

DIGITAL PIONEERS
ACADEMY

Application for Grade Level Expansion to the District of Columbia Public Charter School Board

September 2020

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Part I: General Information

All applicants must complete this section

SUBMITTED BY: Mary Wells, Board Chair - Digital Pioneers Academy

SUBJECT: Charter Amendment Request for: (Mark all that apply)

- Enrollment Ceiling Increase
- Program Replication of Grades Served
- Grade Level Expansion (Single Grade)
- Grade Level Expansion (Grade Band)
- Additional Facility or New Location
- Goals and Achievement Expectations
- Mission or Education Philosophy
- Curriculum, Standards or Assessments
- Name Change – Campus or Facility
- Campus Reconfiguration
- LEA Status for Special Education
- Special Education Enrollment Preference
- Governance Structure
(Bylaws, Articles of Incorporation or Management)
- Graduation Requirements
- Competency-Based Learning Application

SUBMISSION DATE: September 21, 2020

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
 - a) Campus name(s) and location(s): Digital Pioneers Academy, 709 12th Street, SE Washington, DC 20003
 - b) Year opened: 2018
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): 6th – 8th
 - d) Date that charter will be eligible for possible renewal: 2022-2023 Academic Year
2. Please select the performance indicators below that describe the school’s current performance*: (Mark all that apply)

- Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
- School is not currently under corrective action.
- Has historically met enrollment projections w/in 80% of target.
- School has been in operation for 3+ years.
- School is currently accredited. **Enter expiration date.**

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here:

For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.



PROPOSAL

Digital Pioneers Academy submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on _____ (*leave blank if this has not been determined*).

- 1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.**

Digital Pioneers Academy ("DPA") is requesting an amendment to our charter to expand our grade level offerings to include grades 9-12. We are also requesting an enrollment cap increase to account for 120 more students at each new grade level.

As shown in our initial charter application, we have always had the intention of expanding to become a full service, 6-12 model that provides 100% of DPA scholars with the tools necessary to graduate from college and/or secure a high paying, high demand job. In order to achieve our mission of creating scholars equipped to graduate from college and thrive in 21st century careers, we believe that we must be enabled to continue to provide our students with a rigorous high school core curriculum with an emphasis on computational thinking skills that includes personalized computer science courses.

We have been planning for this transition for the past two years, and have taken numerous steps toward being prepared for our first class of high school students. First, we recognize the importance of hiring and growing strong leaders. We have created the DPA Principal Fellowship Program, which allows fellows to serve as members of the school's leadership team, and contribute to the team as teachers and leaders, while developing the necessary skills and abilities to serve as a future principal. We currently have six fellows participating in the program.

In addition, we understand how difficult it can be to find an appropriate facility for a charter school in Washington D.C. Therefore, we began the process of looking for a facility well in advance of the submission of this amendment. It is our hope that we will be in a position to move into our permanent facility by the beginning of the 2022 school year.

Finally, we want to make sure that we design a school that is a good fit for our students, their families, and our staff. To that end, we have engaged all of these key internal stakeholders in conversations aimed at gathering feedback to ensure that we create a high school that fits the needs of our school community.

- 2. How will the proposed amendment(s) support or enhance the school's mission?**

The mission of Digital Pioneers Academy is to develop the next generation of innovators. We prepare scholars from underserved communities 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. DPA opened its doors to 120 sixth-grade scholars in

the fall of 2018 and currently serve 360 scholars in grades 6-8. Embedded in our mission is creating an academic pathway at the secondary level for scholars to master the skills of computer science and prepare to enter higher education and/or the career of their choice.

We have ambitious goals that align to our mission of ensuring all scholars are college and career ready, all of which are directly related to college readiness. DPA aims to be a consistently ranked Tier 1 DC public charter school, at both the middle and high school levels. This includes our scholars being proficient and advanced in PARCC standardized testing. Our long-term goal is to ensure 75% of 8th graders are in the top quartile for MAP reading and math, and 100% of 10th graders in the top quartile of MAP for reading and math. Additionally, all scholars will take the AP computer science test in 10th grade. To achieve these goals, our scholars take rigorous college preparatory core classes, including math, ELA, science and social studies, and computer science. All of this is in service of 100% of DPA scholars graduating from college and/or securing a high paying, high demand job.

- 3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.**

There have been no board actions issued against Digital Pioneers Academy.

- 4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. [EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]**

Note: *If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).*

Please see Attachment 1 for our proposed 5-year operating budget.

The expansion of Digital Pioneers will put a short-term financial strain on the school but will allow for long-term financial stability. In the first year of high school operations, Digital Pioneers Academy forecasts an operating loss, but in the next three years of expansion, DPA forecasts growing annual gains. Once the school reaches full enrollment, DPA will be able to retire existing debt obligations and improve its debt-related ratios. DPA's financial position will be stabilized with 60 days of cash on hand and the FAR score will be at or above the 95% threshold. The excess cash from positive operating income and the ability to take on new debt will allow the school to pursue a permanent facilities solution.

- 5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have**

**been brought to your attention, how do you plan to address them?
[EXCLUDES the following amendments: Governance, Goals, Mission,
Curriculum, Graduation Requirements and Competency-Based Learning
Credits. If not applicable, write N/A.]**

DPA has proactively engaged both internal and external stakeholders regarding the proposed amendment to expand and add a high school program at DPA. While board conversations have been ongoing for months, due to the COVID-19 pandemic our ability to engage members of the school community and the greater community as a whole were unfortunately put on hold until recently.

Externally, we have notified local ANC commissioners of our intention to expand to become a high school and invited them to have conversations with us about our programming and plans moving forward. Please see Appendix 5 for a copy of those communications. We have also engaged members of the broader Ward 7 community to gauge their support for our expansion. Please see Appendix 6 for a letter of support from Reverend Dr. Kip B. Banks, pastor at East Washington Heights Baptist Church. Finally, in support of this application we recently began collecting petition signatures from members of the DPA community who are excited about seeing DPA High become a reality. Petition signatures collected through September 21, 2020 are all attached as part of Appendix 6.

Internally, we have engaged our parents, our 8th grade students, and our staff.

In July, as we began to pull together the final details for our fall re-opening plan, we sent out a survey to parents to determine their needs for the fall semester. In addition, we used the survey to gauge parent interest in sending their students to DPA High. 206 families representing 250 of our scholars responded to the survey. 86% of the families who responded to the high school question indicated that they would be interested in sending their child to DPA High. For families with rising 8th graders, 83% said they were interested. In addition, 66% of all families surveyed expressed an interest in participating in meetings to help design and plan for DPA High. In late August, we began organizing a parent committee that will inform the design of the high school during the planning year. We have also invited all 8th grade families to webinars to share our ideas and discuss their feedback regarding the design of the high school. The results of our parent survey, a copy of the chat from one of our recent webinars, and parent letters of support collected through September 21, 2020 are all attached as part of Appendix 6. Even after submission of this application, we will continue to collect petition signatures and letters of support for our expansion.

When the new school year began and our founding class officially became our first 8th grade class, we took the opportunity to hold focus groups with those students to allow them to share their ideal vision for DPA High. 115 of our 120 8th graders responded participated and provided feedback on topics such as facilities, academics, extracurricular activities, social interactions, and school policies.

Finally, we recently had the opportunity to engage our staff in an online chat to get feedback regarding their aspirations for our high school program. A copy of that chat as well as letters of support from members of our staff is also included as part of Appendix 6.

Overall, the primary issue raised by families has been the desire for a high school facility that has the space to accommodate the extracurricular activities that the students and their families wish to see implemented. To address this, we have been working diligently for months with our

facilities team to identify sites that will satisfy all of our requirements for space.

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The DPA board began having formal discussions regarding submission of the amendment in June, 2020. At each board meeting since that time, the board has held discussions regarding the expansion to become a high school program. The board formally voted to approve the submission of the amendment to add grades 9-12 on September 15, 2020.

Please see Appendix 4 for a copy of the September 15, 2020 board meeting minutes, as well as copies of the minutes from the previous three meetings which also included discussions of the amendment.

Section A – Establishing the Need

Section A.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

As described in our initial charter application¹, our founding team developed DPA's educational philosophy through a vigorous, multi-phase design process:

- In the Empathy Phase, we engaged families in Ward 7 and 8 through interviews and surveys, co-constructing a set of shared *aspirations*.
- In the Research Phase, we surveyed both scholarly and practitioner literature to identify the most current and proven best practices for great instruction.
- In the Values Phase, we identified the core values that would best guide our team to fulfill the aspirations and best practices.
- From there, we developed the **guiding principles** and **primary pillars** of our education model.

In this section, we demonstrate how DPA High will both (a) build upon DPA's core educational philosophy, creating a cohesive learning journey for DPA students and (b) specify and evolve its educational philosophy to serve students in grades 9-12.

DPA Aspirations

Our Aspirations
<i>We believe all children can learn at the highest levels.</i> While too many of our students now feel destined for failure, we will steer them towards success.
<i>We believe relationships matter.</i> Students will respect teachers who are authentic, and appreciate educators who support, challenge, and hold them accountable.
<i>We believe our students learn by doing.</i> Most students are too passive in their learning experiences. Students should invent, design, and produce as part of the learning experience.
<i>We believe we need to nurture a growth mindset.</i> 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."

¹ See Section B, Digital Pioneers Academy, *Application for a Public Charter School to the District of Columbia Public Charter School Board*, 03.08.2017, p.24.

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.

DPA Aspirations and our High School Program: Our aspirations remain fundamental to our high school vision and program. Believing that *all children can learn at the highest levels*, our core courses are taught at a rigorous, AP-aligned level. Rather than create exclusive performance “tracks,” we provide robust and additional supports to ensure that all students achieve at the college-ready bar; and we provide extension and enrichment opportunities in each department.² In these rigorous courses, our belief that *students learn by doing* continues to drive our pedagogy; whether sparring in Socratic seminars or constructing in Maker Spaces, our scholars drive their learning. We supplement our student-centered approach with explicit, aligned preparation to high-stakes exams, including the APs and SATs, to ensure that our scholars can transfer their learning and display mastery in both progressive and traditional assessment formats. Recognizing the myriad demands not only of our program, but of adolescence more broadly, we remain committed to *nurturing a growth mindset*. Our teachers are versed in research-based practices to cultivate growth-orientation and self-efficacy.³ We recognize the continued importance of a *trusting and inclusive school environment* in which *relationships between all stakeholders thrive*. Our adolescent learners know that they are seen, heard, respected, and loved; and that they are expected to, in turn, embrace all community members with the same regard. We offer extensive programming to cultivate and sustain relationships, including a best-in-class advisory program; community-building events; academic nights; college-preparatory family workshops; awareness months; and more.

DPA Values

Our Values
Accountability. <i>We do what we commit to do.</i>
Optimism. <i>We create the authentic positivity that our scholars and team need wherever we go, even in tough moments.</i>
Innovation. <i>We think critically, creatively, and thoughtfully to solve complex problems.</i>
Growth. <i>We love feedback and believe feedback is critical to growing and exceeding our goals.</i>
Empathy. <i>We listen and build strong relationships to create a known-loved-respected (KLR) community.</i>

² See Burns, C.C. & Garrity, D.T. (2008). *Detracking for Excellence and Equity*. Association for Supervision and Curriculum Development; Kohli, S. & Quartz. (2014, November 8). [Modern-Day Segregation in Public Schools](#), *The Atlantic*.

³ Dweck, C.S. (2006, 2016). *Mindset: A New Psychology of Success*. Ballantine Books; Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*; McKay, M. et al. (2019). *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation*. Harbinger.

DPA Values and our High School Program: Our values continue to undergird our high school vision. As part of our two-week orientation programming, our scholars and families - both new to DPA, and those matriculating from the middle school - learn and discuss these values in the context of the high school experience. Along with faculty, students and families discuss common dilemmas and challenges they might face in high school, and apply the DPA values as a framework by which to reason through such dilemmas. This work continues in our advisory program, where students construct and share their own dilemmas as case studies to analyze with their peers. Each month, advisories nominate students for DPA-Values awards, which are bestowed publicly at Community Meetings. These awards not only recognize scholars' embodiment of the values, but provide an ongoing mechanism for displaying and evolving what those values concretely mean in the context of our school. Our values also guide our approach to student discipline, framing discussions of community infractions and guiding the design of restorative solutions.

DPA Guiding Principles

Our Guiding Principles
<i>Prepare to enroll in a post-secondary pathway (college, career, etc.).</i>
<i>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.</i>
<i>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.</i>
<i>Demonstrate mastery of several programming languages and pass the AP Computer Science Principles exam by 10th grade.</i>
<i>Solve real world problems by the 10th grade in their community by using their Computer Science and computational thinking skills.</i>

DPA Guiding Principles and our High School Program: Our guiding principles directly inform our high school design and programming. DPA High is a college-preparatory program. We believe that the vast majority of students will maximize their future economic freedom, career flexibility, and self-actualization by preparing for and graduating from four-year colleges. Recent studies show that college graduates earn approximately 75 percent more than high-school graduates. The Brookings Institution recently reported that college degree holders live longer and healthier lives than those without diplomas. Moreover, over 80 percent of employers believe

that their future employees should earn a liberal arts degree.⁴ As such, we expect 100 percent of our students to meet and to exceed the demands of our college-preparatory program; to apply and to attend college; and to graduate with a bachelor's degree or higher, within six years. Toward these ends, our HS program combines rigorous, collegiate academics with a culture and design that emphasizes the “soft skills” necessary for college persistence, including independence, self-advocacy, and time/task management.

Equally important to DPA is that our future college graduates are entrepreneurial problem-solvers, capable of thriving in the 21st-century workplace. Our courses, while rigorous and college-preparatory, continue to foreground student-centered pedagogies rooted in design thinking, collaboration, and innovation. Specifically, our cross-department pedagogical framework is Fullan, Quinn, and McEachen's *Six Global Competencies for Deep Learning*. All DPA learning units - whether humanities, STEM, or elective - provide opportunities for character, citizenship, collaboration, communication, creativity, and critical thinking.⁵ In addition to this cross-cutting framework, we invest in a few key programmatic structures to foster scholars' entrepreneurship:

- Students in 10th-12th grades complete an annual *Problem Solvers' Portfolio Project* as part of their DPA graduation requirements. For this independent project, students deploy the computational and design thinking skills that they have developed since grade 6 to propose an innovative solution for a real-world problem. They capture both their process and proposal in a written portfolio and in a presentation of learning; the *DPA Problem Solvers' Symposium*, held toward the end of each spring semester, is one of our community's annual highpoints.
- Reflecting our commitment to students' career readiness for the 21st-century economy, our goal is for all DPA students to pass the AP Computer Science Principles exam at the end of their 10th grade year. This exam culminates a two-year course sequence (Computer Science I and II), building on our middle school computer science program. Starting freshman fall, students may enroll in CS Lab courses for targeted support and tutoring to ensure access to the AP-aligned exam content (students with course averages of 80 or lower at the end of each their first, second, or third semester are required to enroll in CS Lab the following semester). Students with continued interest in computer sciences can enroll in higher-level electives, including AP Computer Science A, in their junior and senior years.

Alignment Between Mission and Expansion

DPA's vision has always been to prepare 100% of DPA scholars to graduate from college and/or secure a high paying, high demand career. The path for our scholars to become the next generation of innovators to lead our digital economy begins in 6th grade, where they learn the foundational, computational, and problem-solving skills required to master the elements of computer science.

Computer science is not just the ability to code, it requires and develops the skills of innovation, effective effort, and strategic problem solving. By learning these skills beginning

⁴ As synthesized in *Knox Magazine*, Spring 2018, drawing from The Chronicle of Higher Education, the College Board, College Scorecard, and Business insider; see [Yes, College is Worth It.](#)

⁵ Fullan, M., McEachen, J., & Quinn, J. (2018). *Deep Learning: Engage the World, Change the World*. Corwin Press.

in 6th grade, DPA scholars fuse the inner workings of technology with their mastery in using technology – preparing them to comprehensively understand the functions and roles of technology, both at the technical and social level. With three years to build the foundations of computer science and the character traits of excellence, DPA scholars will enter our high school prepared to apply their computer science skills and the DPA values in a real-world setting.

One key component of our mission statement is the preparation of all scholars for success in 21st century careers. Research shows, however, that career success is as much about who you know as it is about what you know, and statistics show that about fifty percent of job offers come through personal connections.⁶ In addition to the Problem Solvers’ Portfolio Projects, DPA high school will be anchored in internship experiences with local tech partners and industry leaders, providing invaluable opportunities to learn outside of the classroom, hone their computer science skills to adapt to real-world problems, and to meet mentors who can guide scholars to the careers they wish to pursue. Real world experiences are essential for our model, exposing scholars to limitless opportunities to explore, and supportive professionals who will support their academic journeys. Internship opportunities will prepare scholars for the work force and cultivate the professional networks for scholars that will close resource gaps. As discussed below, the DMV region is at the center of a rapid expansion of high paying tech careers, but does not currently have the tech talent necessary to fill the gap. DPA is primed to support the transformation of Washington DC to become a city with a highly skilled, diverse pool of tech talent, while simultaneously changing the economic outcomes of our most at-risk populations.

DPA’s mission is to create the next generation of innovators while preparing them for both college and professional success in high-demand technology careers, and a rigorous, Computer Science-based high school program is vital in achieving those goals. While our middle school provides the foundation for success, it is those critical high school years that will truly provide the launch pad to college and career readiness. We have made promises to our scholars and their families, and providing a continuous 6th – 12th grade model will allow us to deliver on those promises.

Primary Pillars of Our Educational Model

The pillars of our educational model were developed as part of our initial charter application, designed to honor a) our community’s aspirations, b) best practices as discerned through education research and c) our mission, values, and principles. Our pillars remain the core of our high school program:

DPA PILLARS

1. Rigorous Content	2. Rigorous Instruction	3. Student-Centered Learning & Love of Learning
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⁶ <https://www.equitablefutures.org/networks-of-support-opportunity-exploring-innovative-relationship-centered-designs/>

<p><i>A rigorous core curriculum that includes personalized Computer Science coursework and computational thinking (Honoring the values of Excellence, Innovation, and Results)</i></p>	<p><i>An emphasis on great teaching and authentic relationships (Honoring the values of Excellence, Results, and Empathy)</i></p>	<p><i>A positive, respectful, and loving school culture (Honoring the values of Empathy and Integrity).</i></p>
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Pillar 1: Rigorous Content at DPA High

Rigor: At DPA High, scholars engage in a rigorous academic program that will prepare them to thrive at four-year colleges *and* to succeed in the dynamic, entrepreneurial 21st-century workforce. Our core academic classes are designed against nationally recognized standards and frameworks, including the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and Advanced Placement (AP) course frameworks. In all of their courses, students demonstrate mastery through comprehensive performance tasks, which emphasize formal writing and speaking; and through more traditional assessments, which are aligned to high-stakes exams. We believe that this blend of vigorous writing, speaking, and testing will best prepare students for the challenges of college and career.

High Expectations: At DPA, we expect all students and teachers to succeed in our college-preparatory core program. Rather than create separate academic tracks, we enroll all students in our college-preparatory core. We differentiate by providing *additional*, rather than separate, learning opportunities. If a student requires support and intervention to access a course material, they will enroll in a concurrent *LAB Course*. These small-group courses, staffed by both faculty and upper-level peer tutors, provide more learning time and targeted intervention. If a student demonstrates exceptional interest and talent in a department, they will be encouraged to (a) accelerate their departmental sequence by “doubling up” on foundational courses and to (b) conduct *honors extension* projects, which are available for all of our core courses. These self-directed projects allow students to further engage in course material while strengthening their independent research skills.

Example of DPA’s approach to differentiation: Grade 9 Biology (Biology I)

	Scholar A	Scholar B	Scholar C	Scholar D	Scholar E
<i>Profile</i>	Scholar A has mastered middle school science content and reads and writes confidently at grade level.	Scholar B struggled in middle school STEM but is a very strong humanities student.	Scholar C is currently working to develop foundational skills in both science and literacy.	Scholar D is particularly interested in biology and is considering a career in medicine or medical research.	Scholar E is very interested in STEM fields.
<i>Course Design</i>	<i>Scholar A takes Biology I, which is</i>	<i>Scholar B enrolls in both Biology I and</i>	<i>Scholar C enrolls in Biology I and</i>	<i>Scholar D chooses to complete an</i>	<i>Scholar E chooses to take both</i>

	<i>designed backwards from NGSS and AP biology frameworks.</i>	<i>Biology I LAB. In the LAB course, scholar B works in a small group and with tutors to fortify their content mastery.</i>	<i>Biology I LAB; they are also enrolled in Literature I LAB, where they receive literacy interventions.</i>	<i>honors extension for the Biology I course. They complete an independent research project on recent developments in cancer research.</i>	<i>Biology I and Physics I during their freshman year. By doubling up, Scholar E will be able to take more advanced STEM electives in their upper grades.</i>
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Computer Science: As noted above, a hallmark of our DPA design is that all of our students leave high school with a strong foundation in computer science principles and computational thinking. Our goal is for all of our students to pass the AP Computer Science Principles examination by Grade 10, and students complete three real world, computational problem-solving portfolio projects in Grades 10-12.

Character Mindsets and Skills: We recognize that mastery of a rigorous academic core will only partly prepare our scholars for success at college and in their careers. In addition, scholars will need to possess the character skills and mindsets necessary to navigate our dynamic, complex 21st-century society. Having reviewed several character education models, we continue to use Turnaround for Children’s Building Blocks as our character education program, providing continuity and cohesion with our middle school model. Our advisory program is the primary vehicle by which we cultivate, assess, and strengthen our core character mindsets and skills:

- Independence and Sustainability
- Perseverance
- Beliefs about School and Self
- School Readiness, including time and task management
- Healthy Development

Pillar 2: Rigorous Instruction at DPA High

Great Classroom Teaching: We retain our research-based belief that teacher quality is the most significant influence upon student achievement and experience.⁷ At DPA High, we work vigorously to continuously develop teachers’ practices: their disciplinary content knowledge, pedagogical content knowledge, and classroom culture and management skills. In addition to explicit professional development and coaching, we train our teams in best practices for professional learning communities to ensure ongoing, collaborative development.⁸

⁷ 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; Goldhaber, D. (2016). [In Schools, Teacher Quality Matters Most](#). *Education Next*.

⁸ DuFour, R., DuFour, R. B., Eaker, R. E., Many, T. W., & Mattos, M. (2020). *Learning by doing: A handbook for professional learning communities at work*. (3rd ed.). Solution Tree Press; Bailey, P. (2019). *Make it happen: Coaching with the four critical questions of PLCs at work*. Solution Tree Press.

Teachers Who Share Our Beliefs: We are fanatical about locating, recruiting, retaining, and developing teachers who share our vision for great instruction. While our design and program will advance that vision, we know that, ultimately, our *teachers* are the game-changers who will bring this vision to life - because they believe in it, and because they are constantly developing the concrete skills required to fulfill it:

- *Rigor:* We will create an environment where every student is expected to learn and demonstrate knowledge at high levels. Our commitment to aligning core courses to AP, CCSS, and NGSS standards and frameworks reflects this commitment.
- *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, leveraging dedicated conference and reflection days in both courses and in advisory in order to process, strategize, and act upon feedback.
- *Personalized Learning:* We will begin with a firm understanding of each child as a learner, gathering data on their academic, social emotional, and family 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. At the high school level, our advisory program and grade team structure are key to this iterative process.
- *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. Our LAB intervention courses, and honors extension programming, provides structural support for differentiated instruction.
- *Real World Application:* We will help our students understand how school is connected to real world issues by leveraging project-based learning. In addition to embedding real-world applications into our unit models, our 10th-12th grade *Problem Solvers Portfolio* projects represents our significant investment in real-world application.
- *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 adult practices at DPA High. We consistently study both qualitative outcomes (student work) and quantitative outcomes (assessment results). Departments and advising teams meet at least once weekly in their Professional Learning Communities (“PLCs”) to study student outcomes and to reflect and adjust their practices. Teachers and leaders also complete formal analysis, reflection, and action plans following every unit assessment administered. At a macro level, our team formally reviews and responds to key metrics including: Student and family experience/satisfaction surveys; Faculty org health surveys; Student GPA means and distributions; AP exam participation and pass rates; SAT/ACT means and distributions; student retention rates;

graduation rates; college matriculation rates; alumni 4-year and 6-year graduation rates; and alumni job placement, income, and satisfaction reports.

Additional Time: In line with our middle school model and program and calendar, DPA invests additional learning time for all students:

- Our calendar year has nearly 50% more time and 20 more educational days than the average DC school. 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.
- One key differentiator between our middle school and high school schedule is that we include provisions for flexible, independently managed time, increasingly so as students advance in their grades. This includes morning, mid-day, and afternoon flex blocks, as well as off periods. During flex blocks, students can socialize, work, attend clubs, and attend tutoring sessions. In addition, LAB classes may be scheduled during the flex blocks.
- 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 9-12. In addition, students will have the opportunity to explore the many cultural and civic institutions that exist in the DC area.

Classroom Model: To meet learner needs while creating staffing and fiscal efficiencies, thereby maximizing course offerings, each department will offer a mix of class sections. Some sections will be taught by a single lead instructor, while other class sections that will be co-taught by a general education teacher and a special educator, trained in methods specific to that discipline. The model below demonstrates a staffing model for a grade-level enrollment of 120 with approximately 20% of students receiving special services. In this model, each teacher instructs 5 sections in an 8-block rotation, preserving 3 hours of prep time. The special education teacher works across 2 grades:

Section	Lead Teacher Gr9 Course I.e. English I, Algebra	Special Education Teacher Co-teaches sections of both Gr9 /Gr10 Course	Lead Teacher Gr10 Course I.e. English II, Geometry
1	Co-teach 60% gen ed 40% sped	Co-teach 60% gen ed 40% sped	Solo teach 100% gen ed
2	Co-teach 60% gen ed 40% sped	Co-teach 60% gen ed 40% sped	Solo teach 100% gen ed
3	Solo teach 100% gen ed	Co-teach 60% gen ed	Co-teach 60% gen ed

		40% sped	40% sped
4	Solo teach 100% gen ed	Co-teach 60% gen ed 40% sped	Co-teach 60% gen ed 40% sped
5	Solo teach 100% gen ed	Small group pull out / Additional intervention	Solo teach 100% gen ed

Pillar 3: Putting Learners at the Center of their Learning and Creating the Conditions for a Love of Learning

We believe that student-centered pedagogy, classroom engagement, and a nurturing culture are no less important for high school students. As such, we retain our third pillar in our high school design.

Personal Learning Plan: As in our middle school program, each DPA High scholar will have a Personalized Learning Plan (“PLP”). Each student is the owner of their PLP, though their advisor - and their peers in advisory - serve as key mentors and colleagues in co-constructing their plans. Each PLP identifies cross-course strengths and gap areas, motivations and goals, learning styles, and GPA/course data. Each term, scholars complete a comprehensive reflective step back to update their PLP and to set specific priorities and tactics. Then, each week, scholars report on progress with their advisory, creating micro-goals and reflecting and adjusting course based on interim progress. In high school, PLPs increasingly focus the connection between students’ current efforts and outcomes and their college and career prospects. In the junior and senior year, goals and strategies will include not only course academics, but also those directly tied to the college application process (i.e. creating college lists; SAT prep plan).⁹

An Advisory Program: As is already evident from this proposal, our advisory program is the heart of DPA High. In a program designed for choice and flexibility, the ratio of 1 faculty to 15 advisee cohort serves as a constant home base. Through a suite of standing structures and protocols, as well as informal discussions, advisories meet daily to: form deep relationships; discuss academic and personal dilemmas; reflect on progress toward goals; and engage on school-wide and current events. In the upper grades, students have the opportunity to request advisors based on their academic and co-curricular interests.¹⁰

Restorative Discipline: Our high school continues the restorative discipline approach of our middle school model. We believe in and uphold high standards of character and conduct, yet we eschew punitive discipline methods. We use formal diagnostic and conversational protocols to identify root causes for community infractions, determine appropriate consequences, and design appropriate steps for resolution and restoration. With faculty support, student leaders take ownership of these restorative processes; students in Grades 10-12 can apply for Community Leader positions. Community Leaders engage in summer workshops and ongoing training with

⁹ Research supports that PLPs can improve student motivation, engagement, goal-setting, awareness of strengths and weaknesses; see Rennie Center for Educational Research & Policy <http://www.renniecenter.org/sites/default/files/2017-01/ILPs.pdf>.

