are lacking focus – maybe talking to a friend during instruction, or unable to track the teacher who is speaking – we allow the scholar to go to Relax and Return. This is a designated spot in the classroom with a timer and sometimes

an object to help relax, where the scholar takes time away from the group to refocus. This Relax and Return spot is always separate from the group but close enough that the scholar is still engaged in instruction rather than being isolated and missing out on any learning opportunity.

Reparation: A second Logical Consequence is what we call Reparation, or “You broke it, you fix it.” Reparation gives scholars the opportunity to take responsibility by fixing the damage they have caused. If a scholar loses control and knocks something over, makes a mess, or damages someone else’s property, they are expected to fix what they broke. This can mean “fixing” it when a scholar has damaged someone’s feelings, or paying to replace a book that a scholar has torn. Repairing what has been broken ensures that the scholar understands the consequences of his or her actions and internalizes the importance of the rules and expectations we have in school.

Loss of Privileges: Finally, when scholars are behaving irresponsibly, they Lose a Privilege. Privileges are opportunities to learn to be reliable, to take responsibility for following the expectations when acting autonomously. For example, if a scholar is splashing water at the drinking fountain, they lose the privilege of getting a drink with their peers. They will need to get a drink at another time with adult supervision. Or, if a scholar is running outside the safety boundaries at recess, the scholar loses the privilege of playing that game at recess and needs to sit next to an adult until recess is over.

Level 1

Expected Student Behaviors

Level I Behavior ensures a smoothly operating classroom and school environment. The expected behaviors minimize disruptions, contribute to a calm learning atmosphere, and allow all Scholars to be on task and engaged in academics. Scholars who exemplify these behaviors will:

- Understand and follow school rules;
- Attend school every day and on time;
- Use books, materials, and other items appropriately;
- Adhere to the school dress code;
- Resolve problems peacefully;
- Use respectful and appropriate language at all times; and
- Demonstrate DPA’s core values, character strengths, and character disciplines.

Behavior Infractions

Scholars who do not adhere to expected Level I Behavior may disrupt the learning process for themselves or others. To avoid this disruption, Scholars should avoid the following infractions:

- Failing to comply with classroom and school rules;
- Failing to participate in learning or classroom activities;
- Possessing items that are inappropriate for the educational setting (such as cellular phones or other electronic devices), or misusing educational materials;

- Initiating or participating in verbal confrontations with other scholars or adults; · using profane or crude language; or displaying or participating in behavior that is disruptive or that Valor’s core values, character strengths, and character disciplines.

Logical Consequences

When a Scholar fails to follow the expected Level I Behaviors, or when a Scholar engages in the above behaviors that are disruptive, one of the following logical consequences may be used:

- Classroom Behavior Infraction notice or parent/family contact;
- Verbal correction;
- Re-teaching and rehearsing an expected Level I Behavior;
- Conference with the Scholar;
- Peer mediation;
- Loss of privilege to participate in related activity;
- Confiscation of inappropriate items;
- Temporary removal from classroom setting where the infraction occurred;
- Behavior contract;
- Informal counseling session with Grade Level Coach.

DPA team members may also use another corrective strategy that maximizes the Scholar’s opportunity to remain engaged in the instructional setting.

Level 2

Expected Student Behaviors

Level II Behavior is more significant than Level I Behavior, primarily because these behaviors are more serious and allow for continued learning and they more deeply reflect an understanding of DPA’s core values, character strengths, and character disciplines:

- Speak and act honestly and respectfully;
- Show respect to others in words, actions, and intentions;
- Develop good study habits;
- Set goals and work toward achieving them;
- Complete all classroom and homework assignments;
- Participate actively in class;
- Cooperate with and obey all directions given by adults in the school community;
- Demonstrate pride in the school community by showing respect for the property of the school and of others; and
- Care for the feelings of others and treat others with respect.

Behavior Infractions

Scholars who do not adhere to expected Level II Behavior are not demonstrating DPA’s core values,

character strengths, and character discipline. Scholars should avoid the following infractions:

- Cheating or lying;
- Exhibiting any behavior that instigates or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal dispute;
- Verbal confrontation with a staff member;
- Refusing to comply with school rules or directions given by adults in the school community;
- Using profane or provocative language directed at others;
- Taking or concealing someone else's property without permission;
- Destroying or defacing school property;
- Name-calling, gossiping, or using gestures to intimidate others; or
- Repeated Level I Behavior infractions.