¹⁰ For the benefits of advisory, see Brown, Dave F., “The Value of Advisory Sessions for Urban Young Adolescents” <http://dx.doi.org/10.1080/00940771.2001.11495282>.

faculty to learn, and then facilitate, restorative justice methods. Suspensions and expulsions will be extremely rare at DPA high, reserved for four specific infractions: physical violence, bullying, plagiarism, and substance possession/use.

School Culture: We believe that adolescence is a precious and exhilarating time of life, and that DPA high scholars should love every minute that they are with us at school. While challenging and engaging instruction is a large part of that equation, the foundation is a loving, affirming, validating, and inspirational culture. In addition to setting, celebrating, and reinforcing community member norms, we will leverage an extended two-week orientation, ongoing special events, clubs, physical signage, social media campaigns, field trips, school rituals and legacies, and more to inculcate an outstanding culture at DPA High. Our students will always be the leaders here, generating ideas to bolster their experience through advisories, spirit clubs, and student council. Wherever possible, students will lead culture initiatives.

Efficacy: The Efficacy Approach, established by the Efficacy Institute in Massachusetts, will continue to undergird our strategy in creating the DPA High culture, as it has our middle school. Efficacy is based on a very simple belief: that virtually all 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. 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.
- 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.

Section A.2 – Evaluating the Landscape

Education Needs of Target Population and How School Will Address

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

Two thirds of high school students in DCPS and DC public charter schools are not on track for college based on English Language Arts skills, and over 80% of students are not on track based on Math skills.¹¹ DC is making gains across student groups, but that progress still graduates too few Black students and students designated as at-risk. Our high schools are not preparing nearly 73% of Black students in ELA and nearly 88% of Black students in Math to meet college preparatory proficiency standards. For high school students designated as at-risk, those numbers are 81% and 92% for ELA and Math, respectively. DPA embarks to serve a high school population that is 99% Black and approximately 70% at-risk. The challenges facing our Black and at-risk students are twofold: school is often unengaging with a lack of rigor, and students feel that attending school does not correlate to a viable, high wage job.

Digital Pioneers Academy will be a college preparatory 6th through 12th grade school located in Ward 7. The school opened with a 6th grade class in the fall of 2018, and now intends to expand to serve students in grades 6-12 once fully established. To address the educational needs of Ward 7 and 8, DPA provides 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 professionally. In addition to rigorous academics and project-based learning, our innovative approach focuses on character building, diverse out-of-school experiences (Problem Solvers’ Portfolio Projects and internships with local, industry leaders), 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 path¹², 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 schools serving grades 6-12 in Ward 7 and 8 that offer a personalized and rigorous Computer Science and computational thinking skills instruction.

DPA will be the first 6-12 school in Washington D.C. that offers a rigorous personalized computer science course as part of the core curriculum with an emphasis on computational thinking skills. In three years, we will increase the number of students who take the AP Computer Science Principles exam in Washington DC by over 60%.

DPA Target Population and Grade Levels

DPA expects to serve a high school population that reflects the Ward 7 and 8 community demographics. Our middle school will feed into our high school, and our current middle school

¹¹ [OSSE 2019 DC Statewide Assessment Results](#)

¹² <https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>

Demographics are 99% Black, 1% Latinx, 14.3% Special Education, 0% ELL, and 65% at-risk. 98% of our middle school scholars qualify for free and reduced lunch.

DPA High projected student demographics

Race/Ethnicity					Special Education					ELL	Low-Income	At-Risk
Black	Hisp/Latinx	White	Asian	Other	Level 1	Level 2	Level 3	Level 4	Total SPED			
99%	1%	0%	0%	0%	5.6%	4.5%	1.4%	2.8%	14.3%	0%	100%	65%

DPA projected enrollment

Grades	2021	2022	2023	2024
6	120	120	120	120
7	120	120	120	120
8	120	120	120	120
9	120	120	120	120
10		120	120	120
11			120	120
12				120
Total	480	600	720	840

How the School Complements Existing Options and Demographic Variance

There is a significant need for more quality high school seats in the Southeast quadrant of Washington DC, both from the standpoint of demand and community demographics. There are currently 19 schools in Ward 7 that serve elementary grades. Seven of those are charter schools, and serve as a natural feeder pattern for DPA’s 6th grade class, which will feed directly into our high school program. There are also 6 charter middle schools that operate through 8th grade, presenting another feeder pattern of students to fill any seats which may remain open.

Of the nearly 26,000 seats in Wards 7 and 8, 69% of the seats in schools serving the area in which Digital Pioneers plans to open are in underperforming schools, and only 3.7% are in Tier 1 schools. Of the seats in schools that make up this service gap, more than 6,000 are in grades 6-12.

Charter School Options in Ward 7 and 8

While 9,484 students living in Ward 7 attend public charter schools, only 47% of them currently attend schools located in Ward 7¹³, the location in which Digital Pioneers plans to locate our permanent facility.

There are more than 11,000 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 8.¹⁴

¹³ <https://dcpcsb.org/sites/default/files/2018-2019%20Ward%20Factsheet%20-%20Ward%207.pdf>

¹⁴ DC Public Charter Board www.dcpcsb.org

An analysis of waitlists for grades 6-12 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
Center City Congress Heights	8
Cesar Chavez Middle School	0
Cesar Chavez High School	6
DC Prep Benning Road	190
DC Scholars	122
Excel	39
Friendship Blow Pierce	19
Friendship Collegiate Academy	27
Friendship Southeast Middle	283
IDEA	2
KIPP KEY	132
KIPP Valor	72
SEED	44
Somerset	32
Friendship Tech Prep	55
KIPP AIM	237
Thurgood Marshall Academy	11
TOTAL	1,279

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 17 charter schools that serve middle and or high school students in Wards 7 and 8. Of those that received PMF scores, a majority are either Tier 2 or 3, and only three high schools are Tier 1.¹⁵

DPA Similar High Schools – Charter Schools

Similar School 1 ¹⁶	<i>Cesar Chavez PCS for Public Policy - Parkside High School</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At risk	Tier
<i>Ward 7</i>	<i>PCS</i>	360	66%	2
Black	Hispanic/Latinx	White	Asian	Other

¹⁵ <https://dcpcsb.egnyte.com/dl/JAxaJIS05/>

¹⁶ Information for similar schools is from SY19-20 Annual Enrollment Audit Report.

95%	4%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
Not Reported	Not Reported	Not Reported	Not Reported	3%

Similar School 2	<i>Friendship PCS - Collegiate Academy</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	Tier
<i>Ward 7</i>	<i>PCS</i>	573	59%	2
Black	Hispanic/Latinx	White	Asian	Other
99%	1%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
2.4%	6.8%	6.1%	3.1%	0.0%

Similar School 3	<i>Friendship PCS - Technology Preparatory High School Academy</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	Tier
<i>Ward 8</i>	<i>PCS</i>	278	57%	1
Black	Hispanic/Latinx	White	Asian	Other
99.3%	0.7%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
NR	8.6%	7.9%	6.5%	0.0%

Similar School 4	<i>IDEA PCS</i>			
Ward & Neighborhood	School Type	Total Enrollment	At Risk	Tier

Cluster				
<i>Ward 7</i>	<i>PCS</i>	289	70.2%	2
Black	Hispanic/Latinx	White	Asian	Other
97%	3%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
8.3%	12.1%	3.5%	6.6%	

Similar School 5	<i>KIPP DC – Somerset College Preparatory PCS</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	Tier
<i>Ward 8</i>	<i>PCS</i>	167	70.1%	N/A
Black	Hispanic/Latinx	White	Asian	Other
99.3%	0.3%	0.0%	0.0%	0.3%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
6.6%	12%	Not Reported	7.2%	

Similar School 6	<i>SEED Public Charter School of Washington DC</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	Tier
<i>Ward 7</i>	<i>PCS</i>	236	58.1%	1
Black	Hispanic/Latinx	White	Asian	Other
98%	1%	0.3%	0.0%	0.7%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
Not Reported	14%	Not Reported	Not	

			Reported	
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Similar School 7	Thurgood Marshall Academy PCS			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income	Tier
Ward 8	PCS	385	59.5%	1
Black	Hispanic/Latinx	White	Asian	Other
98%	2%	0.0%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
3%	10%	3.1%	Not Reported	0.0%

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 42% of Washington D.C.’s children live in this jurisdiction, over one third of these students attend DCPS’s competitive 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 option.¹⁷

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 2018-19 PARCC (levels 4 and 5) test is tragically low:

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

School	Ward	Grades	Enrollment	Math % Met or Exceeded Expectations	ELA % Met or Exceeded Expectations
Kelly Miller MS	7	6 to 8	538	5.8%	19.9%
Sousa MS	7	6 to 8	289	3.0%	14.0%
Hart MS	8	6 to 8	428	3.0%	20.0%

¹⁷ HSA Application school proposal

Johnson MS	8	6 to 8	337	3.0%	18.0%
Kramer MS	8	6 to 8	208	4.7%	8.5%
Woodson HS	7	9 to 12	468	2.2%	7.1%
Anacostia HS	8	9 to 12	321	1.9%	12.5%
Ballou HS	8	9 to 12	573	2.5%	5.2%

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.¹⁸ Only 196 students took the advanced placement Computer Science Principles examination in Washington DC last year, about half of whom were African-American. For the advanced placement Computer Science A exam the numbers were even lower, as only 152 students took the exam, with only about 24% of the participants being African-American.¹⁹

DPA Similar Schools - DCPS

Similar School 1	Woodson HS Grade 9-12			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	
<i>Ward 7</i>	<i>DCPS</i>	466	67.8%	
Black	Hispanic/Latinx	White	Asian	Other
97%	2%	0.5%	0.0%	0.5%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
5.6%	10.7%	4.3%	6.2%	

Similar School 2	Anacostia HS Grades 9-12			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	
<i>Ward 8</i>	<i>DCPS</i>	321	82.6%	

¹⁸ <https://code.org/advocacy/state-facts/DC.pdf>

¹⁹ <https://research.collegeboard.org/programs/ap/data/participation/ap-2019>

Black	Hispanic/Latinx	White	Asian	Other
97%	2%	0.0%	0.0%	1%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
3.4%	11.8%	10.3%	8.7%	

Similar School 3	<i>Ballou HS Grades 9-12</i>			
Ward & Neighborhood Cluster	School Type	Total Enrollment	At Risk	
<i>Ward 8</i>	<i>DCPS</i>	573	78.5%	
Black	Hispanic/Latinx	White	Asian	Other
98%	1%	1%	0.0%	0.0%
Special Education (% of student body)				English Language Learners
Level 1	Level 2	Level 3	Level 4	
3.1%	10.5%	4.9%	5.1%	

Comparable Options

Currently, there is no high-performing district or charter school serving student in grades 6-12 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 DPA’s world-class approach to 6-12 Computer Science and computational thinking skills education.

The closest comparable charter school to DPA 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 DPA will be a strong complement to this existing program. DPA differentiates 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.

Poverty and Racial Demographics by Ward²⁰

	Child Poverty	Total Poverty	Unemployment Rate	Average Family Income	% Black	% Hispanic/Latinx
7	39%	27%	15%	\$71,095	93%	3.2%
8	46%	34%	18%	\$58,828	90%	3.4%
<i>DC Average</i>	25%	17%	7%	\$155,556	47%	11.3%

Justification for Opening based on 2019 DCPCSB Report

The DCPCSB 2019 Analysis on Charter Programs, Need and Growth in Washington, DC provides further evidence of the need for another high-quality high school for the students of Wards 7 and 8. There is a significant shortage of high-quality seats for students applying for the school lottery, particularly in grades 6 and 9. Of the 1,605 seats available in grades 6-8 for the SY19-20 MySchoolDC lottery, only 17% were available at Tier 1 schools. Further exacerbating the issue, more than 31% of lottery applicants for grades 6-8 were placed on waitlists for 3+ STAR schools with no access to another 3+ STAR school in their Ward, with the same being true for more than 41% of students in grades 9-12.

Wards 7 and 8 see a disparity not only in seat quality, but also total seats for students. The majority of students in DC go to school within their home ward, but while Ward 7 and 8 account for the highest numbers of public charter school students, there are not enough seats for them in their home ward and many travel to Ward 5 to attend school. Ward 8 has the greatest disparity between MSDC charter applicants and seats available, with a gap of 2,066 seats.

There have been attempts to improve this disparity in Wards 7 and 8, particularly with the addition of the new KIPP DC high school in Ward 8. With a planned capacity of 850 students, there is still room to grow from their current enrollment of 179 students in grades 9-12. However, the population growth analysis compared to the approved charter growth through 2025 is on par with the current market share of public charter school students, and DCPS high school enrollment has decreased by 765 students over the past 5 years as students exercise choice to find quality schools. Considering these factors, DPA would be able to meet capacity goals in the selected area and ensure students in Wards 7 and 8 have high quality middle and high school options close to home.

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

²⁰ American Community Survey, 2018

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. DPA is founded on three core ideas:

- 1) **Computer Science is not a “Nice to Have,” it’s a “Must Have.”** We recognize that not all of our students will go on to become programmers and engineers, but 21st Century careers will require a workforce that possesses foundational computer science skills. As discussed below, the largest job gap in the DMV region is not currently for “tech” careers, but rather for “tech adjacent” careers, defined as those careers that use technology extensively, and that trend is expected to continue moving forward. Whereas most schools include Computer Science as an after-school activity or elective course for older students, every student at DPA 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 goal is for every student to pass the Advanced Placement Computer Science Principles exam by the end of 10th grade.
- 2) **Computer Science is Critical Thinking.** Because every student will learn Computer Science, students at DPA 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, our scholars will learn critical cognitive and non-cognitive skills. Problem solving, critical thinking, and team work will be hallmarks of our 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. DPA 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.²¹ In late 2016, the Metropolitan Washington Council of Governments (MW-COG) released a report outlining the seven sectors that were most likely to drive growth in the DC economy in the next generation.²² 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.”

²¹ <http://www.inc.com/aj-agrawal/why-washington-dc-could-be-the-next-big-startup-hub.html>

²² <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/>

Recent developments have only intensified the need for highly qualified individuals with technology skills in the DMV region. In late 2018, Amazon announced that they were planning to open their second national corporate headquarters in Arlington, VA. Amazon is expected to bring 25,000 jobs to the region with an average salary of approximately \$150,000. One major cause for concern with Amazon's plans for HQ2 in Arlington, VA, is that the region has far more unfilled tech jobs than qualified workers, a gap that is larger than national averages.

In July 2020, the Greater Washington Partnership's Capital CoLAB partnered with McKinsey & Co to publish a tech talent market diagnostic of the Capital Region (the metro areas of Washington D.C., Richmond, VA, and Baltimore, MD). According to that report, there are almost 19,000 vacancies for tech jobs in the Capital Region, and over 36,000 vacancies for tech adjacent jobs, defined as jobs that use technology extensively. By 2025, the forecasted supply gap is about 50% for tech talent and about 67% for tech adjacent talent, and without expanding access to the tech talent pipeline, almost 60,000 annual positions will go unfilled by 2025.²³

Yet in the poorest neighborhoods of D.C., Wards 7 and 8 East of the Anacostia River, the unemployment rate is typically 2-3 times the national average. As of December 2019, the unemployment rate in Ward 7 was 8.6%, and the unemployment rate in Ward 8 was 11.4%.²⁴ To put that in perspective, the national unemployment rate averaged about 3.6% in 2019. In April of 2020, when job losses due to the COVID-19 pandemic spiked, the national unemployment rate peaked at 14.7%, only a few percentage points higher than the average in Ward 8 throughout all of 2019, while unemployment rates in Wards 7 and 8 peaked at 16.5% and 20.7% respectively.²⁵ A significant factor contributing to this gap is education, as only 16.7% of residents in Ward 8 had attained a college degree or higher as of 2018.²⁶

Demand to Sustain the School

Expansion to become a full grade 6-12 model has been at the forefront of the DPA plan from the beginning, and, therefore, we have recruited students with the intention of providing a full service model that provides 100% of DPA scholars with the tools necessary to graduate from college and/or secure a high paying, high demand job. We have been open about our intentions with our parents and our students, and have taken opportunities to discuss the expansion with all stakeholders as our inaugural class began to transition into their final year in our middle school program.

With the knowledge that we would be submitting the DPA grade expansion application to PCSB in the fall of 2020, we intended to take advantage of the spring semester to hold meetings with our families to discuss the high school and get feedback regarding their interest for the program and to allow them to participate in the design of the school. While the COVID-19 pandemic interrupted many of those plans, we still took the opportunity through parent and student surveys to gauge interest as well as desires for the program.

In July, as we began to pull together the final details for our Fall re-opening plan, we sent out a survey to parents to determine their needs for the Fall semester, including questions pertaining

²³ http://www.greaterwashingtonpartnership.com/wp-content/uploads/2017/09/GWP-RED-TECH-TALENT-200706_Final-1.pdf

²⁴ <https://does.dc.gov/page/unemployment-data-dc-wards>

²⁵ <https://www.bls.gov/news.release/pdf/empst.pdf>, <https://dceconomicstrategy.com/unemployment/>

²⁶ <https://dcdataviz.dc.gov/page/ward-education-indicators>

to technology needs at home and scheduling preferences. In addition, we used the survey to gauge parent interest in sending their students to DPA High.

206 families representing 250 of our scholars responded to the survey. 86% of the families who responded to the question regarding high school indicated that they would be interested in sending their child to DPA High. For families with rising 8th graders, 83% said they were interested. When asked why, families mentioned things such as the importance of attaining technology skills, relationships with teachers and staff, and consistency of programming. In addition, 66% of all families surveyed expressed an interest in participating in meetings to help design and plan for DPA High. In late August, we began organizing a parent committee that will inform the design of the high school during the planning year. We have also invited all 8th grade families to webinars to share our ideas and discuss their feedback regarding the design of the high school. Finally, in support of this application we recently began collecting petition signatures and letters of support. The results of our parent survey, a copy of the chat from one of our recent webinars, and petition signatures and letters of support collected through September 21, 2020 are all attached as part of Appendix 6. We will continue to collect signatures and letters of support for our application that will be presented at the public hearing.

In addition to the parent survey, DPA had the opportunity to solicit feedback from our rising 8th graders and allow them to share their ideal vision for DPA High. 115 of our 120 8th graders participated and provided feedback on topics such as facilities, academics, extracurricular activities, social interactions, and school policies.

Section A.3 – Recruitment and Retention

Evidence of Family Interest in Program

As described above, we have conducted surveys with our existing parent population and determined that approximately 86% of those surveyed indicated an interest in our high school program. 66% of families surveyed also expressed an interest in helping to design and plan for the high school.

We are currently fully enrolled and have waitlists for both our 6th and 7th grade classes. Our 93% retention rate for our 7th grade class and 96% retention rate for our 8th grade class demonstrates the commitment our families have made to seeing their children succeed as DPA scholars.

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 will 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 High students, the founding team of the Digital Pioneers Academy will undertake the following outreach activities:

- Internal recruitment: as described above, we expect that the vast majority of our first 9th grade class will be filled by students graduating from our 8th grade class and continuing on with our program. There has been clear demand from our families to expand our grade level offerings so that we can continue to serve our founding class of students and those that come behind them.
- 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 middle schools and at the current Digital Pioneers Academy campus.
- 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 town halls, community meetings, forums, panel discussions, and school events. At all events, we will be prepared to share our vision for DPA High, 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 to local middle 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 DPA 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.
- Community Events: we will participate in EdFest and Any Ward-level Enrollment Fairs

Through these and other recruitment activities, we hope to enroll the 9th grade fully before the school opens in the fall of 2021. 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 our current school, 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.

We plan to participate in the My School DC enrollment process. We recognize that we will not receive our approval until after My School DC's October 9 deadline has passed for reporting SY 2021-22 offerings, but, if PCSB approves the expansion, we will work with the Common Lottery Board and Deputy Mayor for Education with the hope of being listing on the My School DC website for the 2021-2022 academic year. As such, most of our heaviest recruiting activities will take place in the late fall, and into the first months of 2021. Additional tactics we may consider include:

- Host 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 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 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 messaging and discuss enrollment with as many people in the community as possible.
- We will acquire a list of 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 positive earned media stories in Washington metropolitan area media outlets. There will be several opportunities to strategically "place" earned media pieces over the duration of the DPA high school launch (after we receive expansion 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.

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 highlighting.

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 high schools in Wards 7 and 8, including from Cesar Chavez Parkside High School, Thurgood Marshall Academy, Friendship Collegiate, Friendship Technology Prep, KIPP Somerset, IDEA, and SEED. It will also be a challenge to draw students from DCPS feeder middle schools and to encourage DCPS 8th graders to consider and pursue a charter option. We also recognize that there has not traditionally been a great deal of demand for high school public charter school seats. We believe, however, that we will have a significant competitive advantage through the uniqueness of our academic program and the demand from our current families to continue to have DPA serve their children. 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, many students exiting middle school will likely be motivated to attend a specialized computer science 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, DPA is taking a unique approach to its relationship with traditional public schools. Through the partnerships we have cultivated with local elementary schools, 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. During the most recent school year, our retention rate for our current 8th grade class was 96%, and our retention rate for our current 7th grade class was 93%.

Section B – Education Plan

Section B.1 – Curriculum

Section B.1.a – Student Learning Standards

Learning Standards and Criteria for Choosing

The learning standards that we have selected for DPA high reflect: (1) our commitment to excellence in all aspects of our program, and (2) our clarity of vision: that we are a college preparatory program. For each discipline, we sought standards that have set a national bar for rigor. As such, our two major sources are the Common Core State Standards and the AP course frameworks. Where Common Core or AP standards were not available, we conducted additional research and located national organizations that have constructed research-based, field-tested frameworks.

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 High School Learning Standards

	Subject	Standards	Supplementary Standards
Core	English Language Arts	<ul style="list-style-type: none"> • Common Core State Standards for English Language Arts and Literacy 	<ul style="list-style-type: none"> • Advanced Placement English Language • Advanced Placement English Literature • AP Research • AP Seminar
	Mathematics	<ul style="list-style-type: none"> • Common Core State Standards for Mathematics 	<ul style="list-style-type: none"> • Advanced Placement Calculus • AP Statistics
	Science	<ul style="list-style-type: none"> • Next Generation Science Standards 	<ul style="list-style-type: none"> • Common Core State Standards for Literacy in Science • AP Science Course Frameworks (Biology, Chemistry, Physics 1/C, Environmental)

	Social Studies	<ul style="list-style-type: none"> • District of Columbia Social Studies Standards 	<ul style="list-style-type: none"> • AP Social Sciences Course Frameworks (US History, World History, Government)
	Computer Science	<ul style="list-style-type: none"> • CSTA K-12 Standards and Advanced Placement Computer Science 	<ul style="list-style-type: none"> • Red Hat Certified Systems Administrator (RHCSA) • Cisco Certified Network Associate (CCNA) • Certified Secure Software Lifecycle Professional (CSSLP) • Adobe Certified Expert (Adobe ACE)
Electives	Health	<ul style="list-style-type: none"> • D.C. Public Schools Health Standards 	<ul style="list-style-type: none"> • National Health Education Standards - SHER Healthy Schools • National PE Standards-Highly Effective Physical Education
	Spanish and other World Languages	<ul style="list-style-type: none"> • American Council on the Teaching of Foreign Language Standards 	<ul style="list-style-type: none"> • AP World Language Frameworks
	Arts	<ul style="list-style-type: none"> • D.C. Public Schools Art Standards 	<ul style="list-style-type: none"> • National Core Arts Standards: Home
Character	Advisory	<ul style="list-style-type: none"> • Building Blocks for Learning Framework 	<ul style="list-style-type: none"> • P21 Framework for 21st-Century Skills, "Life and Career Skills" Domain

English Language Arts

Aligned with our middle school program, and with other major school systems in the District of Columbia and across the country, our primary ELA standards are the Common Core State

Standards for English Language Arts and Literacy. The framework sets forth a nationally-normed bar for rigor in secondary literacy, specifically in the domains of: foundational skills, informational text, literary text, history/social studies, science/technical subjects, writing, speaking and listening, and language.

In addition, the Common Core ELA are aligned to, and predictive of, student performance on the College Board's entrance examinations (PSAT/SAT). By building our core courses and assessments around the CCSS, we will maximize authentic, contextualized high-stakes test preparation, minimizing the need for explicit preparation later on.

In addition the Common Core ELA standards, the AP Literature and Language course frameworks will inform the development of our core courses and assessments. Both courses provide a nationally-normed bar for students' college-ready reading, writing, and analysis skills:

- The AP Literature framework promotes rigorous analysis of college-level literature, setting a vision for the level at which students must be able to read, write, and analyze both shorter text segments and full literary works. The course framework places a high demand on both the breadth of literature with which students should engage and the depth of formal analysis student should be able to perform upon that literature.
- The AP Language framework drives students' ability to construct meaningful arguments, in short and extended prose, using a variety of rhetorical strategies. The framework further expects students to analyze, assess, and respond to how other writers construct arguments across various genres. Students prepared in the AP Language framework will be prepared for the demands of college-level writing. Beyond college, we believe that students' ability to construct and critique rhetoric is an essential skill for critical consumership and citizenship in a global, mass-media, information-rich digital society.

While AP Literature and Language provide a comprehensive, college-preparatory ELA program for secondary students, we are also eager to incorporate the College Board's new vision for AP Capstone. The Capstone program comprises two courses: AP seminar and AP research. These courses map out a rigorous, two-year course of study by which students formulate and enact their own inquiry projects and strengthen their ability to write in a formal research mode. Paired with AP Literature, these courses prepare students for college-level writing for social science and research courses.

It's important to note that we will deploy our ELA standards in multiple areas of our program - not just in our core literature classes. For example, the CCSS standards for speaking and language and the AP frameworks for research and seminar will shape the design of our Grade 10-12 Problem-Solver Portfolio Projects. All of our STEM courses will include writing components as part of their formal and informal assessment structure, designed in line with both CCSS and AP language standards. As such, one of our earliest training priorities for *all* DPA High faculty is immersive study in the CCSS ELA standards and the AP Language, Literature, Research, and Seminar frameworks.

Mathematics

We also select the Common Core State Standards as our primary framework for Mathematics. As with ELA, these standards provide alignment with our middle school program and with other major school systems in the District of Columbia and across the country. The CCSS framework sets forth a nationally-normed bar for rigor in secondary mathematics, both for specific content

mastery and for the transferable standards of mathematical practice, which are the problem-solving habits and mindsets undergirding all math courses.

In addition, similar to ELA, the Common Core math standards are aligned to, and predictive of, student performance on the College Board's entrance examinations (PSAT/SAT). By building our core courses and assessments around the CCSS, we will maximize authentic, contextualized high-stakes test preparation, minimizing the need for explicit preparation later on.

The CCSS for Mathematics will be supplemented by AP course frameworks for our higher-level math frameworks. We expect the majority of our student body to enroll in either AP Calculus or AP Statistics in their senior years. Both courses represent collegiate rigor in terms of specific mathematical content and the level of problem-solving and application expected.

By designing our mathematics courses and course sequence aligned with the rigorous CCSS and AP standards, we expect that none of our DPA High graduates will need to enroll in remedial math courses once enrolled in college. Such courses can prove costly and prohibitive and can delay undergraduates' course progressions and graduation timelines.²⁷

Science

In recent years, the Next Generation Science Standards (NGSS) have become the gold standard for rigor and clarity in science education. Moreover, the NGSS were designed in concert with the Common Core State Literacy and Math Standards, creating cohesion and horizontal alignment between our primary frameworks. Adopting NGSS for our high school courses will also create vertical alignment with our middle school model.

Specifically, we are adopting the NGSS' Modified Science Domain Model for 9-12 (Course Map 3).²⁸ NGSS developers created this model to provide a vision and guidance for how the cross-cutting and integrated aspects of the NGSS can be achieved through the more familiar high science courses of biology, chemistry, and physics. Specifically, the model attends to the incorporation of earth and space sciences into these existing courses.

One of the benefits of the Modified Science Domain Model is that it allows us to synthesize the NGSS standards with additional, subject-specific standards - namely, the AP frameworks for each of the discrete science courses. The AP frameworks will shape not only our AP-level science electives, but also our core introductory courses. This will ensure that scholars who want to continue with subject-specific study will be prepared for the AP course. For example, our Biology I course will draw from both the NGSS Modified Science Domain Model *and* the AP biology course description. This way, the student benefits from NGSS' integrated model while still gaining necessary biology-specific preparation for the AP-Level Biology II, should they want to continue their study of life sciences.

Both the NGSS and AP Science Frameworks support, within each course of study, a breadth of content mastery and a depth of scientific reasoning. Lab components figure prominently in both frameworks. Our students will engage in multiple hands-on inquiry labs in each of their science units, and every lab will culminate in a comprehensive lab report. In addition, all of our science units will include the reading and analysis of scientific literature, drawing in the CCSS ELA

²⁷ See Logue, A.W. (1 May 2017). [Why You Should Care About Remedial Math](#).

²⁸ [See NGSS Appendix K, p.27](#)

Standards for Science and technical subjects, and preparing students for the science reading portions of the PSAT and SAT exams.

Social Studies

For our middle school model, we selected the District of Columbia standards for Social Studies, finding that these standards promoted the intellectual reasoning, reflection, and research skills aligned to our vision of college and career readiness. We will also adopt the DC Standards for Grades 9-12 and for economics as our high school standards, finding that they constitute a rigorous and mission-aligned framework for social studies learning.

Building upon the District of Columbia standards, we will consult and incorporate the AP course frameworks for World History, United States History, and Government. The AP frameworks are particularly useful in that they organize a breadth and depth of historical content into historical periods and identify historical themes that cut across those periods. Moreover, the AP program points to specific historical thinking and reasoning skills that undergird the discrete course content. The course frameworks also provide useful guidance regarding rigorous primary and secondary texts in each course and period.

Computer Science

We consider Computer Science a core subject area at DPA High and expect all students to pass the AP Computer Science Principles Exam with a 3 or higher by the end of their sophomore year. For our high school program, we continue to leverage the CSTA K-12 Computer Science standards, creating cohesion with our middle school program; and leverage as an additional framework the AP CS Principles course framework, ensuring that our CS courses are aligned to this critical benchmark.

The CSTA K-12 Computer Science Standards delineate a core set of learning objectives designed to provide the foundation for a complete Computer Science curriculum and its implementation. To 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 provide useful organizing principles and content sequences for designing Computer Science courses at the secondary school level. The CSTA K–12 Computer Science Standards also correspond with Common Core State Standards and the Common Core Mathematical Practices Standards.

Building upon the core CSTA standards, the AP Computer Science Principles course supplies a rigorous, college-preparatory framework for secondary-level CS learning. The content is considered equivalent to that covered by a first-semester college introductory course in computer science. The framework's core domains - named the computational thinking practices - are computational solution design, algorithms and program development, abstraction in program development, code analysis, computing innovations, and responsible computing.

For students continuing on to higher levels of Computer Science studies, our courses will continue to leverage the CSTA standards. At least one of our electives will incorporate the course framework for AP Computer Science A, which verses students more specifically in Java.

Electives

For our robust electives program, we consulted nationally-normed standards for various disciplines. Teachers will consult and tailor these standards as they design their specific courses and course sequences at DPA High.

Health and Physical Education

For Health and Physical education, we will construct a comprehensive set of core and elective courses that promote physical and mental wellness, healthy life habits, and strong decision-making and life design. The DCPS health standards serve as our primary standards framework. The DCPS domains align well with our vision for a strong health and PE program: mental and emotional health, safety skills, human body and personal health, disease prevention, nutrition, and substance awareness. Another strength of this framework is that it identifies eight cross-domain competencies, including influence analysis, communication, decision-making, and goal setting.

To supplement the DCPS standards, our Health and PE instructors will consult two nationally-developed frameworks: The Center for Disease Control and Prevention (CDC)'s National Health Standards, and the Society of Health and Physical Educators (SHAPE)'s National Standards for Physical Education.

Foreign Language

All of our students will earn at least two year-long credits in the study of a foreign language. In middle school, our students complete three years of study (grade 6-8) of Spanish language and culture. We chose Spanish for our middle school program 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.²⁹

In high school, we expect that most of our students will earn their two credits of foreign language by continuing their study of Spanish. Our primary standards will continue to be 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. Our Spanish department will also consult the AP course frameworks for Spanish Language and Culture and Spanish Literature and Culture to ensure that Grade 9 and 10 courses prepare students for AP-level study should they continue on with advanced Spanish language electives in the upper grades.

One additional benefit of the ACTFL standards is that they provide a strong foundation for the development of additional language tracks at DPA High. The core ACTFL framework has been developed for 15 world languages besides Spanish, including Chinese, French, Arabic, Korean, Yoruba, Classical Latin/Greek, and American Sign Language. As our school and program evolves, we will actively seek teaching talent that is qualified to develop additional language programs at DPA High; once hired, teachers will study the ACTFL as they build out their courses of study.

²⁹ <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/>

For students with an interest in Foreign Languages that we don't (or don't yet) offer, and who have satisfied their core language credit in our primary course tracks, we will afford elective credit for independent language study. Independent study courses must be offered online by accredited four-year colleges and be letter graded. Students must achieve at least a C to earn elective credit at DPA. While these elective credits will not be eligible to satisfy DCPS diploma requirements, we believe this opportunity will be valuable in nurturing the talents and passions of students whose interest lie in foreign languages; and that the successful completion of such courses will provide meaningful evidence of student independence, focus, and ingenuity on college applications.

Fine Arts

For visual, musical, and performing arts courses, DPA teachers will consult the national core arts standards. This nationally-developed arts education framework proposes 11 anchor standards across four domains: creating, performing/presenting/producing, responding, and connecting. While our teachers and teaching artist will be encouraged to formulate courses unique to their disciplinary talents and experiences, this transferable framework will provide a rigorous and cohesive core for our fine arts programming.

Additional Electives

We aim to offer a broad suite of elective courses at DPA, increasingly so as we grow in size and capacity. We expect that electives will be taught by core faculty, elective faculty, and eventually, our own students. Our flexible approach to scheduling will allow for teachers and students to request and design myriad courses, which we believe aligns to our mission of building self-aware, driven, and prepared members of our dynamic 21st-century society.

When designing elective courses, teachers and students will be expected to reference *at least one* set of nationally-developed and/or normed standards framework in their course design. Course proposals must specifically delineate how one or more nationally-recognized frameworks informed the content, assessments, and/or instructional methods of their course. This expectation reflects our commitment to cross-course rigor - *all* of our DPA courses, including electives - will be rigorous. At the same time, the expectation is flexible and adaptable, providing an avenue for maximizing opportunity, creativity, and self-direction in students' course sequences.

Credit-Bearing Internships

Students are encouraged to locate and design credit-bearing internships as part of their coursework at DPA High, especially in their junior and senior years. Our college department will assist interested students in locating internship sites, leveraging our relationships with community partners. To ensure consistent rigor for credit-bearing internships, students will need to meet a set of proscribed course standards, including:

- Gain the support of an on-site internship supervisor
- Write weekly reflections on their workplace learning
- Design and complete a final internship project, including both a work artifact for the internship site and a presentation of work and learning for three DPA faculty evaluators.

Standards for Character Education

For our middle school program, DPA reviewed several character education models and chose Turnaround for Children’s Building Blocks as our character education framework. Building Blocks 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. Our leaders, advisors, and instructors will work with students toward mastery in each of Building Blocks’ five character development domains: (1) Independence and Sustainability (2) Perseverance (3) Beliefs about School and Self (4) School Readiness and (5) Healthy Development.

An early priority for our DP High Faculty will be to specify a contextualized vision, and measures of success, for each of these five character domains at the high school level. Our faculty will collaborate to develop this vision and these metrics during our inaugural summer training event. Some illustrative high-school level metrics are:

Building Blocks for Learning Domain	Illustrative Metrics for High-School Students
Independence and Sustainability	<ul style="list-style-type: none"> ● Self-Direction: Drafts proposal for senior-year course of study including tailored electives and internships, based on interests, talents, and college and career goals. ● Civic Identity: Senior <i>Problem Solver Portfolio</i> identifies and interrogates a meaningful, contextualized social justice issue.
Perseverance	<ul style="list-style-type: none"> ● Agency: Unprompted, attends office hours or schedules personalized tutoring to improve course performance. ● Academic Tenacity: Responds to subpar grade by adjusting study schedule and seeking online resources for reteaching.
Beliefs about Self and School	<ul style="list-style-type: none"> ● Growth Mindset: Enrolls in “stretch” courses based on past performance. ● Self-Efficacy: Creates and executes study schedule for final exams.
School Readiness	<ul style="list-style-type: none"> ● Self-Awareness: In quarterly advisory reflection, identifies personal strengths and weaknesses that align with peer and faculty 360 feedback. ● Social Awareness: Describes and reflects upon instances of peer conflict that resulted in a favorable solution.
Healthy Development	<ul style="list-style-type: none"> ● Stress Management: Can identify and use at least three de-stressing strategies; can describe specific instances in the past quarter in which they used strategies successfully. ● Self-Regulation: Can identify and use at least three strategies for self-regulation; can describe specific instances in the past quarter in which they used strategies

	successfully.
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The DPA faculty will use additional, nationally-developed character education frameworks to specify the Building Block competencies for DPA's high school students. One critical resource will be the *P21 (Partnership for 21st Century) framework*. Specifically, the P21's *life skills and traits* domain provides helpful guidance for identifying character competencies that will prepare students to thrive in our dynamic 21st century society. Specifically, these are:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

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, which serve as the foundation for our ELA and math programs, 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 K-12 framework, which we also selected for our middle school program, 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.

Both our general and special educators will diagnose ELL's needs and leverage multiple resources to design individual programs that will best accelerate their English proficiency. While WIDA will serve as the primary standards framework, it will not be an exclusive one. For example, our faculty will also study the TESOL Proficiency standards, another rigorous and nationally-recognized framework for English language acquisition and mastery.

Section B.1.b – Methods of Instruction

High Quality Instruction at DPA

When developing our middle school model, we grounded our vision for high quality instruction in one powerful concept: *that the teacher is the leader of their classroom*. Our vision of teacher-leadership at DPA centers four guiding beliefs:

- DPA teacher-leaders *believe in high expectations for all students and have a growth mindset.*
- DPA teacher-leaders *understand that constructive learning environments are joyous learning environments*
- DPA teacher-leaders *balance the developmental needs of adolescent children with the content rigors of a great secondary education.*
- DPA teacher-leaders *possess the desire to improve through frequent, and relentless, peer feedback and collaboration.*

Our four guiding beliefs for teacher-leadership continue to ground our high school program. We recognize that one of the foremost tensions facing a secondary educator is balancing (1) the *level of support* that adolescent learners need as they navigate a complex time of life while encountering increasingly rigorous academic workloads, and (2) fostering the *level of independence* that adolescents naturally crave and need as they prepare to enter college, the workforce, and adulthood.

In our middle school model, we adopted Brooke Charter School’s “semi-self contained” instructional model to support teachers providing both intense personalization and rigorous content instruction, cultivating classroom environments that could be, at once, supportive and student-driven. In high school, the semi-self contained model is not feasible and less developmentally appropriate. Nonetheless, we strive to accomplish the same goal: a student experience in which students receive world-class individualized instruction that is both highly supportive and highly self-directed.

We accomplish this, in part, through our advisory program and approach to school-wide culture. Instructionally, we accomplish the synthesis of academic rigor, individualized support, and self-direction by adopting the instructional principles of the deeper learning movement and, in particular, Fullan et al.’s framework for deeper learning as proposed in their *Deep Learning: Engage the World, Change the World* (2018). This text sets forth an ambitious vision for a 21st-century brand of instruction that prepares students not only to master challenging content, but to also develop cross-disciplinary competencies that will support college and career success. Moreover, the Deeper Learning framework promotes instructional models that position the teacher both as a caring and attentive facilitator *and* as a secondary figure to the self-directed learner, who takes center stage in their own academic journey. Specifically, the tenets of Fullan’s Deeper Learning framework, translated here into standards for high-quality instruction at DPA, are³⁰:

- **Character:** The teacher designs and delivers instruction such that students produce evidence of growth in their grit, tenacity, perseverance, resilience, self-regulation, integrity, or other desired character competencies.
- **Citizenship:** The teacher designs and delivers instruction such that students produce evidence of having grown in their ability to consider global issues from multiple perspectives and to grapple with ambiguous and complex real-world problems impacting human wellness.
- **Collaboration:** The teacher designs and delivers instruction such that students produce evidence of having grown in their ability to work interdependently in teams, to utilize social, emotional, and intercultural skills, and to manage interpersonal dynamics and challenges.
- **Communication:** The teacher designs and delivers instruction such that students produce evidence of having grown in their ability to communicate effectively with a variety of styles and tools for myriad audiences.
- **Creativity:** The teacher designs and delivers instruction such that students produce evidence of having grown in their ability to design inquiry questions, to entertain and pursue novel problems, ideas, and solutions, to translate ideas into action, and to identify entrepreneurial opportunities.
- **Critical Thinking:** The teacher designs and delivers instruction such that students produce evidence of having grown in their ability to construct and evaluate arguments, to

³⁰ See Fullan et al., p.17.

make connections and identify patterns, to solve problems, and to experiment and reflect upon real-world ideas.

DPA faculty will be expected to study the Deeper Learning framework in depth, and to collaborate ongoing in order to translate these standards for high-quality instruction into their planning and implementation. Our leadership team will support teachers in their work with the Deeper Learning framework by:

- Preserving departmental planning time, ensuring that teaching teams have common prep periods no less than 2x/week; and training department and team leaders in best practices for structuring and facilitating professional learning communities.³¹
- Investing in constant cycles of managerial and collegial feedback. Peers, coaches, department leaders, and principals will observe classroom instruction regularly, identifying effective practices and growth areas for all DPA teachers relative to the Deeper Learning framework. All teachers will be observed at least twice a month, and all first-year teachers with DPA will be observed at least once per week.
- Providing formal professional development on both internally-generated and externally-proven best practices for promoting Deeper Learning competencies. This development will occur during our extended summer training sessions; recurring full-day PD workshops; and weekly during our half-day PD time.
- Completing quarterly self-reflections, in which the teacher will reflect on their strengths, weaknesses, progress, and next steps relative to the Deeper Learning framework. Each reflection cycle will include both a written reflection and a 1x1 meeting between the teacher and their coach/manager.

Methods of Instruction by Subject Area

This section provides illustrative, discipline-specific instructional practices that teachers will use to pursue our vision of high-quality Deeper Learning at DPA High. This list is by no means exhaustive; we recognize that no single pedagogy will adequately serve the needs of all learners and, in the spirit of deeper learning, that our pedagogies should be flexible, responsive, and evolving. At the same time, we remain committed to utilizing research-based best practices that have been shown to produce strong achievement results and which align to our Deeper Learning framework.

ELA Methods

Core Method	Description
Independent Reading	In all ELA courses, DPA students are expected to be actively reading a novel or non-fiction text of their choice. Students periodically summarize and analyze their text in a reading journal and write quarterly synthetic reports and reflections on their independent reading.
Close Reading and Analysis	Students work in pairs or groups to dissect a shorter excerpt of text, conducting line-level analysis of how the author’s craft supports the

³¹ See DuFour, R., & DuFour, R. B. (2012). *The school leader's guide to professional learning communities at work*. Solution Tree Press.

	piece's broader messages. Students write formal and informal <i>precis</i> analysis papers to argue specific links between content and form.
Novel Study	Students work independently and collaboratively to identify and trace thematic development over the course of novel. Literary works will represent a range of authors, geographies, and eras.
Socratic Seminar	Students engage in formal, structured discussion of class texts. In large and small groups, students debate essential questions and construct and critique arguments using textual evidence.
Formal Speaking and Debate	Students design and deliver group and individual presentations to articulate arguments within and across texts and units. Students learn formal debate structures (i.e. Lincoln-Douglas) and prepare for and engage in debates, supporting/critiquing "resolutions" about works studied.
Ideation Protocols	Students learn and apply structured ideation protocols (i.e. chalk talks, five whys) to develop, deepen, and specify arguments.
Formal Writing Cycle with Peer Workshop	Students write at least one formal argumentative essay per quarter in each ELA course. Students compose essays of at least 1000 words in MLA/APA format and workshop essays in a full peer workshop model (drafting, revising, and editing with 2+ rounds of peer critique).

Deeper Learning Applications: Communication, Critical Thinking, and Collaboration permeate the above learning structures. Pair and group work is the preeminent learning modality, both for informal in-class structures and for formal strategies (debates, presentations, etc.). Our commitment to independent reading fuels the Character competency, in particular: students must self-manage their independent reading requirement while they explore their interests, passions, and learning needs through the self-selection of text. To promote citizenship, teachers will consider how summative essay and presentation assignments can apply the content and themes of text studied to current-day problems; or to study the historical and global context in which these texts were produced. To promote creativity, teachers will design formal and informal assignments with extension opportunities, inviting students to express their arguments and ideas about texts in non-paper/exam formats.

Math Methods

Core Method	Description
Anchor Problems/ Three Act Tasks. ³²	In every course, our DPA math units will feature at least two anchor tasks. These multi-day tasks are designed for students to examine the core unit concepts in a rigorous, real-world scenario. These scenarios elicit students' intuition, reasoning, and prior knowledge to generate core concepts and essential questions for the unit, providing a strong foundation and intellectual need for formal mastery of the unit material.

³² For more on the three-act task approach, see <https://blog.mrmeyer.com/2011/the-three-acts-of-a-mathematical-story/>

Problem of the Day with Discourse	In addition to the multiple-day investigations described above, additional unit lessons will feature single-day, bound problems to advance students' understanding of unit content. Some of these problems will be concrete and contextualized in the real world; others will be abstract. Problems of the day are taught using constructivist methods; teachers narrate and launch the problem, but students work in pairs and groups to investigate and solve the problem with teachers working as facilitators. Direct instruction is minimal. After collaborating in small groups, students compare strategies and ideas during discourse.
Fluency Routines	In addition to iterative problem solving, students will build fluency with mathematical skills and concepts through varied routines. Routines are deliberately scaffolded practice exercises that build students' automaticity and also strengthen conceptual understanding. For example, students might sort function graphs by their various attributes; identify the slopes of strings of linear equations; explore how removing individual numbers from data sets affect the central tendencies. Online software platforms like <i>Desmos</i> will figure prominently in our fluency routines.
Problem Sets	Rather than complete daily homework assignments, students will work on scaffolded problem sets, due weekly or biweekly throughout the quarter. This approach will allow students to complete work strategically, pacing themselves in alignment with their developing understanding of the math concepts.
Writing About Math	Daily work and problem sets will include writing prompts to ensure that students are formalizing their mathematical understandings in writing and to strengthen students' ability to communicate clearly across the curricula.

Deeper Learning Applications: Our emphasis on constructivist problem-solving through three-act tasks and problem of the day support the collaboration and communication domains. Moreover, the real-world contextualization of math concepts in three-act tasks develops students' sense of global citizenship; they apply math to investigate global patterns and issues and to propose solutions to resolve problems. The open-ended nature of our problem-solving approach supports students' creative thinking; they must create solutions without teacher-directed solution pathways. Finally, students develop the character-domain skills of self-regulation and tenacity by self-managing rigorous problem sets.

Science Methods

Core Method	Description
Differentiated Content Delivery	Our science units will feature deliberately differentiated content delivery. Teachers will introduce students to new science concepts using a mix of live lecture, asynchronous lecture (including college lectures), text reading, and short non-fiction reading. This approach not only appeals to diverse learning modalities, but also encourages

	students' independence, modeling how they can self-explore and master rigorous STEM content by leveraging the suite of modalities available to them.
Inquiry Labs	The heart of our science program is the inquiry lab. We will select and design labs based on those named in AP frameworks; those found in introductory-level science syllabi; and those described other nationally-recognized science curricula and programs. Our students will complete no fewer than three full inquiry labs for each unit of study. For each lab, students will complete formal lab reports, both independently and in groups.
Formal Presentations	Converging with our ELA / humanities methods, students will design and deliver formal presentations regarding scientific content, lab procedures and findings, and/or real-world applications of unit material.
Reading About Science	In each of our science courses, students will complete weekly reading assignments to promote both their scientific and general literacy. Aligned Common Core and SAT standards, students will read both formal journal articles and more topical/popular non-fiction articles about scientific concepts and issues.
Writing About Science	In addition to formal lab reports, students will write in response to their weekly science readings, synthesizing and analyzing the texts and connecting their ideas with unit content. In addition, teachers will seek opportunities to have students write about course content in relation to current global events and ethical dilemmas. In upper level courses, students will also write more comprehensive research papers, including literature/research reviews.

Deeper Learning Applications: Our inquiry labs foreground partner and group collaboration, communication, and critical thinking throughout all units. Our reading and writing about science components, which focus on current events and ethical issues, promote citizenship competencies. Teachers will work to ensure that students' lab reports and content presentations include provisions for creative applications of their findings. Our differentiated approach to scientific content delivery promotes character skills of self-awareness and regulation, calling on students to self-direct and self-assess their mastery of rigorous scientific material.

Social Science Methods

Core Method	Description
Primary Source Analysis	Similar to our close reading approach in ELA, students will work in pairs and groups to analyze primary sources. Students will consider both the content and form individual documents, arguing how the texts communicate their ideas. Additionally, students will contextualize the texts' content and form within their historical moment, and construct arguments about specific relationships between the text and historical trends, events, ideas, or shifts.

Secondary Source Analysis	In our history courses, students will read a large volume of secondary sources to build a strong understanding of historical content, as well as strong skill in understanding, evaluating, and responding to historical interpretations. Students will read both history texts and scholarly monographs.
Historical Theme Tracing	Teachers will support students in their thematic analysis of historical content. Building on the AP frameworks, students will identify, chart, and trace historical themes (such as <i>continuity and change</i> or <i>role of technology</i>) across historical periods. Students will not only view history as a chronology of events, but as a means of parsing recurring and connected themes of the human experience.
Document-Based Question (DBQ) Essays	Document-based writing prepares students both for AP examinations and for college-level history writing. In our history courses, students will complete at least one DBQ essay per unit. For these essays, students will construct a specific historical argument, leveraging a set of related primary texts as evidence sources. Students will collaborate with peers to analyze texts and to ideate their claims, as well as to critique, revise, and evolve their arguments.
Research Writing	In addition to DBQ writing, students will complete at least one substantial (2000+ word) research paper in each of our history courses. For these papers, students will work in inquiry groups to workshop their topics, research methods, developing arguments, and draft papers. Long-form research writing is critical preparation for college humanities courses.
Current Event Application	To support students' application of historical content and analysis contemporary global issues, each of our history units will include at least one current events application task. Teachers will design these tasks by selecting a current event topic resonant with the unit's historical content. While the particular form of each task will vary by unit (i.e., papers, presentations, policy proposals, debates), each will require students to apply their historical learnings to modern-day society.
Socratic Seminar	Students engage in formal, structured discussion of class texts. In large and small groups, students debate essential questions and construct and critique arguments using textual evidence.
Formal Speaking and Debate	Students design and deliver group and individual presentations to articulate arguments within and across texts and units. Students learn formal debate structures (i.e. Lincoln-Douglas) and prepare for and engage in debates, supporting/critiquing "resolutions" about works studied.
Ideation Protocols	Students learn and apply structured ideation protocols (i.e. chalk talks, five whys) to develop, deepen, and specify arguments.
Formal Writing Cycle	Students write at least one formal argumentative essay per quarter in

with Peer Workshop	each ELA course. Students compose essays of at least 1000 words in MLA/APA format and workshop essays in a full peer workshop model (drafting, revising, and editing with 2+ rounds of peer critique).
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Deeper Learning Application: As with ELA, Communication, Critical Thinking, and Collaboration permeate the above learning structures. Pair and group work is the preeminent learning modality, both for informal in-class structures and for formal strategies (debates, presentations, etc.). Our recurring current events structure promotes the Citizenship and Character domains, ensuring that students will consistently apply course content to modern-day issues. Students will also fortify academic habits as they self-manage recurring longer-term research projects. To promote creativity, teachers will design formal and informal assignments with extension opportunities, inviting students to express their arguments and ideas about texts in non-paper/exam formats.

Computer Science Methods

Core Method	Description
Browser-Based Coding Activities	Students work independently or in groups to write codes in response to specific tasks and challenges. Aligned with our math discourse practice, students regularly display and compare partial solution pathways, learning from one another's thinking.
Art, Animation, and Game Design Projects	Students work in collaborative teams to complete more sustained design projects, developing sophisticated products in a variety of forms, often in response to hypothetical or real client assignments. Students workshop developing projects frequently in peer "desk critiques" to share and evolve ideas.
Robot / Device Building and Programming	Students work in collaborative teams to program and build robots and other devices to perform particular tasks or to accomplish specific objectives. Students workshop developing projects frequently in peer "desk critiques" to share and evolve ideas.
"Unplugged" CS Tasks	In these tasks, students work together to solve non-technological challenges or to construct non-technological innovations. These tasks focus on the transfer of students' developing computer science knowledge, calling on them to apply their design thinking skills in novel contexts.

Deeper Learning Application: As a discipline, computer science promotes many Deeper Learning domains. In our CS courses, students work consistently in teams to develop innovative solutions to concrete, real-world challenges. In doing so, students simultaneously strengthen their skills the domains of Creativity, Collaboration, Communication, Critical Thinking, Character and Citizenship.

Additional Subjects

Our robust co-curricular and electives programming will feature a range of pedagogies and instructional approaches appropriate for their unique disciplines. As part of our course proposal

and planning process, teachers and course designers will (1) identify the core instructional practices that will define their instructional design and delivery and (2) explicitly illustrate how those practices promote the six Deeper Learning Domains. Instructional coaches will work with teachers, ongoing, to constantly improve their instructional practices. Specifically, teachers and coaches will analyze the extent to which instructional practices produce student growth in the Deeper Learning domains, and reflect and action plan in response to interim outcomes.

Specific Methods for Students with Disabilities

As in our middle school design, 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.

All of our faculty, not only special educators, will study research-based best practices for adapting and evolving instruction practices to meet the needs of all our learners. For example, a 2017 report by the Council for Exceptional Children and CEEDAR Center identified high-leverage practices for K-12 special educators based upon comprehensive literature reviews. They organize their findings in four major domains: collaboration, assessment social/emotional/behavioral, and instructional.³³ Some of the key instructional practices highlighted are listed below, with illustrative examples of how we will enact these practices at DPA High:

<i>Best Practice</i>	<i>DPA Enactment</i>
HLP11 Identify and prioritize long- and short-term learning goals.	While all of our students at DPA High engage in quarterly goal-setting and reflection as part of our advisory program, this process will be especially important for our special education students. A comprehensive goal team, composed of students, parents, content teachers, and special education providers will collaborate to co-construct goals with students and to lay out highly detailed action plans for the quarter to come. Progress reporting will occur weekly, at a minimum, and will be reviewed and logged by students' advisors and special education providers.
HLP13 Adapt curriculum tasks and materials for specific learning goals.	In addition to participating in departmental PLCs for instructional planning, special educators within each department will receive additional planning time to meet and to discuss curriculum

³³ See <https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

	adaptations for upcoming units and lessons.
HLP14 Teach cognitive and metacognitive strategies to support learning and independence.	All of our DPA students will receive instruction and cognitive and metacognitive strategies as part of our advisory program. For students who will benefit from more explicit modeling and frequent progress monitoring of self-management strategies, advisors and special educators will collaborate to schedule 1x1 or small group interventions during flexible lab blocks.
HLP17 Use flexible grouping.	As illustrated above, our core pedagogies center around flexible grouping, including various learning structures rooted in partner and group work. General and special educators will collaborate to intentionally compose student groups by lesson and by unit.
HLP20 Provide intensive instruction.	All students requiring intensive instruction will receive it. In addition to in-class supports, the lab block (see “Academically Low Achieving Students,” below) will provide additional time for differentiated small group and individualized instruction. Flexible periods may be used for additional 1x1 supports.