Logical Consequences

Scholars that fail to comply with Level II Behavior expectations are seriously disrupting the rights of other Scholars to learn. As a consequence, one or more of the following logical consequences may be enforced:

- Referral to Grade Level Coach;
- Parent/family conference;
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors; or
- Suspension from school (partial day up to 3 days).

Level 3

Expected Student Behaviors

Level III Behavior is more serious than Level II Behavior because these behaviors are essential to the safety of the school. Behavior infractions that fall into this category could harm others or cause a serious disruption learning environment. Scholars who exemplify Level III Behavior will:

- Show kindness and respect towards others;
- Accept others for their individuality and embrace differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background;
- Immediately report all acts of violence, harassment, or threats to school staff;
- Speak to others using positive and respectful language;
- Use conflict management skills to resolve disagreements; and
- Seek help from school staff when a conflict may evolve into a violent or combative circumstance.

Behavior Infractions

Failing to comply with expected Level III Behaviors could result in harmful situations that seriously

undermine the safety and well-being of others. Scholars should avoid the following infractions:

- Physically hurting or threatening another person;
- Bullying others by using intimidation or teasing;
- Harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, or family background;
- Using sexually suggestive comments or gestures to intimidate others;
- Removing or destroying school property;
- Displaying or possessing a fake weapon; and
- Endangering the health and safety of others

Logical Consequences

Scholars that fail to comply with Level III Behavior expectations are seriously disrupting the rights of other Scholars to learn. As a consequence, one or more of the following logical consequences may be enforced:

- Referral to Grade Level Coach;
- Parent/family conference;
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors;
- Reparation of damage or harm done to property;
- Suspension from school (one to 10 days).

Level 4

Expected Student Behaviors

Level IV Behavior represents the most significant degree of behavior. Infractions at this level endanger the safety and well-being of the members of our school community. Scholars who exemplify appropriate Level IV Behavior will:

- Accept responsibility for their actions;
- Respect the safety and well-being of others;
- Maintain self-control at all times;
- Seek help from a trusted adult to solve problems or report any incidents of concern;
- Report any acts of aggression or violence between Scholars or between Scholars and staff;
- Cooperate with everyone to create a safe, positive learning environment; and
- Demonstrate pride in their school and community.

Behavior Infractions

Scholars who do not follow the expected behaviors for Level IV are those that are engaged in serious misconduct, aggression, or destruction of property. Therefore, Scholars must avoid the following

infractions:

- Using violent physical actions or threats towards other Scholars or staff;
- Possessing, using, distributing, or selling any object, controlled substance, or weapon that could inflict serious harm on others or put a person in fear of serious harm;
- Engaging in or forcing others to participate in sexual acts at school or a school related function;
- Threatening to take another person's life;
- Withholding information needed to solve a crime;
- Setting a fire; or
- Committing any act that would result in the destruction of property.

Logical Consequences

Level IV infractions are the most serious acts of misconduct. As a result, one or more of the following logical consequences may be enforced:

- Parent/family conference;
- Suspension from school for one to ten days;
- Recommendation for alternative educational setting; or
- Recommendation for expulsion or alternative placement hearing, such as an alternative Safe School.

Appendix 6 – Building Blocks Mindsets

Attached

dynamic. The majority of teachers recognize and appreciate the central role that human relationships play in student development. Even so, current school design models often overlook the role of relationships and their impact on child development.

Relationships are the fuel for human development; they foster trust and belief, and are a buffer against stress. Children learn through modeling from and interaction with others in the form of guidance, support and collaboration, whether this is a parent, teacher, other adult or a peer. Current focus on student development rightly prioritizes the skills and knowledge that students must acquire, apply and then transfer to new contexts, yet this prioritization cannot eclipse the fact that relationships drive this learning and development. The Building Blocks for Learning reflect a set of skills and beliefs that facilitate student success in a social context through inter- and intra-personal development. These are not just skills and beliefs to prioritize in addition to academics, these are the skills and beliefs to prioritize in service of human development and academic success, as well as success in college and life. The Building Blocks for Learning are what students need to become successful, engaged and independent learners in K-12 and beyond.

 **The Building Blocks Framework**

Turnaround for Children’s Building Blocks for Learning framework represents the skills and beliefs that students use to access, acquire and apply the academic content prioritized in classrooms.

Figure 1

BUILDING BLOCKS FOR LEARNING