Specific Methods for instruction for ELLs

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. We will have a designated ELL coordinator and push-in team that 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.

In addition, 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. For ELL students who join DPA High with substantially limited English, we will offer specialized lab courses in English Language Acquisition and support, designed and led by our ELL coordinator and team.

In line with our commitment to utilizing research-based best practices, our team will consult resources for effective interventions in ELL instruction, particularly for CCSS aligned programs.

One comprehensive resource is TESOL’s resource hub for Common Core State Standards and English Learners.³⁴

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.

Academically Low Achieving Students

Our flexible approach to scheduling and program design lies at the heart of our approach to supporting academically low-achieving students. Recognizing that each student has a unique set of strengths and growth areas, our approach provides students maximal flexibility and intentionality in building their academic program, such that they can enroll for additional time and more differentiated support in the courses where they need it most.

First, our daily schedule features a number of flexible windows for all students, including morning, midday, and afternoon flex time. During flex time, teachers will be available for office hours and for ad-hoc scheduling of 1x1 conferences. This design deliberately reflects the kind of “pull down” support reflective of college environments. Students will be encouraged to leverage this time to arrange for additional support. Advisors and teachers will support students in thinking through how to make smart use of their flexible time.

Second, students who struggle significantly in courses may enroll in formally scheduled LAB course periods. Every core course has LAB sections available. During LAB sections, which will have no more than 12 students each, students work with course instructors and TAs (upperclassmen with proven track records of excellence in that content area) in small groups and individually. Because LAB courses do not bear credit beyond the core course, students may enroll at flexible frequencies. For example, a student may attend Algebra lab at a frequency of 1x or 3x/week, depending on prior performance and their own judgment. Or, a student and instructor may find that a student is mastering unit-level content with core instruction, and the student may repurpose their lab time for that unit. Enrollment in LAB sections will be determined by students’ prior performance and schedule design conferences with students, parents, and advisors. LAB enrollment will be mandatory in some cases (for example, student failed prior quarter) and optional in others (student self-selects to enroll in lab for additional support).

Illustrative interventions for departmental labs are shown below:

<i>Department</i>	<i>Sample Interventions in LAB Sections</i>
ELA	<ul style="list-style-type: none">• Reread key portions of the text in small groups; use guided questioning to build meaning.• Reread key portions of class text 1x1 to support decoding and

³⁴See [The Common Core State Standards and English Learners](#).

	<p>fluency.</p> <ul style="list-style-type: none"> • 1x1 and small group writing conferences on upcoming essay assignments. Use scaffolded ideation protocols and outline structures to support student composition.
Math	<ul style="list-style-type: none"> • Explicit modeling of problem-solving strategies for anchor problems encountered in class. • Explicit instruction and practice in prerequisite skills from prior grade levels. • Guided / cued problem solving. • Additional fluency and mastery drills.
Science	<ul style="list-style-type: none"> • Guided interaction with science content delivery (small-group lecture, shared reading of text or article, scaffolded note-taking tools). • Preview lab exercises to generate hypothesizes, visualize / write procedures. • 1x1 and small group support for writing of lab reports.
Social Studies	<ul style="list-style-type: none"> • Reread key portions of the primary / secondary text reading in small groups; use guided questioning to build meaning. • Reread key portions of class text 1x1 to support decoding and fluency. • Guided interaction with historical content delivery (small-group lecture, shared reading of text or article, scaffolded note-taking tools). • 1x1 and small group writing conferences on upcoming essay assignments. Use scaffolded ideation protocols and outline structures to support student composition.
Computer Science	<ul style="list-style-type: none"> • Explicit instruction in design and coding strategies • Guided, step-by-step problem solving for coding and construction tasks • Fluency and mastery drills.

Third, our advisory structure will support students in strategically setting goals and creating responsive action plans for their academic performance. A large portion of this process will focus on identifying areas of academic struggle and crafting strategies for how to leverage resources (both human resources within the school community and additional resources outside the school) to accelerate academic progress. We believe it is critical that students learn to self-manage their own remediation and support processes before they enroll in college.

At the same time, adult practices are fully committed to offering all of our learners a comprehensive level of support. While students work to design and enact their growth plans, teachers will work in PLCs to analyze why certain subsets of students may be struggling to access course material, and to adjust practice and design interventions in response to student work.

Academically High-Achieving Students

At DPA High, we are committed to providing concrete extension opportunities for students with exceptional interest or talent in specific disciplines. Our extension approach is two-pronged:

- ***Flexible Enrollment (rather than Tracking)***: As stated above, we align our core courses to rigorous, college-ready standards and minimize the creation of separate honors or accelerated courses in our school. However, we do allow for - and promote - flexible program construction. In this model, students can choose to enroll in more than one core course per department per term. For example, a DPA freshman who is particularly interested in science may choose to dual enroll in Biology I and Chemistry I. This not only constructs a challenging and enriching year for the student; it also sets them up to take more rigorous science courses in their junior and senior years. From freshman orientation, students, parents, and advisors engage in long-term course-mapping exercises to consider how the student may want to leverage flexible enrollment to enrich and accelerate their studies in particular departments.
- ***Honors Projects***: In addition to flexible enrollment, all of our core courses will offer students at least one option for an honors extension project. These quarter-length honors projects must be teacher-approved, but will largely be directed by the student. These projects will challenge and guide students in their exploration of course topics and skills at an even deeper and more rigorous level. Though the honors projects will not affect students' credit or GPA standing for the course, students' transcripts will reflect their successful completion of honors projects. Illustrative honors projects by department are included below:

<i>Department</i>	<i>Sample Honors Extensions</i>
ELA	<ul style="list-style-type: none"> ● Read two additional texts from an author studied and write a comparative analysis paper. ● Compose a piece of short fiction emulating the prose/voice of an author studied.
Math	<ul style="list-style-type: none"> ● Complete an additional honors-level problem set for each unit of study. ● Construct two original three-act tasks probing core concepts.
Science	<ul style="list-style-type: none"> ● Complete an additional honors-level lab and lab report for each unit of study. ● Write a literature review synthesizing recent developments in a scientific field related to a topic studied.
Social Studies	<ul style="list-style-type: none"> ● Read three non-assigned monographs related to the historical period studied and write a synthetic critique. ● Complete an 8-10pp. research paper probing a historical event or figure studied in more detail.
Computer Science	<ul style="list-style-type: none"> ● Complete an additional honors-level problem set for each unit of study. ● Locate and participate in a design or coding challenge; catalog

	process, product, and reflection; create a presentation to report on the experience.
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Progression of Instructional Methods as Students Matriculate

Our commitment to Deeper Learning (DL) competencies and pedagogies promote rigorous, student-centered learning throughout a students’ journey through DPA High. As students matriculate through the program, advisors and teachers will work with students to ensure that their mastery of our DL competencies is progressing in two key ways: (1) students are demonstrating increasingly *independent* mastery of DL competencies and (2) students are demonstrating the ability to apply DL competencies to *increasingly complex* tasks.

Of course, students’ progression in their DL skills and mindsets will happen alongside their academic progression within our departments, as they experience more rigorous and sophisticated course material. We recognize that students’ mastery of DL competencies will not necessarily progress evenly across departments, depending on students’ individual strengths and interests. Therefore, we do not expect that there will be some “9th grade” instructional strategies and some “12th grade” instructional strategies. Instead, teachers, advisors, and students will work together, collaboratively and contextually, to design and select DL instructional methods that offer students an appropriate level of independence and complexity.

An illustrative example of beginning rubric by which teachers may organize and select DL instructional strategies is below:

<i>DL Domain</i>	<i>Less Independent & Complex</i>	<i>More Independent & Complex</i>
Character	<ul style="list-style-type: none"> Students chunk longer-term assignments into smaller deliverables with teacher support and reflect on their progress/gaps for each deliverable. 	<ul style="list-style-type: none"> Students independently design work plans to manage multiple long-term assignments across multiple courses, internships, and additional obligations.
Citizenship	<ul style="list-style-type: none"> Students read and analyze an assigned article on a current event related to course material. 	<ul style="list-style-type: none"> Students self-select an global issue related to course content without teacher support; locate multiple resources related to the issue; design their own modality for communicating their findings and the connection between the issue and the course material.
Collaboration	<ul style="list-style-type: none"> Students perform assigned roles in a group task and 	<ul style="list-style-type: none"> Students form their own groups and self-select roles

	reflect on their individual and collective strengths and growth areas in team functioning.	using strengths-based reflections and analyses.
Communication	<ul style="list-style-type: none"> Students study exemplars for an assigned communication mode, work to emulate that standard, and reflect on their strengths/growth areas. 	<ul style="list-style-type: none"> Students self-select and/or design a communication mode for a given task, aligning their modality to the purpose of tasks and their understanding of their strengths and growth area as a communicator.
Creativity	<ul style="list-style-type: none"> Students select from multiple task prompts and output options. 	<ul style="list-style-type: none"> Students generate their own inquiry tasks and display their thinking and conclusions using myriad, self-determined modalities.
Critical Thinking	<ul style="list-style-type: none"> Students evaluate an argument using a specific framework (i.e. Toulmin: claim, grounds, warrant, qualifier, rebuttal, backing). 	<ul style="list-style-type: none"> Students generate their own arguments and anticipate counterarguments, leveraging but varying upon existing frameworks for strong argumentation.

Special Education and Related Service Provider Collaboration

As much as possible, we will strive to provide effective instruction, relative to a student's IEP, through classroom differentiation, lab sections, and conferences and interventions during flex time, as described above.

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 during departmental PLCs and also during individual teacher/provider planning conferences.

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. We will make these judgments through vigorous study of quantitative assessment results and qualitative student work study, which will occur weekly in departmental PLCs.

PLCs are the central tenet in our approach to evaluating instruction. During PLCs, teaching teams, with leadership support, will look at data sets and/or student work samples. They will identify and catalog trends in student performance, noting both holistic and sub-group strengths and weaknesses. Then, critically, teaching teams will identify the adult practices that are most likely responsible for trends in student outcomes.

From there, teachers will identify specific adjustments to instructional practices that they will make. Teachers will also identify the evidence they will collect to gauge the impact of their instructional adjustments. Because PLCs occur weekly, teachers will report back on whether their instructional adjustments have had the desired income on student work. This recurring cycle will empower teaching teams to consistently and iteratively reflect upon and adjust instructional practice in ways that are responsive to their students' needs.

Section B.1.c – Resources and Instructional Materials

DPA faculty will not use scripted or vendor curricula. Instead, to support the standards and instructional methods outlined above, DPA faculty will leverage a wide range of available resources and instructional materials in their course and curriculum design. Wherever possible, we will leverage materials with a track record of producing strong student achievement outcomes. Illustrative resources by department are outlined below:

English / Language Arts

<i>Resource</i>	<i>Description</i>	<i>Rationale / Potential Uses</i>
AP Literature & Language Resource Hubs	The College Board resource hubs collect and organize resources from top-performing AP teachers across the country, including sample unit plans, assessments, and videos.	Ensure exam alignment and rigor, collect and learn from nation-wide, teacher-generated best practices.
National Council of Teachers of English - Secondary	The NCTE is the premier national organization for English teaching; their website and journal include resources for secondary teachers.	Consult and learn from practicing English teachers across the country.
Newsela/CommonLit	Text collections of non-fiction articles, available at a range of reading levels, and aligned to CCSS standards and skills.	Differentiate reading instruction across lexile levels; readily available source of relevant, engaging non-fiction text.
Writing Revolution	Hochman and Wexler's text and related resources and training provide a well-structured approach to "advancing thinking through writing." Students master sentence-level	Differentiated support for struggling writers; resources for peer conferences in writing workshops.

	structures as they build both writing and argumentation skills.	
It's Lit Teaching	A helpful resource blog from educator Heather Cianci, focused on texts and strategies for engaging reluctant readers in secondary classrooms. Includes plans, lesson resources, teaching strategies, and more. Also emphasizes BIPOC	Develop strategies for student engagement; identification and planning for high-interest intervention texts.

Mathematics

<i>Resource</i>	<i>Description</i>	<i>Rationale / Potential Uses</i>
AP Calculus & Statistics Resource Hubs	The College Board resource hubs collect and organize resources from top-performing AP teachers across the country, including sample unit plans, assessments, and videos.	Ensure exam alignment and rigor, collect and learn from nation-wide, teacher-generated best practices.
NCTM	The NCTM is the premier national organization for mathematics teaching; their website and journal include resources for secondary teachers.	Consult and learn from practicing math teachers across the country.
Exeter Math	Open-source curriculum for all secondary math courses. Exeter's approach to construct a string of scaffolded problems that students work through at their own pace.	Inform the design of weekly problem sets and honors extension problem sets.
Mathalicious	Website collection of three-act math investigations, aligned to CCSS for high school courses.	Use and/or inform design for unit anchor problems.
Engage NY	Comprehensive, open source curricula for CCSS-aligned high school math courses.	Scopes and sequences; daily lessons, including problems of the day and problem sets.

Science

<i>Resource</i>	<i>Description</i>	<i>Rationale / Potential Uses</i>
AP Biology, Chemistry, and Physics Resource Hubs	The College Board resource hubs collect and organize resources from top-performing AP teachers across the country, including sample unit plans, assessments, and videos.	Ensure exam alignment and rigor, collect and learn from nation-wide, teacher-generated best practices.
National Science Teaching Association (NSTA)	The NSTA is the premier national organization for science teaching; their website includes resources for secondary teachers.	Consult and learn from practicing science teachers across the country.
National Science Foundation (NSF)	The NSF includes a classroom resources hub with a useful compilation of instructional materials, arranged by standard course topics and additional subjects (i.e. nanoscience, engineering, computing).	Survey available materials in construction of units and lessons, including existing rigorous laboratory exercises.
Edgenuity	Online curriculum hub that includes virtual learning resources for high school science courses.	Differentiated content delivery; materials and exercises for small-group support and intervention.

Social Studies

<i>Resource</i>	<i>Description</i>	<i>Rationale / Potential Uses</i>
AP World History, US History, and Government Resource Hubs	The College Board resource hubs collect and organize resources from top-performing AP teachers across the country, including sample unit plans, assessments, and videos.	Ensure exam alignment and rigor, collect and learn from nation-wide, teacher-generated best practices.
National Council for the Social Studies (NCSS)	The NCSS is the premier national organization for science teaching; their website includes resources for secondary teachers.	Consult and learn from practicing social studies teachers across the country.
Gilder Lehrman	Abundant primary and secondary resources and	Lesson and unit design for U.S. history / government; honors

	curricular materials for U.S. history and government.	and research project design.
Stanford History Project	Excellent resources for students and teachers, including civic reasoning and historical reading strategies.	Lesson and unit design; identify instructional strategies.
Big History Project	Multidisciplinary, modular units that can supplement core HS courses.	Inform design of research and honors projects; illuminate broader course themes; cross-curricular ties to science.
History Alive!	Produced by the Teachers' Curriculum Institute (TCI), the History Alive! Program includes high-school specific resources in World and US history, including online writing tasks and collaborative projects.	Digital content delivery; unit project design; additional materials for use during LAB remediations.

Computer Science

<i>Resource</i>	<i>Description</i>	<i>Rationale / Potential Uses</i>
AP CS Principles and Level A Resource Hubs	The College Board resource hubs collect and organize resources from top-performing AP teachers across the country, including sample unit plans, assessments, and videos.	Ensure exam alignment and rigor, collect and learn from nation-wide, teacher-generated best practices.
RePublic Schools Open Source Curriculum (CS for All)	Resources include full course plans for four HS courses.	Scope and sequence; unit and lesson planning; intervention and small group resources.
Code.Org	Online exercises and courses for students, along with teaching resources specifically geared toward HS teachers.	Design lesson and unit-level challenges; problem sets; intervention and support exercises.
Code HS	Includes a web-based teaching platform, including a full curriculum, professional development, teaching tools and resources, and ongoing support.	Design lesson and unit-level challenges; problem sets; intervention and support exercises.

Other Subjects

When designing additional co-curricular and elective courses, teachers and students will be expected to research, compile, and present the available curricular resources that they will use to construct their scope and sequence, unit, and lesson plans. Resources must reflect rigor and alignment to our Deeper Learning framework.

Meeting the Needs of All Learners

The resources above support our commitment to meeting the needs of all learners. While rigorous and comprehensive, the resources are flexible. Teachers will be able to use these resources while enacting the instructional differentiation and support strategies outlined in the previous section. Indeed, one of our reasons for eschewing scripted or vendor curricula is to ensure that our teachers feel empowered and supported in constructing and adapting resources to truly meet their learners' needs.

Selection Criteria and Process

In constructing the above list of resources, and when selecting future resources, DPA faculty will use the following selection criteria and processes:

- **Rigor:** We vet resources for their alignment to national rigor bars. Resources created in alignment with the CCSS; with AP examinations or International Baccalaureate programs; and/or currently used in college courses are examples of satisfying our rigor bar.
- **Utility:** We vet resources for their practical utility. Acknowledging that our model is complex, and that our DL framework is multifaceted and ambitious, it is important that we select resources that teachers can readily apply, reserving their mental energy for understanding and meeting student needs. Examples include resources that include full sample units/lessons; resources organized by standard or topic; and resources with pre-leveled text or problems.
- **Flexibility:** We vet resources for their flexibility. We expect faculty to construct units, lessons, and extension/remediation resources in response to unit needs. As such, it is important that we work from resources that are easily adapted and not overly proscriptive.
- **Track Record of Success:** We vet resources for their proven ability to drive excellent student outcomes. Wherever possible, we prefer resources that other schools and districts have used to achieve strong academic results. We study high-performing schools and districts to locate these resources, and also seek out resources published by national organizations like AP, IB, and National Councils of Teaching.

Curriculum Development Timeline & Resource

While we have selected materials and resources for curriculum development to align with the DPA vision, mission, and core values, DPA High teachers and department leaders are ultimately responsible for authoring their course curricula. The principal will review resources and instructional materials, based on their satisfaction of the above criteria and their alignment to the Deeper Learning framework. Since high school teachers will play a significant role in

curriculum generation, significant PD time during summer training and throughout the year will be dedicated to curriculum writing, critique, and vetting.

Procedures for Adjusting Resources

We will consistently 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.

Throughout the year, teachers will be empowered to make smaller-scale instructional adjustments as they participate in our PLC process. In response to student outcomes, teachers will revise unit and lesson plans, seeking out additional resources to support their revisions.

Section B.1.d – Assessing Learning

Purpose, Design, and Format of Assessments

At DPA, we believe it is important to regularly and objectively assess student achievement and instructional effectiveness. Rejecting the dichotomy of traditional (exam) assessments and more progressive portfolio assessments, we consider both categories of assessment critical. Traditional assessments align to critical college entrance (AP, SAT) and professional examinations (LSAT, MCAT, GRE). They also provide valuable insight into students' absolute proficiency on college and career-ready skills. Portfolio assessments align to our Deeper Learning framework, providing a more holistic view into students' critical, creative, and collaborative thinking. Both assessment categories can provide evidence of student growth by capturing and comparing performance over time.

To strike this balance, all unit assessments at DPA High will contain *both* a “traditional” (multiple choice, short response, and/or on-demand writing) and portfolio component (workshopped writing, project, presentation). Traditional components will align to nationally-normed, high-stakes exams (AP, SAT, CCSS, PARCC). Portfolio assessments will vary by course, but we will use existing frameworks to structure and design them, including established methods used at *Envisions* charter network in California.³⁵

Our commitment to dual traditional and progressive assessment modes at the unit level will allow for close monitoring of students' mastery and growth, both of course material and of Deeper Learning competencies. Our assessment system will provide real-time data that will

³⁵ See Lenz, B. (2015). *Transforming Schools: Using Project-Based Learning, Performance Assessment and Common Core Standards*. Jossey-Bass; Conley, D.T. (2018). *The Promise and Practice of Next Generation Assessment*. Harvard Education Press.

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.

In addition to unit assessments, teachers will design aligned informal daily and weekly assessments to inform and adjust their instruction. Our PLC structure, described in prior sections, will provide a consistent, collaborative space in which teachers analyze and reflect upon informal assessment results, adjusting practice *before* administering unit assessments.

We will have two formal finals windows at DPA High, one for the fall semester and one for the spring semester. Every course will administer a final exam that, similar to the unit exams, includes traditional and portfolio assessment tasks. Students will strategize for finals windows in their advisory sessions, creating differentiated study plans based on their performance throughout the semester.

Identifying Students Who May Need Additional Supports

Department leaders and teaching faculty, along with the special services coordinator, will monitor student performance data on unit and final examinations. They will use this data to determine students who may need additional supports to succeed. Within the semester, this data can be used to schedule additional 1x1 or group interventions for students during flex blocks. At the end of each semester, summative course performance will be used to assess whether students might benefit from more formal and consistent support, such as enrollment in a LAB course.

As in our middle school model, 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. Faculty 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, and 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.

<i>RTI Level</i>	<i>Identification Process</i>	<i>Intervention Additions</i>	<i>% of students</i>	<i>Responsible</i>
1	Classroom teacher administers universal screens	<p>Course content is standards based Differentiated instruction</p> <p>PLPs</p> <p>Advisory Workshops</p> <p>Students assessed using multiple modes (traditional, portfolio)</p> <p>Family and home survey data gathered to complete learner profiles</p> <p>Assessments designed to allow students to demonstrate master of course content standards</p> <p>Common behavior norms and expectations consistent follow-through</p>	100	Classroom teachers, advisors, special education teachers.
2	Classroom teachers will place students in Level 2 as needed: decision made by classroom teachers in consultation with Department Leader and Director of Special Populations using formative assessment data	Above + small group or 1x1 conferencing during flex times, office hours (functions as RTI blocks)	30	Classroom teachers, advisors, special education teachers.
3	Principal, classroom teachers, advisors, and Director of Special Populations will assign students to level 3 as needed using intervention data	<p>Intensive remediation plan</p> <p>LAB course enrollment</p> <p>Small group remediation or 1x1 conferences during flex times</p> <p>Personal tutor</p> <p>Additional mentor support</p>	20	Classroom teachers, advisors, Department leaders, Director of Special Populations

4	Classroom teachers will implement interventions for students still struggling; referrals for 504 made by grade level team, Special Populations coordinator, Special Education teachers, and Principal	504 or IEP plan with accommodations Extensive advisor and teacher support Above + 504 plan (if deemed appropriate or IEP) Train LAB period and general ed teacher on 504 expectations	10	Classroom teachers, advisors, special educators, social 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 Related Services: Speech and language therapy Occupational therapy Hearing Mental Health Modification to program/ curriculum	5	Classroom teachers, advisors, 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.

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 unit 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; as well as the Data and Assessment Protocols as developed by DuFour et al. in our PLC guides.³⁶

After each assessment is given, data will be generated and made available to teachers. For traditional assessments, 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. For portfolio assessments, data will include student work artifacts authentic to the task and feasible for review.

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 and competencies 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.

Teachers will be trained to analyze data during our comprehensive summer professional development. They will enact analysis during their 2x/weekly PLC meetings and also on Wednesday afternoon and other full-day PD sessions.

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.

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.

³⁶ DuFour, R., & DuFour, R. B. (2012). *The school leader's guide to professional learning communities at work*. Solution Tree Press.

Section B.1.e – Course Listing

This course listing represents the core sequence of classes at DPA and illustrates how our program exceeds the DCPS credit requirements. Individual students’ program of study will vary based on their interest areas and strengths, but all will fulfill the required DPA units.

Subject	DCPS Units	DPA Units	Grade 9	Grade 10	Grade 11	Grade 12	Notes
Computer Science	0	2+	Computer Science I	Computer Science II <i>AP CS Principles</i>	Electives including <i>AP CS Level A</i> . <i>AP Capstone is also recommended for these credit slots.</i>		We aim for all students to enroll in our core course sequence, which is rigorous and AP-aligned. Additional support is available for each core course in concurrent LAB courses (i.e., Literature LAB provides intervention and small group support for Literature class). Enrichment is available through doubling up on courses (as indicated), and through honors project extensions.
English	4.0	4+	Literature & Composition Ia	Literature & Composition Ib	Students take Lit II and Comp II in either order; <i>AP Literature and AP Language Exams</i>		
Math	4.0	4+	Algebra I	Geometry I	Algebra II	Precalc <i>AP Calc AB</i> <i>AP Stats</i>	
			<i>*To accelerate towards a Gr12 AP course, students are encouraged to take Alg I and Geo I concurrently in Gr9; or Geo I</i>				

			<i>and Alg II concurrently in Gr10.</i>				
Science	4.0	4+	Biology I	Chem I	Physics I	Bio, Chem, or Physics II <i>AP Exams</i>	
			<i>*After grade 9, to accelerate towards Gr10-12 AP courses, STEM-focused students are encouraged to take any I-level course concurrent with any other I-level or II-level course.</i>				
Social Studies	4.0	4+	US History I	US History II <i>APUSH exam</i>	World History I	World History II	
			<i>*US History I satisfies civics and DC History standards</i>		<i>*Students can take World I and II concurrently, allowing for AP-level electives (government) or research/independent study</i>		
World Language	2.0	2+	Spanish 1a	Spanish 1b	Electives, including upper-level Spanish and for-credit independent study (online courses, university level, grade C or higher).	See “electives.” We offer myriad options, both in school and through online and co-curricular programming, to	

Fine Arts (art, music)	1.0	1+	<i>Per DC Standards, students must take at least 0.5 credits and 0.5 credits in music, available through a survey Fine Arts course, or through a combination of electives.</i>	maximize choice and engagement in our co-curricular program.
Health / PE	1.5	2+	<i>All students take fitness and wellness for 0.5 credits / year, with options for sports and approved outside courses for credit.</i>	
Electives	3.5	4+	<i>Scholars must take at least 1.0 elective credits per year; illustrative academic and cocurricular options outlined above. We also support online courses study from accredited universities, with grades of C or higher.</i>	
Community Service	100h	100+	<i>Per DC standards, our scholars will complete at least 100 hours of community service.</i>	Up to 25 hours completed in the 8th grade.
Total	24.0	27+		

Section B.1.f – Promotion Requirements

At DPA High, grade promotion will be contingent upon credit acquisition. The number of credits that a student acquires each year is also a reflection of their academic performance and readiness, given that students must achieve at least 70% overall mastery (C) to earn credit for a course.

Our core promotion standard is that students must acquire **at least 6 credits** to promote to the next grade (see chart below). For students taking a full course load of 8 credits, this is the equivalent of failing no more than two courses per year.

Students and families will have continuous access to students' academic performance through our online gradebook service. Students failing one or more courses will be noted in the system and parents will be notified weekly. Students at risk of failing courses as of Week 3 of each term will have a student support meeting, attended by: the student, parent/family members, advisor, lead teacher of the course at risk, and member of the school leadership team. The purpose of these meetings is to co-construct a support plan to improve performance in the course *and* to ensure that all stakeholders are aware of the consequences of course failure. For students failing two or more courses, the meeting will include notification that dual failure will likely result in grade retention, so that all stakeholders are aware of this potential. The support team will agree on a clear progress monitoring system, including the reconvening of the support team at regular intervals.

In March of each school year, support meetings for students still at risk of failing two or more courses will include more comprehensive conversations, including increasing the intensity of supports and offering clarity around the likelihood of grade retention and its implications for the students' long-term programming. Ultimate grade promotion decisions will be made after Spring Semester finals. **The ultimate decision for grade retention or promotion will be made by the principal**, with recommendations and input from the student, family, advisor, and course instructors. We will strive to minimize grade retention at DPA High, but we do recognize that, for some students, an additional year can be the right decision to support access and mastery to a rigorous academic program, and to promote long-term success in college and career.

Student absences and tardies do not automatically or systematically inform grade retention decisions, though the principal and support team may consider the role of absences and tardies as part of their ultimate recommendations/decisions regarding promotion.

Annual Credits Acquired for Promotion = 6.0

Department / Course Track	4-year	1-year	Notes
TOTAL	27.0 minimum	6 minimum	
Computer Science	2+	1	<ul style="list-style-type: none"> • Gr9-10: CS I and II, core courses. • Gr11-12: Additional CS or core courses in areas of interest.
English	4+	1	<ul style="list-style-type: none"> • Students @ DPA must pass 4 credits in English, Math, Science, and Social Studies to graduate. For most students, this means they will enroll in at least one core course each year. If a student acquires 4 credits in the core department (i.e., takes two sciences in gr10), they may fill this credit slot with an elective.
Math	4+	1	
Science	4+	1	
Social Studies	4+	1	
World Language	2+		

		2 minimum	<ul style="list-style-type: none"> • Students must earn the designated credits to graduate. A recommended but flexible sequence is below: • Gr9: Spanish I, Fine Arts, (Elective) • Gr10: Spanish II, Elective, (Elective) • Gr11-12: Electives
Fine Arts (art, music)	1+	3 preferred	
Electives	4+		
Health / PE	2+	0.5	<ul style="list-style-type: none"> • Students enroll in 0.5 Fitness and Wellness course each term, or substitute with varsity sport.
Community Service	100+	25	<ul style="list-style-type: none"> • Students must fulfill 100 community service hours to graduate. Students may acquire up to 25 hours in Grade 8. <u>Students must acquire at least 50 hours by the end of Gr10 to promote to Gr11.</u>

DPA High Grading Scale

Grade	Course Average	GPA	Credit
A+	97.00-100.00	4.00	1
A	93.00-96.99	4.00	
A-	90.00-92.99	3.67	
B+	87.00-89.99	3.33	
B	83.00-86.99	3.00	
B-	80.00-82.99	2.67	
C+	77.00-79.99	2.33	
C	73.00-76.99	2.00	
C-	70.00-72.99	1.67	0
F	69.99 and below	0	

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 students 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.2 – Support for Learning

Section B.2.a – School Culture

Desired School Culture

Our vision for DPA High's culture builds closely on our MS model, while making appropriate extensions and adaptations for upper adolescents and their proximity to college and career. 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 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. We retain our four core culture-building program elements from our MS model:

- Advisory Program: The advisory program lies at the heart of our school community and is our primary culture lever. In advisory, students will discuss the state of our school culture, discuss their individual and collective role in enhancing it, and plan concrete events, programs, and other initiatives to promote an outstanding student experience.
- Personalized Learning Plan: In advisory, each student co-constructs their personalized learning plan for the quarter with their advisor and their peers. Part of this plan includes their character goals and aligned community contribution goals.
- Restorative Discipline Approach: In line with our values, vision, and mission, we reject overly punitive discipline approaches and instead focus on community and relational restoration. Trained faculty and student mediators will deploy restorative protocols to aid students in resolving conflicts and in reflecting on and repairing any violations of

community expectations. Standardized, formal consequences (such as suspensions) are limited to severe infractions: bullying, plagiarism, physical violence, and substance possession/use on campus.

- **Mentorships.** DPA High's upperclassmen (Gr11-12) will mentor freshmen and sophomores, creating a cross-class community and providing a peer-led space for communicating school values and expectations.

Orientations

At DPA, we believe that the beginning of the school year is critical for culture building.

Freshman Orientation. Gr9 students will begin the year with a five-day orientation, led by DPA faculty, parent volunteers, and trained peer mentors. Sessions will focus on:

- **DPA Mission.** Students will understand the school mission and vision, and how the program is built to support that mission and vision.
- **Core Values and Character Skills & Mindsets.** Students will understand how the DPA core values and vision for strong character manifest at the high-school level, through stories, panels, case studies, and shared document readings.
- **College Admission.** Students develop an understanding of the college admissions process through a simulated, mock admissions exercise. In this exercise, students play the role of admissions officers reviewing the Common Applications of multiple hypothetical applications to "DPA University." Students then reflect on the implications for their high school experience, and begin to draft academic and co-curricular 4-year plans.
- **High School Credits & Program Planning.** Students will study their 4-year credit requirements, course options, and sample 4-year student transcripts. Students will begin to discuss and envision how they will map out their high-school journey. Students will also learn how grades and GPAs are calculated.
- **Expectations, Restorative Protocols, Formal Consequences.** All school expectations, restorative protocols, and consequences will be carefully detailed and discussed. Students will be clear on the rationale for classroom and school-wide expectations; will participate in simulated restorative protocols; and will clearly understand the formal consequences for severe infractions (bullying, plagiarism, physical violence, and substance possession/use on campus).
- **Community Building.** Advisories and the broader grade level will participate in team-building workshops to promote a positive, inclusive community. Specific attention will be paid to envisioning truly inclusive and identity-affirming spaces through DPA High. Relevant readings and documentaries on inclusive environments will complement ice breakers, team challenges, and special events.

Faculty Training and Preparation

When developing our middle school model, we identified a number of key faculty mindsets and correlated readings and training experiences. We preserve and build on this faculty training plan

for DPA High, as its tenets are core to our adult culture. The key pillars to our faculty preparation are:

- **DPA Staff Summer Institute/ Orientation.** DPA High 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 as well as previously discussed assessment and curriculum development sessions. DPA believes that having a strong, high trust faculty culture is equally as important as having a strong student culture, and in fact is a necessary ingredient for the latter.
- **College Admission and HS Program Sessions.** All faculty will participate in the student-facing college admission simulation and the DPA high credit and course-mapping session described above. It is important that all faculty at DPA understand how college admission works, as well as students' high school credit requirements and program options.
- **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 and 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.
- **Culturally Responsive and Anti-racist Pedagogies.** DPA High faculty will be expected to actively engage in culturally responsive, anti-racist reflection and action, and to consider the implications of recent calls for more urgent and concrete racial justice in U.S. schools and our broader society. Sample texts include Hammond's (2015) *Culturally Responsive Teaching and the Brain*; Muhammad's (2020) *Cultivating Genius*; Kendi's (2017) *Stamped from the Beginning* and (2019) *How to Be an Anti-Racist*; Jackson's (2011) *Pedagogy of Confidence*.

Leadership Team Meetings

Leader 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 Engagement

At DPA, we believe that parent culture is a critical ingredient in successful schools. We believe that is equally true at the high school level. Though high schoolers are older and more independent, they still benefit from - and need - active family engagement to thrive in school and beyond.

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 from various professional fields. Speakers will discuss their college and career experiences and offer advice for DPA students. Parents will be welcome to all speaker events and will be encouraged to speak themselves.
- **DPA Orientation.** DPA Orientation, described above, will include a number of family-facing sessions. The college admission simulation and HS credit and program planning session will be offered multiple times, given their relevance to families.
- **Problem Solvers Portfolio Presentation Showcases:** Families will be invited to attend and participate in our annual Problem Solvers Portfolio showcases, where students in Grades 10-12 present their annual design-thinking, social impact projects.
- **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.
- **Departmental Academic Nights.** Each semester, every department will host one academic night, where they design programming to review relevant curriculum, assessments, student work, and learning exercises with families.
- **Co-curricular / Elective Showcases.** Our sports and fine arts departments will host a number of parent-facing events each semester, including games, play productions, open rehearsals, and open mic nights.
- **Literacy Lessons for Parents.** We will continue our middle-school Literacy Lessons programming for parents who are interested in continuing their work with literacy skills.
- **Parent Café.** As in our middle school, we will dedicate space for a parent resource center, offering parents a place to drop in, have coffee, review resource materials, make telephone calls, work on resumes, take part in workshops, and talk individually with staff members.

Student Recruitment

We anticipate that 85% of students from DPA Middle School will matriculate to our high school, based on historical attrition data and family interest surveys. For available seats, we will proactively recruit additional students from area middle schools. We are committing to backfilling all of our open seats to maximize the availability of our rigorous program to Ward 7-8 families, as well as D.C. families more broadly.

We will use a variety of recruitment strategies each fall and spring, advertising our available seats to students and families. These strategies will include:

- Use of social media platforms (Facebook, Twitter, Instagram, etc.) to advertise our school model, available seats, and times / dates of informational sessions.
- Hold at least four recruitment / information events annually to interested families, including open houses and school tours.
- Community door-knocking, especially in Ward 7, to discuss our high-school model and available seats with families.
- Leverage parent leaders and volunteers to use community channels for recruiting students and families.

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 leverage the advisory program to promote student attendance. This will include extrinsic rewards, including self-designed field trips or rewards for advisory groups who exceed 97% average attendance in a semester; and also intrinsic conversations and problem-solving workshops for advisory members who are struggling with attendance or tardiness.

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 also workshop with students and families, including course mapping and college admission strategizing for the year to come.

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 advisor and a member of the school leadership team 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. In addition, this meeting will involve a specific review of credits acquired at other high school programs and course and credit mapping for their upcoming terms at DPA High.

Second, the new 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 Practice is the most effective way of managing student behavior in an inclusive environment, while also cultivating a love of learning. It is also the discipline philosophy most aligned to our mission, vision, and values. To implement those restorative practices, we will train teachers in the following classroom and schoolwide guidelines. These practices are consistent with our middle

school approach, creating vertical alignment, and allowing students to take the lead on managing both classroom and school-wide spaces.

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, ethical and moral reasoning and reflection, and personal/academic habits formation and reflection workshops.
- 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 school-wide 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 ideal 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 other common spaces.
- Restorative groups: small group settings may be used to workshop instances of relational struggle or conflict.
- Restorative conferences: conferences can be an alternative to, or in conjunction with, suspension for chronic community expectation breaches.

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 / peer decision-making conferences: a family or peer conference brings key influencers and the student together to support the student in coming up with a plan to change challenging behaviors.

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. Advisors, 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 High 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.

Mandatory Suspensions

DPA High will enact the restorative methods described above to address the vast majority of expectation breaches. However, there are four specific infractions that will result in suspension, given their severity:

- Bullying: includes repeated acts of physical or verbal harm, including online; and any form of harassment, including sexual or racial.
- Physical Violence: includes any physical act of aggression of harm or intended harm, toward a community member or toward school property.
- Substances: includes possession and/or use of banned substances on school grounds, including tobacco, alcohol, over-the-counter medication (non-prescribed), and other drugs.
- Plagiarism: includes copying the work of a peer, replicating work from a text or online resource, cheating during exam administration, or any other act of dishonest academic production.

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. Parents will receive training on our restorative approach and non-discretionary consequences as part of freshmen orientation; they will also receive copies of our approach in writing. Faculty 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, how restorative protocols work, what behaviors will receive consequences, and what non-discretionary consequences are (and why). 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.2.b – Structure of the School Day and Year

School Calendar

DPA will have an extended day. Students can access the building as early as 7:15am, with a flexible 45 minute “zero” period lasting until 8:00am. Advisory begins at 8:01am, and 55-minute class periods begin at 8:35am. Our daily schedule is a modified block rotation, with each class meeting a minimum of 180 minutes per week. Classes conclude at 4:00pm. Campus remains open until 6:00pm, hosting additional flex blocks as well as sports, clubs, and activities meetings.

The average teacher day is nine hours long, approximately 7:30am-4:30 am; we stagger teacher schedules as necessary to support morning and afternoon flex blocks and activities.

We follow a two-semester annual calendar. Our holidays align to the DCPS calendar.

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, not counting our robust co-curricular programming.

Sample Daily & Weekly Schedule

	M	T	W	R	F
7:15-7:55	<i>Flex / Zero Period</i>				
8:00-8:30	Advisory	Advisory	Advisory	Advisory	Advisory
8:35-9:30	A	H	G	D	C
9:35-10:30	B	A	H	E	D
10:35-11:30	C	B	A	F	E
11:35-1:00*	D	C	B	G	F
1:05-2:00	E	D	C	H	G
2:05-3:00	F	E	Early Dismissal, Staff PD	A	H
3:05-4:00	G	F		B	Community Programming
4:00-6:00	<i>Sports, Clubs, Tutoring</i>				

*includes 30 minute lunch

Alignment of Schedule to Mission and Goals

The additional time built into our schedule allows us to expose DPA students to projects, careers, and real-world experiences, which is central to our mission. Our extended schedule is necessary to ensure that we are able to devote the time needed to core content areas, while also having the flexibility in scheduling to help our students understand how school is connected to real world issues by leveraging project-based learning.

Section B.2.c – Family Engagement

Philosophy of Family Engagement

At DPA High, we believe that parent and family involvement is no less critical at the high school level than it is in the earlier graders. High schoolers both crave and deserve more independence; but this chapter of their life is complex and challenging. They benefit from more opportunities to exercise independence, but they still require the guidance and counsel of their family. Indeed, the stakes in high-school are high: students’ academic performance and social-emotional development will have a huge impact on their college and career options, with great consequences for their adult life thereafter. As such, at DPA we look to involve families

consistently in their children's high school experience, viewing them as critically important partners in our work.

Family Engagement Framework & Standards

At DPA, we define six areas of parent and family engagement practice, consistent across our middle and high school design. 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. In the high school model, the advisor plays a key role in helping to support 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. Our student and family freshman orientation (see above) is a critical part of our transition process.

In addition to the above framework, DPA has established following family engagement standards (adopted from the national PTA standards for family engagement partnerships) to coincide and complement the above framework. Again, this framework creates vertical alignment with our middle school program:

- **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 High 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 character updates, but also overviews of important school events and upcoming opportunities for family involvement. Parents will have access to their students' online gradebook. Advisors will send weekly group updates and supplement with individual updates for each advisee at least 2x/month, noting individual strengths and growth areas.
- **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 Advisor as a Partner to Families:** we encourage families to remain in regular touch with their children's advisor. The advisor serves as a consistent and familiar contact between the family and school. Where helpful, the advisor can put the parent in touch with the students' course teachers. Faculty set their own reasonable policies about when they will answer and return phone calls and emails after hours and on weekends.
- **Active Engagement in the College Planning Process:** from freshmen orientation (see above), parents will work with DPA faculty to understand the college admission and application process. Each year, parents will partner with faculty to support students in

creating strategic course and co-curricular plans. Starting in the junior year, they will attend workshops with their students to complete the Common App, to build college lists, and to apply for financial aid.

Family Engagement and Communication

DPA will send regular progress reports to families, including academic and behavioral updates, through weekly advisor communication (described above). 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 (currently Schoolrunner), 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 regular access to students' gradebooks, as well as student assessment data. 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.2.d – Community Participation

Community Engagement

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. Our partnerships will focus specifically on amplifying our elective and co-curricular programming. DPA will engage teachers, parents, and volunteers from the community to offer these enriching experiences, such as:

- Team-building and culture sessions during orientation and ongoing.
- Design, consult on, or lead elective courses.
- Design, consult on, or lead clubs.
- Serve as partner sites for Problem Solver Portfolio Projects and/or internships.

Community Partnerships and Resources

DPA has established partnerships with a number of DCPS and charter elementary schools in Ward 7, including Beers, Stanton, Randall Highlands, Savoy, Kimball, Ketcham, and Rocketship. These partnerships include a number of activities, including:

- DPA alumni going back to their elementary schools to talk to students about the importance of computer science;
- Family nights hosted by DPA;
- DPA attendance at elementary school family nights;
- School visits for elementary school families hosted by DPA.

In addition, as mentioned above, students in grades 10-12 will participate in Problem Solver Portfolio Projects. For this independent project, students deploy the computational and design thinking skills that they have developed since grade 6 to propose an innovative solution for a real-world problem. We will partner with local community organizations to determine areas of need in which our students may be able to present a practical solution. These types of partnerships will allow our students to apply the knowledge they have gained in a real-world

scenario, while also providing members of the Ward 7 community with resources and solutions that they may not have otherwise had available to them.

Section B.3 – Historical Academic Performance

2019-2020

Unfortunately, the COVID-19 pandemic interrupted our 2019-2020 academic year, which resulted in our team not being able to capture reliable performance data. We are proud to say, however, that during the pandemic, we were able to accomplish the following goals:

- 100% of scholars either had or were provided a device;
- 95% of scholars were able to have reliable internet access;
- 81% daily attendance;
- 91% of scholars completed their final exams;
- We distributed 45 gift cards, worth \$250 each, to support families with groceries and emergency expenses due to COVID-19;
- Four families each received \$1,000 from a private donor;
- We distributed two weeks worth of food to families as lockdowns began;
- We made "sunshine calls" to 100% of families in the summer to touch base on their health and see if we can further support them in any way.

In October, our students will be assessed using the MAP assessment, giving us baseline performance data for our incoming students and year over year growth data for our continuing students.

2018-2019

A copy of the DPA 2018-2019 School Quality Report can be accessed [here](#).

At the conclusion of the 2018-2019 school year, Empower K-12 conducted an analysis of the school year and pulled together some statistics for the Board of Directors. Some relevant highlights from that report include:

Academics

Academic Growth. Growth was above the national average in math and very close to average in reading.

Academic Achievement. DPA was projected to have 23% of students on track for college in math and 28% in reading. These rates are higher than expected given the at-risk percentage (w/ 65% at-risk, expected proficiency is 15%), but lower than DPA's goal own goal of 60%.

Culture

Panorama Student Survey. The Panorama Student Survey measures seven domains that are important foundations to student learning. The domains are:

1. **Cultural and Linguistic Competence**
2. **Engagement:** how invested and attentive students are

3. **Learning Strategies:** How well students deliberately use strategies to manage their own learning processes generally
4. **Rigorous Expectations** (how much students feel teachers hold them to high expectations around effort, understanding, persistence, and performance)
5. **School Safety:** Perceptions of student physical and psychological safety at school
6. **Sense of Belonging:** How much students feel they are valued members of the school community.
7. **Teacher-Student Relationships:** how strong the connection is between students and teachers within and beyond the classroom

The report gives us a comparison with NewSchools' Invent schools, a group of innovative schools across the country funded by NewSchools Venture Fund. Some examples from DC include DCI, Mundo Verde, Digital Pioneers, and Statesmen. While DPA scored equal to or better than the average on all 7 domains, in two categories in particular, Rigorous Expectations and Teacher-Student Relationships, DPA showed noticeable gaps over the comparison schools.

Attendance. Attendance (93.1%) was higher than the DC middle school average (92.6%) but lower than DPA's target (95%).

Instructional Culture. Staff rated the instructional culture similar to peer schools.

Suspensions. The 12.5% suspension rate was significantly lower than the rate for black students at standalone middle schools across the city (18.8%).

Section B.4 – 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 for the 9-12 grade band. PCSB has created the Performance Management Framework (PMF) to hold schools serving similar grades to the same set of standards. The PCSB 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 math either from spring to spring.
2. **Student Achievement:** This category includes measures that capture student academic achievement in English language arts and math. It is generally described as "percent of students scoring" at a grade-level standard.
3. **Gateway:** This category includes measures that capture critical achievement and preparation for college and career readiness.
4. **School Environment:** This category includes measures that capture a school's climate such as attendance rates and re-enrollment rate (as calculated from fall to fall).

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.

DPA will use the following chart to set up our performance management systems.

Indicator	Measure	Possible Points	Floor	Target
Student Progress	Median Growth Percentile – ELA	7.5	30.0	65.0
	Median Growth Percentile – Math	7.5	30.0	65.0
Student Achievement	Level 3: Approaching College and Career Readiness and Above in ELA (all tested grades)	5.0	24.9	100.0
	Level 3: Approaching College and Career Readiness and Above in Math (all tested grades)	5.0	17.0	100.0
	Level 4 and 5: College and Career Ready in ELA (all tested grades)	5.0	7.7	42.0
	Level 4 and 5 College and Career Ready in Math (all tested grades)	5.0	0.1	17.0
Gateway	9thGrade on Track to Graduate	5.0	67.0	90.0
	Four-Year Graduation Rate (Prior year Adjusted Cohort Graduation Rate)	4.0	67.0	90.0
	Five-Year Graduation Rate (Adjusted Cohort Graduation Rate)	6.0	67.0	100.0
	PSAT Performance (Grade 11)	5.0	9.4	50.0
	SAT/ACT Performance (Grade 12)	5.0	28.2	75.0
	SAT/ACT College and Career Ready: ERW	2.5	22.8	51.4
	SAT/ACT College and Career Ready: Math	2.5	4.0	22.1
	College Acceptance Rate	5.0	90.0	100.0
School Environment	College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment/CTE Certification	7.5	5.9	44.7
	Attendance	12.5	82.0	92.0
	Re-enrollment	10.0	73.9	93.3

Section C – Management Plan

Section C.1 – Founding and Leadership

Section C.1.a – Profile of Founding Group

The founding members of DPA High bring decades of experience operating highly successful middle and high schools in Washington DC and around the country, 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.

Beginning in the 2021-2022 school year, Mashea Ashton, who has served as the founding CEO and middle school principal, will be transitioning out of her role as Principal and will focus solely on her oversight role as CEO of Digital Pioneers Academy middle and high schools. Alexis Brown, DPA's current Director of Curriculum and Instruction, will take over as the middle school Principal, while we anticipate that either Erum Siddiqui or Dietra Hunter, both of whom are currently in DPA's Principal Fellowship program, will take on the role of high school Principal.

The founding team is made up of the current DPA Board of Directors, Chief Executive Officer & Founder Mashea Ashton, Alexis Brown, Erum Siddiqui, and Dietra Hunter. Please see below for their biographies and the specific areas of expertise that we believe will contribute to the success of DPA High.

Founding Group

Chief Executive Officer & Founder, DPA: Mashea Ashton

Core expertise: Business management, human resources, administration, governance, community engagement, instruction, and fundraising

Mashea Ashton is the Founder and CEO of Digital Pioneers Academy, a public charter school located in Washington, D.C. — where her family has lived for six generations and she began her career as a special education teacher. DPA is the first computer science-focused middle school in the city. Prior to founding DPA, Mashea served as the CEO of the Newark Charter School Fund, where she oversaw a \$48 million initiative to support the growth of quality charter schools. During her tenure, Newark's charter sector grew to serve over 20,000 students and was ranked by a Stanford/Credo study as the second highest performing sector in the country. A visionary, results-oriented leader, Mashea has helped guide numerous nonprofit and education organizations, including New Leaders for New Schools, New York City's charter schools, and the Knowledge is Power Program (KIPP). Mashea has an M.Ed. in Special Education and a B.A. in Sociology and Elementary Education from the College of William and Mary.

DPA Board Chair: Mary Wells

Core expertise: business management, STEM, governance, and legal

Mary K. Wells is a co-founder and managing partner at Bellwether Education Partners. Mary leads the Strategic Advising practice within Bellwether, which focuses on supporting education organizations with growth strategy, market assessment, business planning, organizational

development, and implementation planning. Recent clients include Urban Teachers, The Achievement Network, Teach Plus, Choose to Succeed, City on a Hill, and Charlotte-Mecklenburg Schools. Prior to launching Bellwether, Mary led STEM and new school investments for the Texas High School Project, where she was a founding team member. She oversaw a portfolio of over \$80 million in grants focused on expanding access to high-quality college preparatory schools, improving the quality of math and science education in Texas, and expanding the pipeline of highly skilled employees qualified for careers in the economy of the 21st century. Before joining the Texas High School Project, Mary was a manager and consultant with Bain & Company, where she advised Fortune 500 companies on growth strategy, new business development, and post-merger integration issues. Mary holds a bachelor's from Harvard University and a master's from the Stanford Graduate School of Business.

DPA Board Treasurer: Sara Batterton

Core expertise: Ward 6 resident, business management, human resources, finance, charter school operations, and facilities

Sara Batterton currently works as an Independent Consultant supporting K-12 and Higher Education clients to deliver on critical strategy, operations and real estate projects. Recent clients include the University of Virginia, DC Prep Public Charter Schools, KIPP NYC Schools, Level Field Partners, the National Alliance of Public Charter Schools and CityBridge Education. Prior to working as a consultant, Sara served as Acting COO & Senior Advisor to the Executive Team at Uncommon Schools, a charter management organization (CMO) now serving 54 schools and over 20,000 K-12 students across three states. In this role, Sara oversaw talent and operations for the CMO and led the implementation of key strategic and organizational priorities such as growth/expansion and operational excellence. Prior to this role, Sara served as Vice President of Real Estate & Facilities for Uncommon Schools. In this role, she built and led a 7-person team providing a full range of real estate services to a rapidly expanding network of schools. She led all aspects of facilities planning and utilization, site identification, pre-development, leasing & acquisition, design and development, project management, financing, loan compliance and portfolio administration. During her tenure in this role, Uncommon scaled from 8 schools to 44 and effectively led the team to identify, secure and grow a portfolio of over 1.6M SF of educational facility space. In doing so, she secured over \$60M in tax credit financing and led successful District-Charter facility collaborations across 5 local districts. Prior to joining Uncommon, Sara worked at Jones Lang LaSalle, a commercial real estate firm, providing real estate finance and development consulting to public agencies and non-profits, which included redevelopment efforts for the NY/NJ Port Authority and their World Trade Center project. In this capacity, Sara led extensive financial analysis and negotiation with 3rd party developers to ensure the best possible financial and space utilization terms for the agency. Other previous experiences include roles in Higher Education Public Finance at Lehman Brothers, community development finance at the National Federation of Community Development Credit Unions (now Inclusiv), and philanthropy at the Annie E. Casey Foundation. Sara has also served as a coach and consultant to the Executive Chair and CEO of CityBridge Education, a Washington, DC based philanthropy focused on incubating and launching innovative school models. Sara holds an MBA from Columbia Business School with a concentration in Real Estate and Finance and a BA in Political Science and Spanish from Columbia University. She is an alumna of the Broad Residency in Urban Education, a selective 2-yr leadership development program and a founding Board Member of Digital Pioneers Academy. She is also a member of the DC Office of the State Superintendent of Education's (OSSE) charter school facility loan credit committee.

DPA Board Vice Chair: 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 20 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, Orlena leads marketing strategy and planning with clients like the US Naval Academy, Procter & Gamble, and The Coca-Cola Company. Orlena also serves as the 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: The Magazine's Most Influential Minorities in Cable, in the area of Technology. At Time Warner Cable's Broadband division, Orlena 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 Bachelor of Science in Industrial Engineering from Purdue University and an MBA from The Wharton School, University of Pennsylvania. Orlena has a deeply rooted interest in seeing more young people of color participate in the digital age as creators and technologists, not just consumers. She is a former engineer and computer programmer, comes from family of engineers, and is married to a family of engineers. She believes that DPA can play a meaningful role in creating a pipeline of technologists of color who not only reframe the technology sector, but also help to redefine the economics of underserved communities in this country. She works closely with institutions of higher education and believes that DPA is poised to deliver the next generation of candidates they so desperately seek.

DPA Board Member: Paul O'Neill

Core expertise: business management, special education, governance, and legal

Paul T. O'Neill is an education attorney, advisor, professor and author. He is Co-founder and Senior Fellow of the non-profit National Center for Special Education in Charter Schools. Mr. O'Neill is also Founder & President of Tugboat Education Services and leads the New York office of Barton Gilman LLP, where he practices education law. Much of his work is devoted to special education, charter schools and the impact of law on education reform more broadly. This focus is also reflected in his academic work. He serves on the adjunct faculty of Teachers College, Columbia University where he teaches courses on education policy and law. Mr. O'Neill has authored numerous scholarly and practical publications on issues such as the No Child Left Behind Act, special education, high stakes testing, and school choice.

DPA Board Member: Johnny Taylor

Core expertise: Ward 6 resident, business management, human resources, governance, community engagement, finance, legal

Johnny C. Taylor, Jr., SHRM-SCP, is President and Chief Executive Officer of SHRM, the Society for Human Resource Management. With over 300,000 members in 165 countries, SHRM is the largest HR professional association in the world, impacting the lives of 115 million workers every day. As a global leader on the future of employment, culture and leadership, Mr. Taylor is a sought-after voice on all matters affecting work, workers and the workplace. He is

frequently asked to testify before Congress on critical workforce issues and authors the weekly USA Today column, "Ask HR." Mr. Taylor's career spans over 20 years as a lawyer, human resources executive and CEO in both the not-for-profit and for-profit space. He has held senior and chief executive roles at IAC/Interactive Corp, Viacom's Paramount Pictures and Blockbuster Entertainment Group, McGuireWoods LLC, and Compass Group USA. Most recently, Mr. Taylor was President and Chief Executive Officer of the Thurgood Marshall College Fund. He is a member of the White House American Workforce Policy Advisory Board and was appointed by President Donald Trump as Chair of the President's Advisory Board on Historically Black Colleges and Universities. He serves on the boards of the University of Miami, Jobs for America's Graduates and the American Red Cross. In 2020, Mr. Taylor was named one of Savoy magazine's "Most Influential Black Executives in Corporate America" and later that year received the Distinguished Executive of the Year Award from the Academy of Management. He is licensed to practice law in Florida, Illinois and Washington, D.C., and is a Fellow of the National Academy of Human Resources.

DPA Board Member: Dr. Legand Burge

Core expertise: Ward 4 resident, business management, governance, computer science

Dr. Burge is Professor and former Chairman of the Department of Computer Science at Howard University. His primary research interest is in distributed computing. Dr. Burge is also interested in Computer Science Education and Diversity, and Tech Entrepreneurship and Innovation. His work in CS Education and Diversity has primarily been focused on informal and personalized learning, and on the use of technology to aid in the socio-technical enculturation of underrepresented students in CS, K-12 initiatives, and diversity, equity, and inclusion beyond compliance. Dr. Burge practices design thinking as an innovative teaching methodology and promotes immersive learning and learning by doing. He co-teaches the Bison Startup and Bison Accelerate courses co-developed with YCombinator, in which students are guided through the process of founding technology startups. Dr. Burge has a strong interest in developing university innovation ecosystems for HBCUs as a way to create alternative revenue streams, attract and retain students, and prepare students with 21st century skills. He currently directs the HowU Innovate Foundry, which has consistently incubated on average 15 student led tech startups per year. Dr. Burge is a certified Lean Launchpad Educator, and Stanford D-School Design Thinker. He is a co-founder of XediaLabs, a DC-based incubation firm that provides training and technical consulting to local startups. He has been featured in several articles such as Bloomberg Business Week regarding diversity and inclusion in tech, and conducted a TedX talk on HBCUs role in the innovation and entrepreneurship ecosystem for African Americans. Dr. Burge is a Fellow of AAAS, BEYA Innovation Award recipient, and a Fulbright Scholar recipient.

DPA Board Member: Henry Hipps

Core expertise: Ward 4 resident, business management, STEM, governance, and innovation

Henry Hipps, deputy director on the K-12 Education team at the Bill & Melinda Gates Foundation, supports the work on improving the availability, awareness, and implementation of high leverage solutions that support teachers and increase student achievement. He has also worked at the intersection of teacher and student support, solution development, and market-driven strategy to foster the improvement of curriculum and instructional tools and education technology. Previously, Henry was senior director at the Partnership for Los Angeles Schools, Mayor Villaraigosa's school turnaround organization. Henry was also founder and CEO of Trajectory Learning which delivered web-based K-12 courseware with culturally-relevant content designed to increase student engagement. Prior to his work in education, Henry was an

engagement manager at IBM Business Consulting where he led global teams on business and technology consulting engagements. Throughout his career, Henry has sought opportunities to use entrepreneurship and innovation as tools to create social impact. He was awarded a Fulbright Scholarship in Argentina, Brazil, and Uruguay to work with high-potential startups which were poised to drive economic growth in the region.

Board Member: Kevjorik Jones

Core expertise: Ward 6 resident, business management, finance, facilities

Kevjorik Jones is a Senior Vice President for PNC Real Estate Banking, Greater Washington, accountable for the growth and portfolio management of an existing \$740MM loan portfolio backed by commercial real estate assets. Before joining PNC, Jones had a 7 year career with EagleBank, accountable for the growth and portfolio management of a \$360MM loan portfolio backed by commercial real estate assets. Jones is a member of the Real Estate Group and the Smithsonian's National Museum of African American History and Culture. Jones volunteers with DC Central Kitchen. Jones holds an MBA from the Wharton School at the University of Pennsylvania and a BS in Computer Science from North Carolina State University. Jones lives in Washington, DC with his wife and two children.

6th – 8th grade Principal: Alexis Brown

Core expertise: business management, human resources, school administration, curriculum and instruction, and finance

Alexis is currently the Director of Curriculum and Instruction at Digital Pioneers Academy. She has always had a passion for education and STEM, and was thrilled that DPA merges the two. Alexis studied engineering in college, and is dedicated to increasing opportunities for young people of color to pursue and excel in STEM fields. She truly believes that DPA is providing critical exposure to and knowledge about computer science, which is important for all students in this era, but especially those hoping to pursue STEM. Alexis' professional career began in Chicago as a founding charter middle school teacher with the LEARN Charter Network. Alexis then taught at NOBLE's Gary Comer Middle School. Moving back to the DMV, she taught at Glasgow Middle School in Fairfax, VA and served as a program manager of Ascend, a college persistence and career readiness program with Management Leadership for Tomorrow. Alexis has a B.S. in Engineering from the University of Pennsylvania.

High School Principal Fellow: Erum Siddiqui

Core expertise: Business Management, School Administration, Community Engagement, Curriculum and Instruction

Erum Siddiqui is thrilled to join Digital Pioneers Academy with a mission to foster excellence and innovation for the next generation of leaders. Erum has built her career around growing organizations that promote a stronger, more equitable world through the lens of education. Erum's career in education began as she piloted literacy support programs for immigrant communities in her home state of Minnesota. Erum moved to Washington, DC to serve as a STEM teacher and leader at Potomac High School in Prince George's County, Maryland and has since made Washington, DC her home. Erum has a B.S. in Genetics, Cell Biology and Development from the University of Minnesota, College of Biological Sciences. In her free time, Erum enjoys coaching youth soccer in DC.

High School Principal Fellow: Dietra Hunter

Core expertise: Business Management, Human Resources, School Administration, Curriculum and Instruction

Dietra joins Digital Pioneers Academy with a passion for helping students reach their full potential in education as well as in their personal lives. Dietra is a graduate of Hampton University in Virginia and has obtained a Master’s Degree and Advanced Certificate in Human Resource Management from Adelphi University in New York. Dietra began her journey in education by way of Teach for America. Dietra possesses a teaching certification from East Carolina University. During her time with Teach for America, she served as a High School Math Teacher and Department Chair in North Carolina. Dietra has worked with many organizations including the Bridges to Adelphi Program which provides services to students on the Autism Spectrum or have nonverbal learning disorders. For the past two years, Dietra has served as an Academic Program Manager for Strategix Management funded by the Department of Labor. Dietra is passionate about connecting education and psychology and is committed to bridging the gap for all students.

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
Mary Wells	No												Digital Pioneers
Sara Batterton	Yes	6											Uncommon Schools
Orlena Blanchard	No												Digital Pioneers
Paul O’Neill	No												Manhattan Charter School
Johnny Taylor	Yes	6											Digital Pioneers
Dr. Legand Burge	Yes	4											Digital Pioneers
Henry Hipps	Yes	4											Digital Pioneers
Kevjorik Jones	Yes	6											Digital Pioneers

Alexis Brown	Yes	5											LEARN Charter Network
Erum Siddiqui	Yes	5											Digital Pioneers
Dietra Hunter	No												Digital Pioneers

The founding group came together to develop this grade expansion application as they all currently play vital roles in the success of DPA's middle school, and believe that the addition of a high school program is central to the achievement of DPA's mission. Embedded in our mission is creating an academic pathway at the secondary level for scholars to master the skills of computer science and prepare to enter higher education and/or the career of their choice.

Section C.1.b – Key Personnel

DPA High's key personnel includes the following positions:

- CEO– Mashea Ashton
- High School Principal Fellows – Erum Siddiqui and Dietra Hunter
- Special Populations Coordinator – to be hired
- Director of Student Life/Dean - to be hired
- Director of College – to be hired
- Assistant Principal – to be hired

Please see above for bios and specific areas of expertise for Mashea Ashton, Alexis Brown, Erum Siddiqui, and Dietra Hunter. Please see Section E for additional supporting documents.

Sample Job Descriptions

Principal. The Principal will be the school's academic leader. S/he 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, s/he will be able to focus on creating the conditions across the school community to support all students and quality teaching and professional development. S/he 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.

- 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.

Special Populations Coordinator. 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 coordinates the development, implementation, and evaluation of the instructional program for students with special needs.

- 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.
- Plans and provides direct services for all special education personnel
- Coordinates integration of special education into the total school program
- Interviews instructional candidates for special education
- Coordinates staff conferences and orientation meeting
- Manages the child find process
- Provides support for the schoolwide RTI program

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.

Director of Student Life/Dean. The Director of Student Life and Culture for our high school will design and lead programming to create an inclusive, vibrant student experience. He or she will also coach and develop others to lead classrooms and advisory groups that support the whole-child development of our adolescent learners. He or she will leverage expertise in restorative practices, culture building and enhancement, social-emotional awareness, adolescent development, and classroom and school-wide management to support cross-team efforts to ensure our students thrive during their high school years.

- Oversee the development and enactment of our advisory program, including best-in-class unit and lesson plans to support strong community-building, social-emotional skill development, and the facilitation of student-led events and initiatives.
- Build authentic, catalytic relationships with students and families and support faculty and leaders to build similarly strong relationships.
- Coach and develop teachers and advisors to achieve excellent classroom cultures, which are warm, inclusive, and academically productive.
- Ensure school-wide systems and routines are strong and consistent, and support our ultimate culture vision.
- Analyze student culture data and create action plans to constantly improve the state of student experience.
- Learn best practices in restorative justice for high school students; implement practices to support our commitment to restorative methods; build capacity in other stakeholders, including teachers and students, to operate successfully in a restorative justice model.

- Lead effective and engaging adult learning experiences, including workshops, trainings, meetings, and 1x1 conferences; leverage these experiences to support faculty growth as school culture practitioners.
- Work with other school leaders and faculty to design and enact school culture improvement/action plans.
- Coach and develop team members who have significant growth areas as culture practitioners to make rapid improvement and meet/exceed our culture vision.

Requirements:

- Ability to lead classroom lessons and advisory sessions with high school students that represent exemplary culture outcomes; can rapidly build warm, inclusive, and productive environments with adolescent learners.
- Knowledge of restorative justice theory and practices preferred.
- Ability to design and facilitate school project and improvement plans.
- Strong oral and written communication skills.
- Experience leading and managing adults to improve culture and/or instructional practice.
- Bachelor's degree required; master's degree preferred.
- At least 4 years of teaching experience or comparable experience working with adolescents; some experience managing, or coaching adults preferred.
- Shares our organizational values.

Director of College. The Director of College Programming will build a pioneering college counseling department for our new and growing high school. He or she will collaborate with school leadership and faculty to create student and family-facing 9-12 college programming. This programming will not only prepare our students to earn admission to the nation's top colleges, but also to thrive once on campus, and to graduate from the programs of their choice.

- Ensure 100 percent of DPA graduates earn admission into "best fit" colleges, maximizing alignment to students' interests, goals, and preferences and minimizing cost to family.
- Ensure best-in-class, personalized advising and coaching throughout the college process and financial aid process.
- Work with teaching faculty and school leadership to ensure academic, co-curricular, and advisory programs support our long-term college and career goals.
- Oversee SAT administration and preparation strategy plans; educate stakeholders on the role of high-stakes exams in admissions.
- Design and lead student and family-facing workshops on college access, college admission, and college persistence, starting in Grade 9.
- Develop data and management systems to track college applications, admissions, and persistence outcomes; design systems to ensure constant learning and improvement based on data.
- Develop strong departmental communication systems and utilize them to ensure consistent communication with key stakeholders, including faculty, families, DPA board, and external partners.
- Develop and manage the college department budget to achieve program goals in a fiscally responsible manner.
- Design and lead year-over-year plan for the building of the college department, including program design and implementation and continuous learning and improvement mechanisms.
- Oversee project planning for department events, including guest speakers, college visits, parent and student workshops, and advisory lessons.
- Design enduring process for completing and tracking outcomes for college and financial aid applications.

- Design and lead additional projects as required by school and departmental need.

Requirements

- Bachelor's degree required. Masters degree preferred.
- 5+ years of professional work experience in college access or admissions advising
- Experience in public education or non-profit management preferred
- Experience in a fast-paced, entrepreneurial, and fast-growing organization
- Experience in building programs, departments and initiatives from the ground up, including ability to project plan, operate strategically and resourcefully, use data to inform strategic action.
- Shares our organizational values.

Assistant Principal. Reporting directly to the principal, the Assistant Principal plays a critical role in fostering a college-preparatory school culture focused on high levels of academic achievement. In the realm of ensuring academic excellence, s/he directly coaches classroom teachers, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. Additionally, s/he will manage key components of school culture when the principal is not available. The role is designed to provide an experiential preparatory experience for becoming a principal; as such the s/he will engage in leadership training and is prepared to step seamlessly into the principal role when the principal is not on campus as a part of the leadership development program.

- Manage all teachers and academic outcomes for two grade levels.
- Develop classroom teacher practice and leadership through direct observation, coaching, and training.
- Serve as “mini principal” for lower or upper high school.
- Promote collaborative problem solving and open communication between teachers, Individualized Learning staff, students, and families.
- Create a school community that fully involves parents in student achievement through multiple outlets including home visits, regular community meetings, and parent/family meetings.
- Lead and/or support the execution of community meetings and events.
- Participate in the planning and execution of professional development programming

Requirements

- At least 2 years of teaching experience.
- At least 1 year of experience coaching or leading teachers (e.g., grade level chair, content/department chair, assistant principal, dean of curriculum, etc.).
- A Bachelor's degree.
- Deeply committed to preparing scholars 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.
- Strong record of driving outstanding student results.
- Demonstrated interest in supporting teacher growth with ability to provide high leverage feedback.
- Grit, personal responsibility, and a commitment to continual professional growth.
- Working knowledge of data analysis and performance/operation metrics.
- Comfort with technology; moderate to advanced skills in navigating computer hardware and software.
- Excellent organizational and leadership abilities.
- Outstanding communication and people skills.
- Knowledge of legal rules and guidelines in education.

- Demonstrated passion for improving educational outcomes.
- Strong interpersonal skills and high moral character.
- Understanding of the nuances of urban school environments and school culture.
- Self-motivated, diligent and willing to be a team player.
- Problem solver and results-oriented.
- Excellent communication skills, both verbal and written, and strong interpersonal skills with scholars, parents, colleagues, and community members.
- Shares our organizational values

Selection criteria for key personnel

The CEO will have primary responsibility for hiring the school's leadership team. She will work with other members of the founding team 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 has adopted 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 key personnel 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.

Leadership Development

DPA has created a Principal Fellowship program. Principal Fellows serve as members of the school’s leadership team, and contribute to the team as teachers and leaders while developing the necessary skills and abilities to serve as a future principal. The Principal Fellows program currently has six participants. Future 6-8 Principal Alexis Brown, as well as potential 9-12 Principals Erum Siddiqui and Dietra Hunter are all currently participants in the DPA Principal Fellowship program.

Section C.1.c – Planning Year Calendar

Calendar

Date	Key Tasks (Responsible Parties)
December 2020	<ul style="list-style-type: none"> • Launch teacher search; finalize job descriptions and distribute them widely to education networks (CEO/Principal) • Heavily recruit students through canvassing, attending community meetings, and developing a strong social media presence (CEO)

	<ul style="list-style-type: none"> • Visit local 8th grade programs and speak with administrators, students, and parents (CEO) • Continue to meet with local ANC members and community groups (CEO and board of directors) • Continue facility search (CEO)
January 2021	<ul style="list-style-type: none"> • Host open house/information session students and families (Principal) • Recruit a large number of teachers to apply (CEO and Principal)
February 2021	<ul style="list-style-type: none"> • Interview potential teachers (Principal) • Finalize facilities plans (CEO)
March 2021	<ul style="list-style-type: none"> • Interview potential teachers (Principal) • Ensure that all teachers are hired
April 2021	<ul style="list-style-type: none"> • Introduce new school team to each other (CEO and Principal)
May 2021	<ul style="list-style-type: none"> • Finalize tests and logistical preparation for pre-testing next month (Principal)
June 2021	<ul style="list-style-type: none"> • Prepare for student, teacher, and parent orientation (CEO and Principal) • 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 2021	<ul style="list-style-type: none"> • Facilitate discussion and planning amongst teachers for how they will collaborate, engage in professional development, and more (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 2021	<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
December 2020	<ul style="list-style-type: none"> • Finish detailed curriculum maps for ELA and math, including formative assessments • Work on unit plans for all 9th grade subjects

January 2021	<ul style="list-style-type: none"> • Finish unit plans for all 9th grade subjects
February 2021	<ul style="list-style-type: none"> • Begin developing model lesson plans for all 9th 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 2021	<ul style="list-style-type: none"> • Continue to develop lesson plans for all 9th 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 2021	<ul style="list-style-type: none"> • Include newly selected teachers in the design of lesson plans, interim assessments, and model personalize learning plans
May 2021	<ul style="list-style-type: none"> • Continue to develop lesson plans and model personalized learning plans for all subjects, including interim assessments
June 2021	<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 2021	<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 2021	<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 have identified a founding principal that understands our model, aligns with our beliefs, and is a good fit with the rest of the founding group, but we will need to work diligently to fill out the rest of our high school team with staff and faculty that believe in our mission and have the experience and skills necessary to execute that mission.

In addition, 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. Our initial discussions have identified the Shops at Penn Branch, 3200 Pennsylvania Ave, as the ideal site for our high school campus. Please see Appendix 3 for a copy of the “Offering Memorandum” and our “Expression of Interest for The School at Penn Branch.” Should we acquire the site, we anticipate a 2022-2023 school year opening at the Penn Branch site.

Finally, we understand that there will be some difficulty in adjusting to the addition of a high school to our program. While we anticipate that most of our 9th graders will be continuing students who understand our expectations and school culture, we know that educating high school students will require certain adjustments. Our middle school classroom model, for example, is simply not suitable for a high school student population. We are launching a high school classroom model that incorporates elements from different schools around the country, and, while we have seen each of those elements executed successfully, the DPA model will be a unique undertaking. In addition, high school students present different challenges than those in middle school. In an attempt to stay ahead of some of these issues, we have had open conversations with what will be our founding 9th grade class to determine how to best fit their needs, but we understand that we still encounter obstacles.

Section C.2 – Staffing Plan

Section C.2.a – Staffing Levels

Method for Determining Staffing Levels

The staffing plan for DPA 9-12 will be based on two primary factors. First, the enrollment of the school, which we project to be 120 students in the first year (SY 2021-2022), and 480 students at full enrollment in the fourth year, including grades 9-12 (SY 2024-2025).

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 high 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.

Based on enrollment projections, the staffing for the high school will include the following positions, in the following quantities, at full enrollment. As the school grows, staffing will fill out as necessary. For example, in the table below, during the first two years the high school is in operation there will only be 1 assistant principal, with the second added once the inaugural classes reaches the 11th grade and 360 students.

	9	10	11	12	Total
SCHOOL LEADERSHIP					
Principal	1				1
Director of College	1				1
Operations Manager	1				1
Assistant Principal	1		1		2

Director of Student Life / Dean	1		1		2
Special Populations Coordinator	1				1
TEACHING FACULTY					
CS	1	1	1	1	4
Literature / Writing	1	1	1	1	4
Literature / Writing - SPED	1		1		2
Math	1	1	1	1	4
Math - SPED	1		1		2
Science	1	1	1	1	4
Science - SPED	1		1		2
History	1	1	1	1	4
History - SPED	1		1		2
World Language *Assumes 2-year Spanish program. We may hire an advanced Spanish instructor, add additional languages, or take advantage of university-backed online learning platforms that offer more programmatic flexibility.	1		1		2
World Language – SPED	1		1		2
Fitness/Wellness	1		1		2
Electives *Flexible depending on available talent and program priorities.	2	2	2	2	~8

Teacher Aide	1	1	1	1	4
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Job Descriptions for Staff Positions

Operations Manager. The operations manager will be responsible for the day-to-day operational, non-academic elements of school management, reporting to the principal. The operations manager:

- 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 director of finance and operations 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.

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 9-12, 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.

Teacher Aide. Teacher Aides will support classroom teachers by assisting with instruction and clerical tasks. Teacher Aides will:

- Work with scholars individually or in small groups for extension or remediation
- Ensure that scholars have all materials necessary for class activities
- Lead activities designed to foster scholars' mental, physical, and social development
- Supervise scholars in various settings including classrooms and field trips
- Provide extra help as needed to scholars with physical, mental, or linguistic limitations
- Adhere to accommodations in scholars' IEPs and 504 plans
- Maintain detailed records of scholars' progress on instructional or behavioral goals

- Assists teachers, scholars, and parents in the effective implementation of individual behavior plans
- Support staff efforts to ensure all scholars have excellent attendance and arrive at school on time, and works aggressively with scholars and parents to ensure excellent attendance
- Helps to reinforce the effective use of a school-wide behavior plan, including implementing the school's behavior management systems
- Ensures that behavioral expectations and school culture standards are met outside of the classroom as well as inside, including establishing and monitoring home transition behavior/culture as well as cafeteria/meal time behavior and culture
- Grade assignments and record results in school computer system
- Take daily class attendance and maintain accurate attendance records
- Coordinate with classroom teachers to determine daily tasks
- Prepare materials for lessons, demonstrations, and bulletin boards
- Operate equipment including computers, printers, and photocopiers
- Attend staff meetings, professional development, and training sessions
- Serving as an advisor to a small group of scholars
- Other related duties as assigned

Requirements:

- High school diploma or GED required
- Associate or Bachelor's degree in education or related field preferred
- Certification in child first aid and CPR
- At least one year of relevant experience in an educational or childcare setting

Section C.2.b – Teacher Quality/Expectations

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 Wards 7,8, 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

1. Create a timeline for the recruiting and hiring process.

2. Identify the staffing needs and finalize job descriptions.
3. Recruitment - post announcement and priority application deadline. Advertise in appropriate networks, newspapers, magazines, organizations' newsletters, etc.
4. Application Process - accept resumes, cover letters, and statements of educational philosophy.
5. Initial application review process - first paper cut for unqualified candidates.
6. Short phone interviews with candidates conducted by CEO or principal. (Screen out candidates that don't meet requirements.)
7. Formal interviews with Interview Team - select semi-finalists. Interview team will be comprised of director of talent, principal, and at least two staff members.
8. Sample lesson planning process - select finalists.
9. Check references of all finalists.
10. Consult with relevant staff and make final decisions.
11. 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
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
10. New Leaders
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 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 or high school
- Deep content expertise
- Understanding of personalization, including project-based learning
- Classroom management expertise, rooted in restorative practices
- The ability to lead deep classroom discussions about core 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 sample lesson planning process, which will model the experience of teaching at DPA. 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. 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.

Mix of experienced and new teachers

When hiring teachers, our goal will be to hire those who have the skills, experience, and mission fit necessary to be successful at DPA. Ideally, we will achieve a balance between new and veteran teachers, allowing our newer teachers to be coached and learn from their veteran counterparts. We believe that our combination of salary and benefits, elevation of the teaching profession, professional development, culture of joy, and growth opportunities will allow us to retain teachers and create that ideal balance.

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 teacher salary will be approximately \$71,000 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 graduating from high school, 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

	<ul style="list-style-type: none"> • 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

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 her 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 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. One day each week, students will be dismissed early, 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.

Please see Appendix 1 for a sample teacher evaluation rubric. 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, an operations manager, and a Dean, the primary role of the principal will be to monitor, observe, and provide feedback on instruction. The assistant principal is hired will also 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.

During each formal observation, the principal will observe at least thirty minutes of instruction. 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.

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.

Sample block schedule

Please see Appendix 2 for a sample week-long block schedule for a core-content teacher.

Section C.3 – Management and Internal Oversight

Section C.3.a – Administrative Structure

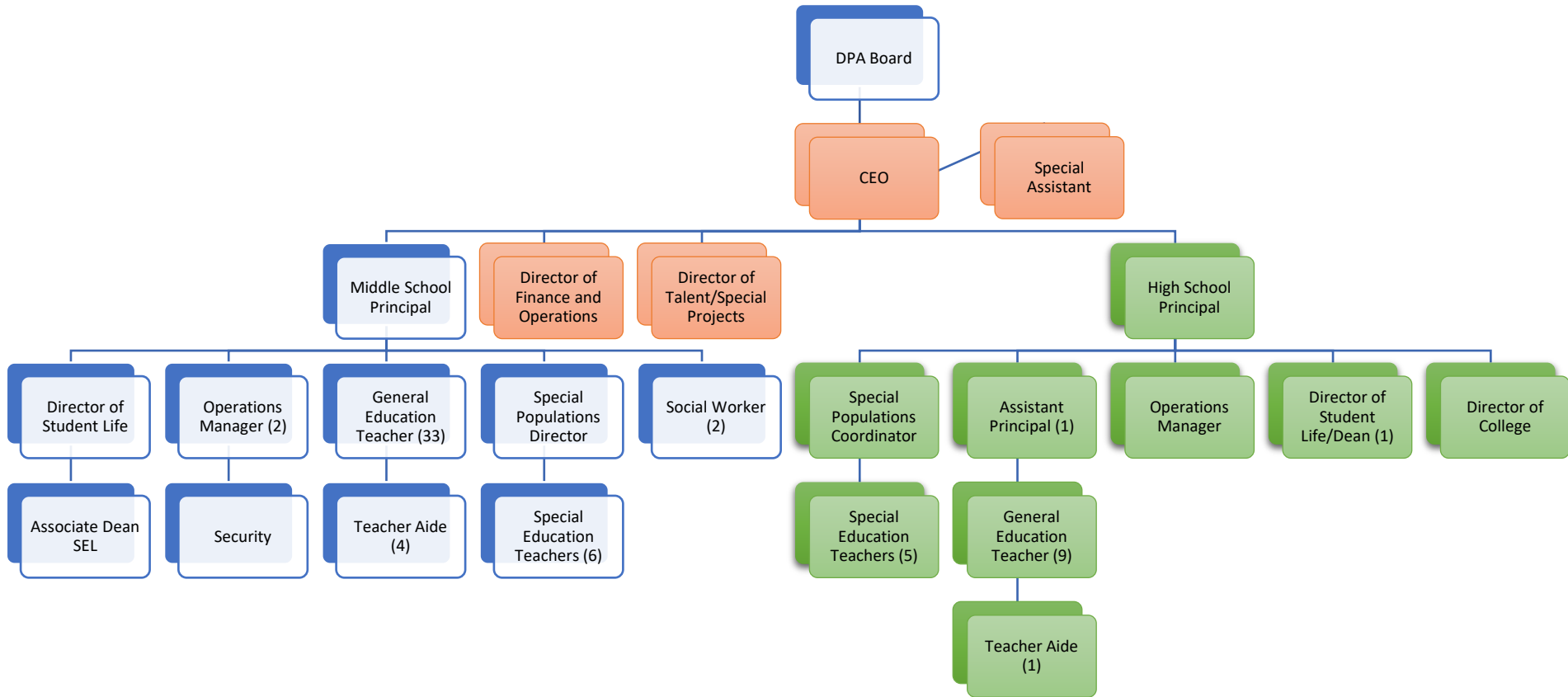
Organizational Charts

The organizational charts below illustrate how core functions and personnel will be managed in order for the school to meet its mission.

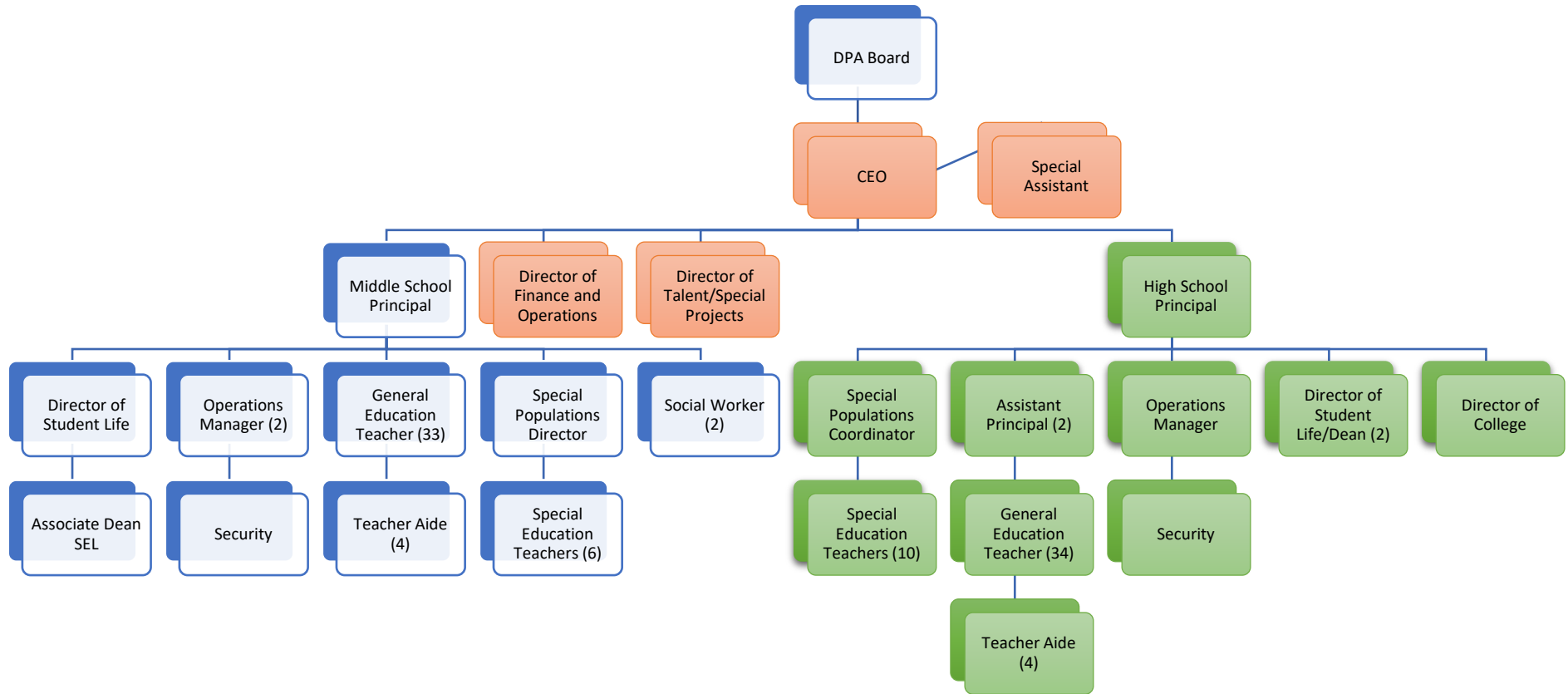
The CEO will provide overall leadership for the organization, while the director of finance and operations will oversee and manage all school functions related to non-academic operations and finance, allowing the school principals to focus on instruction. Additional personnel will be added as the school continues its growth projections.

Positions appearing in red reflect network level positions that will serve all grade levels. Positions appearing in blue are positions specific to middle school grades, and positions appearing in green are positions specific to high school grades.

2021-2022 DPA Organizational Chart



2025-2026 DPA Organizational Chart



Section C.5 – Student Policies and Procedures

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, our middle school program currently has a special education student population of approximately 18%. 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 (“IEP”) 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.

Meeting secondary transition requirements

We recognize the importance of preparing our high school students for life as adults upon leaving high school. This is especially true of our special education students. For early transition planning and active participation in decision making to occur for students with disabilities, members of the planning team will need to be well-informed about the student’s abilities, needs, and available services.

Each IEP for students with disabilities will address transition services requirements beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and must be updated annually thereafter. The IEP must include:

- (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where

appropriate, independent living skills; and

- (2) the transition services (including courses of study) needed to assist the student with a disability in reaching those goals.

DPA will evaluate and consider all available educational opportunities, credentials, and employment strategies designed to assist students with disabilities while in school to prepare for a meaningful postsecondary education and thriving career.

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. 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. Finding adequate space for our school will be the biggest priority for our founding team if the grade band expansion 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 the following partners in conversations in order to either identify a permanent facility, or find incubation or short term space for the early years of the high school, including:

- Civitas Real Estate;
- Level Field Partners;
- Building Hope; and
- Other local realtors and commercial real estate firms.

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 high school's existence. At full capacity, the school will serve approximately 480 students.

At full enrollment, DPA's high school will need a facility of approximately 48,000 square feet, including:

- 24 classrooms, 750 sq. ft. each;
- 3 or 4 labs, 900 sq. ft. each;
- 3 or 4 offices;
- storage space;
- Approximately 4,000 sq. ft. multi-purpose room/cafe/tertia;
- a gym;
- adequate toilet facilities;
- access to public transportation; and
- an outdoor 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 and so on.

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.

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.

Sites under Consideration

Our initial discussions have identified the Shops at Penn Branch, 3200 Pennsylvania Ave, as the ideal site for our high school campus. Please see Appendix 3 for a copy of the “Offering Memorandum” and our “Expression of Interest for The School at Penn Branch.” Should we acquire the site, we anticipate a 2022-2023 school year opening at the Penn Branch site.

In addition, we have identified the sites below as other potential incubation or long-term facilities options:

Facility	Ward 7 Neighborhood	Square Footage	Capacity	Condition	Notes
EWHBC	Hillcrest	9,000	250	More renovation & new construction	<i>Unlikely to use entire church space to meet 250 capacity</i>
4025 9 th St SE	Ward 8	15,834	160 +	Good. Early Childhood Academy occupied until last year. Landlord cleaned and re-painted after their exit	<i>Space is available on the lot for additional structure (trailers)</i>
Winston Education Campus	Hillcrest	47,983	422	Good (large work needed)	<i>DGS owns</i>
Davis Elementary	Ft. Dupont	71,000	510	Good (little work needed)	<i>DCPS owns</i>
Nannie Helen Burroughs	Deanwood	68,000	TBD	Good (some work needed)	<i>Progressive National Baptist Convention</i>

					<i>owns</i>
Democracy Prep	Ward 8	TBD	TBD	Newly renovated	<i>Privately owned</i>
KIPP High School Land	Ward 7 (off Branch Ave)	TBD	TBD	Good (work needed)	<i>KIPP DC owns</i>

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 long-term 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.

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
Currently	<ul style="list-style-type: none"> • The founding team has launched the facility search by working with the Civitas and Level Field Partners. • 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 2020	<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 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 2021	<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 2021	<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 2021	<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 exceeds 60 days of cash on hand; and
- Acquiring the technology and materials necessary to implement an academic model that can accommodate a technology-rich, computer science curriculum.

We plan to meet these goals by accumulating a modest cash reserve each year after welcoming the first group of ninth graders. We also plan to retire debt during this period, which will help prepare us for acquiring a long-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. In addition to the general education classroom teachers, we will also hire teachers to instruct children in electives. In some cases, the educators who teach electives classes may be part-time and/or contract staff. In addition to classroom teachers, we employ high capacity executive staff, including the CEO, principal, assistant principals, 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 during at least the first year of operation for the high school, 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 480 at full enrollment in year four.

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 expense reductions. Included in our budget is a 1% revenue contingency; in the event we need more than that contingency, expenses can be reduced. 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, we plan to retain or extend our existing loan agreements as needed. Loans from OSSE have helped provide for facilities improvements at the middle school campus. If necessary, we would seek another draw of funds from OSSE or another lender.

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 was an entrepreneur in residence with CityBridge Foundation and Education Forward DC. The fellowship provided her with the critical time and funding for the establishment of Digital Pioneers Academy.

Since July 2018, Digital Pioneers has raised \$2M+. The most significant donors have been:

- Education Forward DC: \$250,000

- Charter School Growth Fund: \$300,000
- Marriot Foundation: \$500,000
- Clark Charitable Foundation: \$550,000

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 Principals 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

Please see Attachment 1.

Section E – Founding Group Supporting Documents

Attached.

Section G – Curriculum Samples

Attached.

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Appendix 1 – Sample Teacher Evaluation Rubric

Attached.

Appendix 2 – Sample Week-Long Block Schedule

Attached.

Appendix 3 – Facilities Offering Memorandum and Expression of Interest

Attached.

Appendix 4 – Board Approval

Attached.

Appendix 5 – Communications with ANC

Attached.

Appendix 6 – Communications with Families and Community

Attached.

Appendix 7 – Enrollment Matrix

Attached.

Appendix 8 – Student Discipline Policies

Attached.

Section E

Founding Group Supporting
Documents

MASHEA M. ASHTON

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

Digital Pioneer Academy (DPA)
Chief Executive Officer & Principal

Washington, DC
2016 – present

- Founded the first computer science focused middle school in Washington, D.C.
- Established the mission, multi-year strategy, and prioritization and deployment of resources
- Ensured the ultimate viability, sustainability, and long-term success of the organization
- Fundraised \$3.2M in support in first 3 years of operation
- Recruited, hired and lead a high performing team of 50 in support of DPA's goals

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

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
Master of Arts, Special Education

Williamsburg, VA
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 <i>Board Member</i>	<i>2016- present</i>
National Association for Charter School Authorizer’s <i>Board Member</i>	<i>2015- present</i>
Eagle Academy Foundation <i>Advisory Board</i>	<i>2009- present</i>
Black Alliance for Educational Options <i>Founder, Chair of the Board</i>	<i>1999 – 2015</i>
National Alliance for Public Charter Schools <i>Board Member, Chair of the Board</i>	<i>2006 – 2013</i>
Aspen/Pahara Institute <i>Education Entrepreneur Fellow</i>	<i>2010</i>

Mary Kroupa Wells

EXPERIENCE

BELLWETHER EDUCATION PARTNERS

Managing Partner

Co-Founder and Partner

Boston, MA

2012-present

2008-2012

Established national non-profit organization focused on dramatically improving education and life outcomes for underserved children. Bellwether does this by helping organizations become more effective and working to improve the public policy context in which they operate. Bellwether served over 130 organization in 2016, had \$11M in annual revenue, and six year average annual growth rate of 40%.

Firm Management Activities

- Lead team of 55 professionals; build strong team culture and attractive professional environment to attract diverse, high performing team.
- Build strong leadership team and clear professional pathways throughout the organization.
- Manage and develop board of directors; set strategic vision.
- Drive annual planning process to establish budget and set objectives and key results; manage budget of \$11M and oversee all aspects of the firm's financial management.
- Oversee all firm-wide systems and operational infrastructure including HR, IT, legal, etc.

Strategic Advising

Support clients in addressing pressing strategic issues through the use of strong analytical tools, deep facilitation, and skilled project implementation support. Services include strategic planning, assessment of new opportunities, organizational design, operational improvement, and implementation support. Clients include philanthropists, state education agencies, service providers (teacher certification and training providers, national non-profit consultancy), districts, and charter management organizations. Examples include:

- Supported strategic planning for multiple non-profits and charter management organizations; identified new regions for expansion, built financial models that ensure financial sustainability; identified key growth initiatives; built buy-in on senior team for each element of the plan. Resulted in five year plan outlining key priorities and fundraising needs. Example clients include Denver School of Science and Technology (plan to grow from one school to ten), the Achievement Network (plan to triple the number of schools served), and Educators for Excellence (plan to enter three new regions and grow by 5x).
- Redesigned the business model with an alternative teacher preparation program to enhance the financial sustainability of the organization while improving the participant value proposition. Client dramatically reduced reliance on philanthropic funding.
- Supported grant strategy and writing for numerous winning federal Race to the Top and Investing in Innovation grants for a total of over \$250M for clients that serve high-need students.
- Supported several entrepreneurs in building out initial business plans to support the launch of new ventures and provided executive advisory support during the start-up phase.
- Wrote application to board of higher education to gain authority for innovative teacher preparation program to grant Master's degrees. Developed business plan to guide growth and project financial need.

COMMUNITIES FOUNDATION of TEXAS - TEXAS HIGH SCHOOL PROJECT

Austin, TX

Senior Program Officer

2004-2007

Founding senior team member of public-private partnership whose mission is to ensure all students in Texas graduate high school ready for college and careers through making strategic investments in programs with proven track records.

Texas Science, Technology, Engineering and Mathematics (T-STEM) Initiative

- Designed and managed secondary education reform initiative to transform science, technology, engineering, and mathematics (STEM) education in Texas. Goal of initiative: Ensure that all Texas students will have the opportunity to pursue a STEM career.
- Created new business model for the Texas High School Project that aligned program spending across three major partners, the Texas Education Agency, the Bill & Melinda Gates Foundation, and the Michael & Susan Dell Foundation through a common grants management and program support structure.
- Led the design and implementation of grant support programs to ensure quality and consistency of results, including: asset-based coaching for school leaders, training related to data-driven decision-making and STEM education best practices, targeted group and individualized training sessions, and implementation of a strategic planning process to ensure sustainability of STEM centers.
- Wrote grant proposals for, and was awarded \$24 million for the initiative, including the largest grant made by the Bill & Melinda Gates Foundation in 2005 by U.S. Education division.
- Designed organization structure to support initiative, recruited, hired, and managed staff of nine full time employees.

New Schools Grant Program Management

- Managed grants budget to fund new small schools in areas of high need across the state of Texas. Conducted due diligence on existing charter and new school models and invested in high potential organizations planning to replicate. Investments included 5 organizations that will start 12 schools serving approximately 7,000 students. Grantee's schools are all highly rated under the state accountability system; all funded programs serve student populations in which 50% or more of students are economically disadvantaged and 75% or more of students are ethnic minorities.
- Designed program supports to build grantee capacity. Supported grantees on full range of business issues, including growth strategy and business planning, financial planning, organizational structure and design, Executive Director networking, and coaching on leadership and governance issues.

BAIN & COMPANY

Boston, MA

Manager

2001-2004

Consultant

1999 - 2001

Associate Consultant

1994 - 1996

Provided strategic advice and business analytics to Fortune 500 clients.

Growth Strategy and New Business Development

- Created investment opportunity prioritization across multiple business units for major publishing company. Evaluated strategic position of business units in textbook publishing, assessment, supplementals and trade publishing. Plan accelerated top line growth from 4 to 6% and improved margins by 8 points, while using less capital than management plan.
- Identified growth opportunity for educational publisher in rapidly growing, adjacent assessment market. Recommended strategy for entry. Led due diligence effort for acquisition. Evaluated market growth potential and strategic position of the target versus other market leaders. Outlined

integration approach to leverage assets of existing businesses. Acquisition successfully negotiated and integration in progress.

- Developed online learning and e-commerce business case for children's book publisher. Assessed in-house capabilities, outlined partnership models to fill capability gaps and identified high priority partners; quantified investment and potential return for each opportunity; drove management team to consensus on investment priorities resulting in plan to drive approximately \$350M incremental sales and \$40M incremental profit.
- Developed full potential growth strategy for kitchen cabinet manufacturer. Quantified channel economics demonstrating long term trend toward direct distribution model. Developed strategy to gain share in big box home centers, offer differentiated product and merchandising program to dealers, and build local service and installation capabilities. Strategy delivered 20% annual revenue growth over 5 years; business has exceeded targets and gained share.

Cost Reduction and Implementation

- Identified marketing cost reduction opportunity for sub-scale consumer packaged goods company. Benchmarked marketing spending of competitors, assessed scale drivers, delivered strategy to reduce trade and consumer marketing 12% without loss of market share or shelf space, increasing operating margins by 67%.
- Drove post-merger integration process with children's book publisher that increased profit contribution of acquired company by 35% and exceeded savings targets. Identified G&A reduction opportunities; created detailed plan to rationalize telemarketing, warehouse and fulfillment activities.
- Created implementation plans for small learning communities (SLCs) in two test case high schools in the Boston Public School system. Worked closely with school teams to operationalize mandate to move to SLCs in budget neutral environment. Fundamentally altered approach to student scheduling to significantly improve student schedule alignment with chosen SLC while ensuring elective choice. Drove marketing effort to move to block schedule from 7 period day, resulting in fewer disciplinary incidents and dramatically improved student-teacher ratios. Codified planning approach to be implemented throughout other schools in the district.

Bain Asset Building

- *Consultant staffing manager, 2002*: Managed process of assigning 55 consultants in Boston office to client projects. Responsible for driving the ratings, review process, and retention plans.
- *AC promotion committee chairman*: Managed committee of 8 people to make decisions regarding promotion and offers to return for Associate Consultants at Bain.

EDUCATION

STANFORD GRADUATE SCHOOL of BUSINESS

Masters in Business Administration. Co-president Entrepreneur club.

Palo Alto, CA

June 1998

HARVARD UNIVERSITY

Bachelor of Arts, Sociology, graduated *magna cum laude*. Varsity volleyball 1989-91.

Cambridge, MA

June 1993

PERSONAL

- First generation college graduate
- Board member, Charles Sposato Graduate School of Education.
- Family: married with fourteen year old son and thirteen year old daughter.
- Interests: fitness, reading, wine-tasting, cherry and apple harvesting on family farm in Michigan.

EXECUTIVE SUMMARY

Highly motivated, entrepreneurial and cross-functional senior leader with passion and deep experience in strategic planning, operations, people management and finance/real estate. Recognized by peers as a people builder and idea connector with strong ability to design and execute on strategy. Adept at leading individuals and teams in both start-up & growth settings.

EXPERIENCE

2019 - Present

INDEPENDENT CONSULTANT, K12 & HIGHER EDUCATION

WASHINGTON, DC

- Manage all aspects of private consulting business for Higher Ed and K-12 sector clients specializing in strategic planning, real estate, operations and project management
- Recent clients/projects include:
 - **University of Virginia, SCPS:** Supported Dean to complete strategy assessment & market research required to scale a Bachelor's Completion Program
 - **National Alliance of Public Charter Schools:** Identification & delivery of training & talent development needs for charter facilities sector
 - **DC Prep Public Charter Schools:** Project management for real estate acquisition

2018 - 2019

WHITTLE SCHOOL & STUDIOS

WASHINGTON, DC

Vice President, Strategy & Operations

- Reporting to President, developed and managed cross-functional initiatives & org wide KPIs
- Identified and implemented solutions for cross-functional efficiencies and global collaboration
- Led strategy, operations and content for investor engagement & global campus expansion plans
- Project managed build out of "Studios" (out of school time programming) for DC Campus

2016 - 2018

CITYBRIDGE EDUCATION

WASHINGTON, DC

Consultant

- Consultant & senior advisor to Founder and CEO on 5-year business plan process
- Analyzed and developed recommendations on investment opportunities, potential partnerships, and viability of proposed program and operating models, particularly vis-à-vis charter facilities

2016 - 2018

UNCOMMON SCHOOLS

NEW YORK, NY

Nonprofit public charter school management organization serving over 20,000 students across 54 schools in grades K-12. Total combined budget of \$300M+ with over 2,200 FTE.

Senior Advisor/Acting Chief Talent Officer

- Member of 7-person Executive Team responsible for org-wide priorities & management
- Managed 3 functional teams (HR, Talent Development, Diversity & Inclusion) with 4 direct reports and total FTE count of 13. **Major initiatives included:** Org-wide revamp and turnaround of HR services/support team (to move from transactional to strategic HR priorities); Redesign of People Learning & Development systems across the org – enhanced content design/delivery, aligned content design to role-based competencies, improved tools for and adoption of performance management systems; Embed DEI programming across the org thru cross-functional ownership of key talent and culture initiatives
- Led org-wide strategic planning for Talent and expansion/greenlighting priorities
- Responsible for transformation and implementation of new Salesforce CRM system and all associated protocols required to ensure effective operations and compliance across Finance, Accounting and Fundraising/Development Teams

2015 - 2016

Acting Chief Operating Officer

- Member of 7-person Executive Team responsible for overall organizational direction, priorities and leadership. Delivered critical organizational updates to Board of Trustees
- Managed 4 functional teams (HR, Technology, Development, Real Estate) with 9 direct reports and total FTE of 31 staff across all teams
- Rebuilt Development team (responsible for \$12M annual philanthropy goals), including the addition of 3 new FTE, design of new systems for team and donor management and implementation of new Salesforce CRM system
- Responsible for managing expansion/greenlighting process across the organization

2014 - 2015

Vice President, Home Office (HO) Initiatives and Real Estate

- Senior leadership team member with responsibility for key org-wide strategic initiatives related to growth, human capital development and organizational culture
- Led annual org-wide strategic planning process involving 12 teams; facilitated administration, analysis and org-wide debrief of bi-annual HO School Satisfaction Survey
- Served as 1 of 4 senior leaders facilitating the design and rollout of a 5-year Business Plan
- Designed and implemented targeted professional development opportunities for HO staff, including a learning & leadership cohort for 12 Directors
- Designed and delivered 4 high quality PD sessions for 18-member junior manager cohort
- 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 ~\$150M in anticipated projects
- Prepared and presented quarterly real estate & financial recommendations to Boards of Trustees

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 members
- 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 groundbreaking terms that reshaped District/Charter relations
- Led initiative to improve integration of school-facing technology, finance and real estate services, resulting in system design that completed over 20 annual facility projects, saved ~\$8M annually and increased school satisfaction ratings
- Led design and implementation of loan and legal compliance systems, bulk furniture procurement systems, and capital reserve systems across all campuses
- Represented organization in pitches & negotiations with city & state government agencies paving the way for expansion, new partnerships, and increased student achievement

2008 - 2012

Director of Real Estate (Founding Director/Team Member)

- Built, set vision and developed growth plan for the Real Estate team.
- Led successful organizational growth from 9 to 28 campuses across 5 cities. Managed and executed all site selection, acquisition, design, construction and financing activities
- Structured, hired and developed a 3-person team that was consistently rated top performer on bi-annual service evaluation survey
- 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 SF High School facility in Newark, NJ and \$6M, 38,000 SF K-8 facility in Troy, NY
- Arranged and closed ~\$80M of tax credit financing using New Markets Tax Credits and Qualified School Construction Bonds products. Transactions yielded savings of ~\$25M
- Led and successfully completed over 10 complex high stakes lease and contract negotiations with diverse parties, including landlords, owners, school Districts and city/statewide agencies
- Engaged and managed outside counsel to ensure compliance of all real estate and other organizational legal entities

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 the WTC Redevelopment.
- Provided negotiation and financial analysis support for the PANYNJ's \$1.45B Retail JV *Casino Reinvestment Development Authority (CRDA) – Atlantic City, New Jersey*
- Oversaw 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.

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** **NATIONAL**

- 1 of 35 individuals selected (from over 2,000 applications nationally) for a 2-year education leadership development program. Sponsored by the Broad Center.

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: 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)

VOLUNTEER LEADERSHIP

DC OSSE Charter School Credit Enhancement Committee, Appointed Member (2019-Present)
Digital Pioneers Academy PCS, Board Member & Finance Committee Chair (2018 to Present)

ORLENA NWOKAH BLANCHARD

SENIOR EXECUTIVE

Marketing & Communications | Digital Marketing & Media

High energy senior marketing executive and business leader with a 27-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.

- Designed the strategic plan for The CROWN Coalition and The CROWN Act
- 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

Award-Winning Cultural Intelligence Marketing and Creative Agency
President & COO

Co-lead and oversee operations for a multi-million dollar agency (Adweek’s fastest growing agencies of 2019).

- **Provide executive leadership and client management, financial management, business development, and marketing thought leadership** for JOY’s diverse portfolio of clients including Unilever, The United States Naval Academy, WW (Weight Watchers Reimagined), BET Networks, and others.

POTOMAC STRATEGY CONSULTANTS Silver Spring, MD • 2012–2018

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 multi-million 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
Association of National Advertisers (ANA) Multicultural Marketing Conference	2017-2018
Leading Women Defined Conference	2017-2019

PROFESSIONAL AWARDS

Cablefax Most Influential Minorities in Cable – Top Tech	2011
Association of National Advertisers Multicultural Marketing Campaign Award	2018
Adweek Top 100 Fastest Growing Agencies (#6)	2019
Outstanding Industrial Engineer, Purdue University	2020

PROFESSIONAL AFFILIATIONS

Board of Directors, Digital Pioneers Academy, Washington DC – Founding Board Member 2017 - present
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 • Web Tools (Google suite, comScore, WordPress, Basecamp, Capsule, Salesforce, Dropbox, Box.com, Vimeo, Hightail)
Proficient in Spanish (verbal and written)

Paul T. O'Neill

EXPERIENCE

Current Positions

TUGBOAT EDUCATION, Glen Ridge, NJ
President & Founder, August 2008 -- present

Founder and President of Tugboat Education, an advisory organization that provides high quality regulatory, operational and governance expertise to education organizations engaging in reform. It identifies, prevents and solves problems relating to the rules and requirements that surround and define, restrict and often empower not-for-profit, private, and governmental education organizations. www.tugboateducation.net

BARTON GILMAN LLP, New York, NY
Of Counsel, February 2017 -- present

Head of the New York office of a regional law firm with offices in Boston, Providence and New York. Work focuses on representation of charter and private schools and networks, as well as education support organizations and vendors. www.bartongilman.com

NATIONAL CENTER FOR SPECIAL EDUCATION IN CHARTER SCHOOLS, New York, NY
Co-founder and Senior Fellow, April 2013 -- present

Co-founder and Senior Fellow of the only national not-for-profit organization devoted to ensuring that students with disabilities are able to access and thrive in charter schools. Work with Executive Director to launch, grow and lead the organization, secure funding, build coalitions with stakeholder organizations, and further the work of the Center. www.ncsecs.org

Work History

COHEN SCHNEIDER & O'NEILL LLP, New York, NY
Partner, August 2008 – January 2017

Partner in a boutique law firm with offices in New York, New Jersey and Massachusetts. Served as Chair of a unique practice group dedicated to Education Law.

EDISON LEARNING, INC., New York, NY
Senior Fellow, July 2008 – May, 2010
Chief Regulatory Officer, December 2007- July 2008
Senior Vice President & Acting General Counsel, May 2007 – September 2007
Senior Vice President & Deputy General Counsel, July 2006 – May 2007
Senior Vice President & Senior Counsel, November 2004 – July 2006

Served as senior executive, and successively as head education lawyer, Chief Regulatory Officer and Senior Fellow, for company that served as one of the leading providers of services to public school districts and to parents of public school students. During my time there Edison was also the largest private manager of public schools in the nation. It served nearly 300,000 students in 19 states and the United Kingdom.

BRUSTEIN & MANASEVIT, Washington, D.C.
Of Counsel, March - November 2004

Of Counsel to boutique education law firm focusing on federal regulatory and civil rights law and legislation. Advised states, districts, charter school authorizers and schools as well as not-for-profit and for-profit organizations on a wide range of education law issues, including those relating to charter schools, special education, the federal No Child Left Behind Act, and high stakes testing.

CHARTER SCHOOLS INSTITUTE, STATE UNIVERSITY of NEW YORK, New York, NY
General Counsel, 2001 – 2004

Served as General Counsel, with responsibility for all legal needs of one of the nation's leading charter school authorizers. Provided legal advice to SUNY Trustees, Institute staff, support organizations and individual schools; utilized and managed outside counsel; drafted, revised and reviewed contracts; conducted investigations; interacted with other branches of government regarding issues impacting charter schools.

WILLKIE, FARR & GALLAGHER, New York, NY
Staff Associate, 1998 - 2001

As an attorney in the firm's Litigation Department, engaged in general litigation practice, with a focus on Environmental Insurance Litigation and Bankruptcy Litigation. Duties regularly included drafting trial and appellate pleadings, taking depositions, selecting and preparing expert witnesses, negotiating settlements, submitting and defending claims objections, managing junior associates and support staff.

Pro bono and related work:

Provided legal and related advice to numerous local and national organizations concerning special education, assessment and charter school issues.

THE NEWGRANGE SCHOOL & EDUCATIONAL OUTREACH CENTER, Princeton, NJ
Associate Director, 1997 - 1998

Served as Associate Director and counsel for non-profit institution in central New Jersey with a school in Trenton and an educational outreach center in Princeton, both of which serve individuals with learning disabilities, their families and teachers. Supervised staff, directed fund development, marketing, public relations, grant and proposal writing, creation of newsletters and annual reports, creation of website, assessment and review of policies, laws and current education and special education legislation. Achieved fund raising revenue increase of more than 70% from previous year.

DEWEY BALLANTINE LLP, New York, NY
Associate, 1993-1997

Within Litigation Department practiced in a wide range of areas, primarily Environmental Insurance Coverage, Antitrust and Contract. Created ongoing firm-wide Historic Preservation Law pro bono program in conjunction with the National Trust for Historic Preservation and the Preservation League of New York.

EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY
M.Ed. in Educational Administration with inter-disciplinary concentrations in Education Law, Education Policy and Special Education, 2001

UNIVERSITY of VIRGINIA SCHOOL of LAW, Charlottesville, VA
J.D., 1993

- Articles Editor, *Journal of Law & Politics*

OBERLIN COLLEGE, Oberlin, OH

B.A. in English, 1986

UNION COUNTY COLLEGE, Cranford, NJ

A.A. in Liberal Arts with Fine Arts Concentration, 1984

PROFESSIONAL AFFILIATIONS & HONORS

- Admitted to Practice: New York State and the federal courts of the Southern and Eastern Districts of New York
- Received 2011 “Distinguished Alumni” Award from Teachers College, Columbia University (awarded annually to a graduate for achievement within 10 years of graduation)
- Board of Trustees, New York Center for Autism Charter School, NY, NY
- Board of Trustees, Digital Pioneers Academy, Washington D.C.
- Co-founder and Advisory Board member, Alliance of Public Charter School Attorneys
- Founding Trustee; Board of Trustees, Manhattan Charter School and Manhattan Charter School 2, NY, NY, 2005 - 2015
- Professional Advisory Board, National Center for Learning Disabilities, 2003 – 2010
- Chair, Education & the Law Committee, New York City Bar Association, 2005-2007
- Co-founder and Founding Trustee, Family Life Academy Charter School, Bronx, NY
- Trustee, Learning Disabilities Association of New York City, 1997 - 2003
- Trustee & Professional Advisory Board, Smart Kids with Learning Disabilities, 2001 - 2007
- Member: Association of the Bar of the City of New York; Learning Disabilities Association of America

ACADEMIC APPOINTMENTS

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

Adjunct Associate Professor, September, 2001- present

- Designed and teach *Law and Education: Issues of Regulation, Religion, Free Speech and Safety* as part of the Klingenstein Private School Leadership Program
- Designed and regularly teach graduate course entitled “*Designing Charter Schools*” focusing on the creation an operation of high quality charter schools. Also designed and taught course entitled “*Introduction to Special Education Law*” focusing on core legal and policy issues impacting schools under federal and New York State special education laws

VARIOUS UNIVERSITIES

Guest Lecturer

- Regularly serve as a guest lecturer at U.S. graduate schools on wide range of education law issues; Presentations have addressed the Elementary and Secondary Education Act (Georgetown University Law Center; University of Virginia School of Law, Columbia Law School), Title IX (University of Wisconsin at Madison), Special Education (Columbia Law School, Harvard University, Yale School of Management); Charter Schools (Harvard University; University of Virginia’s Curry School of Education); Educational Entrepreneurship (Columbia Business School).

PUBLICATIONS

Books

- The Charter School Law Deskbook (unique compilation of and guide to the legal authorities impacting charter schools nationwide) (lead author, with Todd Ziebarth) Lexis Nexis Publications, first published December 2007; Second edition, March 2009.

- The NCLB Compliance Manual, (lead author, with Christian Johnson) (comprehensive desk reference for administrators and others concerned with the federal No Child Left Behind Act) Brownstone Publishers, first published May, 2004; Second edition, LRP Publications, May 2007

Major Articles/Resources

- “Charter Schools and Special Education: Ensuring Legal Compliance and Effectiveness Through Capacity Building,” (co-authored with Robert Garda), *University of Memphis Law Review*, Vol. 50, 2020
- “Students with Disabilities and School Choice; School Portfolio Management,” a chapter of *The Oxford Handbook of U.S. Education Law*; Oxford University Press, 2019
- “Model Policy Guide: Leveraging Policy to Increase Access and Quality Opportunities for Students with Disabilities in Charter Schools,” (lead author) National Center for Special Education in Charter Schools, April 2017
- “A User Guide to Fiscal Oversight: A Toolkit for Charter School Governing Boards,” (co-authored with Suzie Kim) National Charter School Resource Center / U.S. Department of Education, October 2016
- “A User Guide to Fiscal Oversight: A Toolkit for Charter School Authorizers,” (co-authored with Suzie Kim) National Charter School Resource Center / U.S. Department of Education, October 2016
- “Getting Lost While Trying to Follow the Money: Special Education Finance in Charter Schools,” (co-authored with Lauren Morando Rhim, Amy Ruck, Kathryn Huber and Sivan Tuchman) National Alliance for Public Charter Schools, November 2015
- “Equity at Scale: How Public Charter School Networks Can Innovate and Improve Services for Students with Disabilities,” (co-authored with Lauren Morando Rhim) National Alliance for Public Charter Schools, February 2015
- “Improving Access and Creating Exceptional Opportunities for Students with Disabilities in Public Charter Schools,” (co-authored with Lauren Morando Rhim) National Center for Special Education in Charter Schools, October 2013
- “The Unique System of Charter Schools in New Orleans After Hurricane Katrina: Distinctive Structure, Familiar Challenges,” (co-authored with Renita Thukral), *Loyola University New Orleans Journal of Public Interest Law*, Vol. 11, (2), Spring 2010
- “Maximizing Effectiveness: Focusing the Microscope on Charter School Governing Boards,” (co-authored with Priscilla Wohlstetter, Joanna Smith and Caitlin Farrell), National Resource Center on Charter School Finance & Governance, Spring, 2009
- “Transforming Public Schooling Through Effective Portfolio Management,” National Association of Charter School Authorizers, Monograph, Fall, 2008
- “High Stakes Testing Law & Litigation,” *BYU Education & Law Journal*, Vol. 2003, No. 2, July, 2003
- “Serving Students with Disabilities in Charter Schools: Legal Obligations and Policy Options,” *Education Law Reporter*, Vol. 169, November, 2002, (lead author; co-authored with Richard J. Wenning and Elizabeth Giovannetti)
- “Special Education and High Stakes Testing for High School Graduation: An Analysis of Current Law and Policy,” *Journal of Law & Education*, Vol. 30(2), April, 2001

PROFESSIONAL EXPERIENCE

Society for Human Resource Management (SHRM) – Washington DC Metro 2017-present
President & CEO – Responsible for overall strategic and operational management of the world’s largest HR professional association with 310,000+ members in 165 countries. The \$200M+ annual turnover business employs approximately 500 staffers in its 8 offices located in the UAE/Dubai, India, and China.

Thurgood Marshall College Fund – Washington, DC 2010-2017
President & CEO – Responsible for overall strategic and tactical management of the nation’s only college fund representing the 47 *publicly-supported* Historically Black Colleges & Universities, 6 Law Schools, and 2 Medical Schools and their 300,000 students.

IAC/InterActiveCorp – New York, NY & Charlotte, NC 2005-2009
Senior Vice President, Human Resources (2005-2007) Chief human resources executive responsible for designing and implementing global human resource strategy for this 33,000+ employee, \$6.5 billion interactive conglomerate including subsidiaries Home Shopping Network/HSN, Ticketmaster, LendingTree.com, Ask.com, and Match.com

President & CEO, RushmoreDrive.com (2007-2009) Tapped to create an online offering for various minority groups, which led to conceptualizing, developing, and launching Internet’s first-ever “identity search engine”

McGuireWoods – Charlotte, NC & Washington, D.C. 2004-2005
President, McGuireWoods HR Strategies LLC/Partner, McGuireWoods LLP – Dual posts as labor and employment partner in 800+ lawyer full-service firm and chief executive for first of its kind human resource consulting firm focused on providing strategic consulting services on human resource issues posing significant legal and public relations exposure

Compass Group USA Inc. – Charlotte, NC 2002-2004
Executive Vice President, General Counsel & Secretary – Chief legal officer and board secretary for this \$6 billion a year, 120,000-employee food service company including subsidiaries Wolfgang Puck Catering, Au Bon Pain Restaurants, Restaurant Associates, and Krispy Kreme Retail. Senior executive responsible for the company’s Legal, Real Estate/Administrative Services, and Risk Management departments, overseeing a 75-person staff and a \$40mm operating budget. Served as Acting Board Secretary to the Compass UK Board of Directors

Viacom Inc. – Ft. Lauderdale, FL; Los Angeles, CA; & Charlotte, NC 1993-2002*
General Counsel & Sr. Vice President of Human Resources, Paramount Parks Inc. (1998-2002) Executive responsible for all corporate legal matters as well as the US, Canadian, and European human resources function for Paramount Pictures’ live entertainment division (theme parks, cruise line entertainment, motion picture touring exhibition business); managed team of 150 professionals and \$25mm operating budget

Vice President, Legal Affairs, Alamo Rent-A-Car, a division of AutoNation, Inc. (1997-1998)* Chief legal officer for this \$2 billion a year car rental company. Responsible for overseeing an eight-person law department and advising senior management on legal issues. Practice areas included risk management, insurance defense litigation, governmental relation/lobbying, international and domestic operations, airport relations, commercial litigation, and general corporate/business law

Vice President, Human Resources, Blockbuster Entertainment Group (1995-1997) Human Resources executive for this \$3 billion a year retail entertainment concern, which then employed 70,000+ employees in the following operating businesses: Blockbuster Video (3500 domestic locations), Blockbuster Music (500 domestic locations), Paramount Parks (6 North American Theme Parks), Discovery Zone (200 domestic locations), Spelling Entertainment, Blockbuster Video International (1500 international locations). Built the human resources field services strategy for a rapidly-growing company-owned and franchised, multi-unit retail operation; managed the 200-person US & Canadian human resources generalist function

Associate General Counsel, Blockbuster Entertainment Corporation (1993-1995) In-house legal counsel responsible for domestic and international labor and employment legal matters, before being promoted to VP, Human Resources.

Steel Hector & Davis LLP (now Squire Patton Boggs, LLP) – Miami, FL & Chattanooga, TN **1992-1993**
Litigation Associate (Complex Commercial Litigation Group & Labor & Employment Group)

EDUCATION, LICENSURE, AND CERTIFICATIONS

The Drake Law School, Doctor of Jurisprudence *With Honors*, Des Moines, Iowa 1992
Accomplishments: *Drake Law Review* (Research Editor) and National Moot Court Team (Best Oralist 1992 National Competition)

Drake University, Master of Arts *With Honors*, Des Moines, Iowa 1991

University of Miami, Bachelor of Science *With General University Honors*, Coral Gables, Florida 1989

LAW LICENSES: Member of Florida, Illinois, and Washington, D.C. Bar
HR CERTIFICATION: SHRM Senior Certified Professional (SHRM-SCP)

COMMUNITY/CIVIC & CORPORATE BOARD EXPERIENCE

BOARD MEMBERSHIPS


Government Appointments: Chairman, President's Advisory Board on Historically Black Colleges & Universities (appointed 2/27/18); Member, White House Workforce Policy Advisory Board (appointed 2/13/19).

Current For-Profit Board Appointments: Guild Education (Member, Finance & Audit Committee)

Current Non-Profit Board Appointments: Board of Trustees, University of Miami (Member, Executive Committee & Chair, Audit & Compliance Committee); Board of Governors, American Red Cross (Member, Executive Committee & Chair, Compensation & Management Development Committee); and Board of Trustees, Jobs for America's Graduates.

Former Board/Trustee Appointments: Gallup Inc. (Independent/Outside Director and Chair, Governance Committee); Au Bon Pain, Inc. (Board Secretary); The Cooper Union (Co-Chair, Presidential Search Committee & Chair, Compensation Committee); Society for Human Resource Management/SHRM (Chairman); Drake University; Blumenthal Performing Arts Center; Leader to Leader Institute f/k/a The Peter F. Drucker Foundation; YMCA of the USA; and Johnson C. Smith University.

Legand L. Burge, III, Ph.D.
Howard University, College of Engineering and Architecture,
Department of Electrical Engineering and Computer Science



(A) PROFESSIONAL PREPARATION

Certificate, Cryptology, National Cryptologic School, Ft. Meade, MD 1990
B.S. Computer Information Science/Mathematics, Langston University 1992
M.S. Computer Science, Oklahoma State University 1995
Ph.D. Computer Science, Oklahoma State University 1998
Certificate, Design Thinking – Teaching Learning Studio, Stanford University, 2017

Master's Thesis: A Decentralized Algorithm for Communication Efficient DSM, Advisor: Mitchel Neilsen

Doctoral Dissertation: JMAS: A Java-based Mobile Actor System for Heterogeneous Distributed Parallel Computing, Advisor: K. M. George

(B) APPOINTMENTS

2018 – present Exec. Director, Howard West – Google Tech Exchange
2017 --Visiting Scientific Researcher, Google, Inc.
2016 – present Director HowU Innovate Foundry, Howard University
2014 – present, Managing Partner, XediaLabs LLC
2009 – present Professor, Computer Science, Howard University
2006 – 2016 Chair, Computer Science, Howard University
2005 – 2009 Associate Professor, Systems and Computer Science, Howard University
2004 – 2010 Associate Director, Center for Applied High Performance Computing, Howard University
1999 – 2005 Assistant Professor, Systems and Computer Science, Howard University
1999 – 2001 Assoc. Director, Howard University Future Aerospace Science and Technology Center
1999 – 2001 CTO, USAWelcome.com
1993-1998 – Adjunct Assistant Professor, Computer and Information Science, Langston University
1991-1995 – Computer Analyst, National Security Agency
1992-1998 – Research Assistant, Computer Science, Oklahoma State University
1994-1996 – Computer Consultant (DBA), Mercury Marine
1994 – Software Engineer, Teubner and Associates Inc.

(C) HONORS, AWARDS, AND OTHER DISTICTIONS

1. BEYA Innovation Award, 2018
2. Fellow (AAAS) American Association for the Advancement of Science, 2016
3. Fulbright Scholar Award, 2015 cycle, South Africa – Univ. of South Africa (J. Mtsweni).
4. Faculty Performance Award, 2001, 2002, 2004, 2005, 2006, 2007
5. Eminent Scholar, Tau Beta Pi, 2009
6. Howard University Faculty Author Certificate, 2005, 2006, 2007, 2008.
7. IEEE IAS Committee Prize Paper Award, Oct. 3-7, 2004
8. Presidential accommodation 2004 – National Congress of Black Women (Technology Workshop)
9. Teacher of the year (Dept. of Systems and Computer Science – CEACS), 2003-2004, 2008-2009.

10. Administrator of the Year 2009-2010.
11. Recognition of Contributions to the Computing Profession (Establishment of Howard University Chapter) – Upsilon Pi Epsilon, 2004
12. Who’s Who Among American Teachers, 2002
13. Certified Sun Java Programmer/Developer, 2002
14. MacArthur Fellows Program nomination, 2001
15. Distinguish Faculty of the Graduate School of Arts and Sciences Howard University, 2000–present
16. New Faculty Research Award, 2000

(D) MISCELLANEOUS

- CodePath.org, 665 3rd St, San Francisco, CA 94107 , Advisory Board (2019 – present)
- Digital Pioneers Academy, 709 12th Street, SE Washington, DC 20003, Board Member (2020 – present)
- Accreditation Board of Engineering Technology (ABET), Program Evaluator (2015 – present)
- DC STEM Board (2015 – present)

(E) SECURITY CLEARANCE

- TS/SCI (1990-1995)

(F) MEMBERSHIPS

1. Association for Computing Machinery (ACM)
2. American Association for the Advancement of Science (AAAS)
3. IEEE Computer Society
4. Sigma Xi Honorary Research Society – Associate Member
5. Association for Information Systems
6. Phi Kappa Phi Honorary Society
7. Tau Beta Pi
8. Upsilon Pi Epsilon – Co-Founder Beta Chapter Howard University
9. IRTF – Member of Internet Research Task Force on Disruption Tolerant Networking
10. NTA – National Technical Association

(G) PUBLICATIONS

† - UNDERGRADUATE CO-AUTHOR, ‡ - GRADUATE CO-AUTHOR

Journals (refereed)

1. Jean Griffin, Legand Burge, Gloria Washington, Engaging HBCU faculty in project-based learning in silicon valley, Journal of Computing Sciences in Colleges Volume 34, Issue 3 January 2019.
2. Tori Rhoulac Smith, Grant Warner, and Legand Burge, “Using Lean Launchpad to Build an Innovation Ecosystem at a Historically Black University”, Journal of Engineering Education, Advances in Engineering Education (AEE), Vol 9, Issue 1, 2018.
3. Rhoulac, T., Warner, G.M., Burge, L, “Using Lean Launchpad to Promote Student Engagement and Persistence”, Understanding Interventions Journal, vol 9, issue 1, page 3726, 2018
4. Hui Li, Chunmei Liu, Mugizi Robert Rwebangira, Legand Burge, “Accurate Identification of Mass Peaks for Tandem Mass Spectra Using MCMC Model”, Tsinghua Science & Technology 20(5): 453-459 (2015).
5. Kamal Al Nasr, Chunmei Liu, Mugizi Rwebangira, Legand Burge, Jing He, “Intensity-Based

- Skeletonization of CryoEM Grayscale Images Using a True Segmentation-Free Algorithm”, *IEEE/ACM Transactions on Computational Biology and Bioinformatics*, vol. 10, no. 5, pp. 1289 - 1298 (9/2013).
6. Kamal Al Nasr, Chunmei Liu, Mugizi Robert Rwebangira, Legand L. Burge, “A Graph Approach to Bridge the Gaps in Volumetric Electron Cryo-microscopy Skeletons”, *Bioinformatics Research and Applications, Lecture Notes in Computer Science Volume 7875*, 2013, pp 211-223
 7. A. Brereton, G. Warner, L. Burge, “An Adaptive Computational Model for Predicting the Density Distribution of the Proximal Femur”, *Journal on Computing (JoC) Vol.1 No.4*, p. 18-23, January 2012
 8. Ronald J. Leach; Todd Shurn; Legand L. Burge; Peter A. Keiller; John Trimble “A service model for improving healthcare delivery in rural developing communities” *International Journal of Services, Economics and Management (IJSEM)*, Vol. 4, No. 1, 2012.
 9. Hui Li, Chunmei Liu, Legand Burge, William Southerland, “Identification of Two Post- Translational Modifications via Tandem Mass Spectrometry”, *International Journal of Computational Biology and Drug Design* 2012;5(3-4):314-24. doi: 10.1504/IJCBDD.2012.049210. Epub 2012, Sep 24.
 10. Hui Li, Lauren Scott‡, Chunmei Liu, Mugizi Rwebangira and Legand Burge, “Rapid and Accurate Generation of Peptide Sequence Tags with a Graph Search Approach”, *Lecture Notes in Computer Science*, 2011, Volume 6674/2011, 253-261, DOI: 10.1007/978-3-642-21260-4_25
 11. Atkinson, M. ‡, Washington, A., Burge, L. “Network and Non-Network-Based Simulation Models for Creating Crowd Synthesis Motion,” *International Journal of Research & Reviews in Computer Science*; Mar 2011, Vol. 2 Issue 2, p. 423
 12. Washington, A., Iziduh, R. †, Sueing, H. †, Jackson, J. †, Burge, L. , and Rwebangira, R., “The Design of a Simulation for the Modeling and Analysis of Public Transportation Systems as Opportunistic Networks,” *International Journal of Computer Networks*, 2010, vol 2, Issue 4, p 173- 180.
 13. Martin, J. ‡, Burge, L., Washington, A.N., and Alfred, M. “Modeling the Spread of Mobile Malware,” in *International Journal of Computer Aided Engineering and Technology (IJCAET)*, 2010, Vol. 1, No. 1, pp 3-9.
 14. Chunmei Liu, Legand Burge, and Ajoni Blake‡ , “Algorithms and Complexity of the RequestService Problem”, *Journal of Combinatorial Optimization*, Vol. 20, No. 2, Aug 2010: 180-193.
 15. Chen P, Liu C, Burge L, Li J, Mohammad M, Southerland W, Gloster C, Wang B. DomSVR: domain boundary prediction with support vector regression from sequence information alone. *Amino Acids*. 2010 Aug;39(3):713-26.
 16. Jiazhen Zhou, Jiang Li, and Legand Burge, “Efficient Scheduling of Pigeons for a Constrained Delay Tolerant Application”, *EURASIP Journal on Wireless Communications and Networking*, Vol. 2010, Article ID 142921, 2010, 7 pages, DOI:10.1155/2010/142921.
 17. Peng Chen, Chunmei Liu, Legand Burge, Muhammad Mahmood, William Southerland, and Clay Gloster, “Prediction of Inter-Residue Contact Clusters from Hydrophobic Cores”, *International Journal of Data Mining and Bioinformatics*, Vol. 4, No.6 pp. 722 - 734.
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Abstracts/Extended Abstracts/Poster Presentations (Non-refereed)

1. Wardell Samotshozo1‡, Abiye Mekonnen‡, Patrick Ymele-Leki, and Legand Burge, “A Fast and Non-Intrusive Substitution for Optical Density Measurements”, to appear in Howard University’s Research Symposium, Blackburn Center, Howard University, Washington, DC, 2015.
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2. L. Burge, “GFBroker: A Game Theoretic Approach to Distributed Collaboration”, technical report, Distributed Systems Research Group, Dept. of Systems and Computer Science, Howard University, 2007.
3. L. Burge, “The Genius Federation: Using the Power of Human Intelligence for the Creation of an Intellectual Property Pipeline”, technical report, Distributed Systems Research Group, Dept. of Systems and Computer Science, Howard University, 2007.
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6. Ahmed Rubaai, Abdul R. Ofoli‡ , Legand Burge III, and Moses Garuba, “DESIGN AND IMPLEMENTATION OF REAL-TIME CONTROLLERS USING MATLAB/SIMULINK AND DSPACE DSP FOR UNDERGRADUATE ENGINEERING STUDENTS”, accepted to the 113th Annual American Society for Engineering Education Conference and Exposition (ASEE 2006), ASEE Press, Chicago, Illinois, USA, June 18-21, 2006. (Not Published, did not attend conference).
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29. Contributing author along with L. Schapiro and W. Eckberg, Final Report, NSF RISE: Computational Biology At Howard University, April 2007.
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39. Contributor to RCMI – Laboratory for Molecular Dynamic and Computations Year 1 Report, March 19, 2004. NIH, Bethesda, MD.
40. Contributor to Patient Retained Emergency Medical Information System (PREMI) Report, July 30, 2004, Howard University, Office of Research Administration, Mordecai Wyatt Johnson Award.
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44. New Faculty Research Award Final Report, Nov. 3, 2001, University, Office of Research Administration.

Patents and Disclosures:

1. Invention Disclosure: Context-Aware Mobile Computing Architecture and Software Platform, submitted to Dave Stirman of the National Center for Manufacturing Sciences/Howard U tech transfer project. Oct. 2006.
2. APPARATUS AND METHOD FOR CONTEXT-AWARE MOBILE DATA MANAGEMENT, United States of America, US 8751743, 13/047,992, 2014/6/10, Howard University
3. APPARATUS AND METHOD FOR CONTEXT-AWARE MOBILE DATA MANAGEMENT, United States of America, US20160308996 , 5/189,160, 2016, Howard University

(H) CREATIVE WORKS:

Software

1. HowU Innovate FOUNDRY-- Workshop Series, Office Hours for Student/Faculty/Alumni lead Tech Startups 2016
2. BIOEye – A Fast and Non-Intrusive Substitution for Optical Density Measurements, Dec. 2014.
3. Ajira – A mobile microwork platform for a Accelerating Entrepreneurship and Increasing Jobs Through Technology in the Informal Labor Market of South Africa
4. ClickMan – A Context Aware Tour Guide, May 2007.
5. ABET Assessment Tool, May 2007.
6. LeadPortal – <http://portal.leadproject.org>.
7. MESSWEB - MESSENGER Trajectory Database/Web Service, June 2004.
8. PREMI -- Patient Retained Emergency Medical Information System, June 2004.
9. PARASTORE -- Floating Parasitic Storage, May 2004.
10. A Prototype Trusted Font-End for COTS Database Management Systems, July 2004.
11. PSTORE – Pervasive Storage for Mobile Devices, May 2003.
12. SLBM -- Submarine-Launched Ballistic Missile Systems Graphics Software, Aug. 2002.

Hardware

1. Mobile Studio – 15 Tablets and Phones to support mobile app course, Intel, 2014
2. Mobile Lab – 75 Android phones to support mobile app course, Google, 2009
3. 12 seat Robotics Studio, May 2008.
4. 42 seat Lab, Intel Multi-Core Lab for Operating Systems, 2007.
5. 14 node Linux Cluster running CHARMM – configuration/deployment (NIH –RCMI Laboratory for Molecular Computations and Bioinformatics). (2003-present)
6. PlanetLab configuration/deployment of 2 nodes (Dept. of Systems and Computer Science Howard University) (2003-present)

(I) TEACHING EXPERIENCE

Courses taught (brief description of the course content).

- **EGPP-493 Bison Startup: Technology Entrepreneurship and Lean Startups** – This course provides real world, hands-on learning on what it's like to actually start a high-tech company. This class is not about how to write a business plan. It's not an exercise on how smart you are in a classroom, or how well you use the research library to size markets. And the end result is not a Power Point slide deck for a VC presentation. And it is most definitely not an incubator where you come to build the—hot-idea that you have in mind. This is a practical class—essentially a lab, not a theory or—book class. Our goal, within the constraints of a class room and a limited amount of time, is to create an entrepreneurial experience for you with all of the pressures and demands of the real world in an early stage startup. You will be getting your hands dirty talking to customers, partners, competitors, as you encounter the chaos and uncertainty of how a startup actually works. You'll work in teams learning how to turn a great idea into a great company. You'll learn how to use a business model to brainstorm each part of a company and customer development to get out of the classroom to see whether any one other than you would want/use your product. Finally, based on the customer and market feedback you gathered, you would use agile development to rapidly iterate your product to build something customers would actually use and buy. Each day will be new adventure outside the classroom as you test each part of your business model and then share the hard earned knowledge with the rest of the class.
- **EGPP-494 Bison Accelerate: Launch and Iterate** - This course is an immersive experience for students serious about launching a technology startup. Students will execute a series of sprints to build and develop a Minimal Viable Product (MVP) as soon as possible. Students will measure the impact of their product/service into the marketplace using actionable metrics to analyze customer behavior. Student teams will learn whether their original assumptions about the product/service, process, and customer needs were correct, or whether they need to change strategies and iterate their MVP.
- **SYSCS-306-401 Operating Systems (undergraduate)** -Topics covered include system calls and system programs, interrupt handling, device and memory management, process scheduling and the trade-offs in the design of large scale multitasking operating systems. Several case studies will be used, with special emphasis on the UNIX operating System. The objective of this course is to introduce the student to some of the basic features of modern operating systems. The course is intended for students majoring in the department of Systems and Computer Science. Students program extensively in order to understand the difficulties involved with writing operating systems. An operating system design must balance several factors such as speed of throughput, ease of use, security, size of code, and ease of modification; therefore, students must be able to make design decisions based on balancing several different factors.
- **SYSCS-306-680 Advanced Operating Systems (graduate)** - Presents advanced topics in operating systems with particular emphasis on Distributed systems, layered protocols, the client-server model, remote procedure call, group communication, clock synchronization, mutual exclusion, distributed shared memory, election algorithms, atomic transactions, threads, distributed file systems, and global systems. Students program extensively in C/Java/C++ language. The objective of this course is to investigate current research on distributed systems. The course is designed to be an engaging research

course. Students will be required to write an original research paper during the course of the semester, and give an oral presentation of their research. The course covers contemporary distributed systems concepts in the areas of distributed algorithms, distributed file systems, and distributed operating systems.

- **SYSCS-306-363 Large Scale Programming** - Introduces some of the basic principles of software engineering in the context of a moderate-sized programming project. Students will program extensively in Java. The objective of this course is to introduce the student to applications and systems in the large scale. Students are introduced to the object-oriented method to software design using UML. Students apply the object-oriented design/analysis techniques of UML to a realistic Java application.
- **SYSCS-306-350 Structure of Programming Languages** - Introduces finite automata and formal languages; regular languages; context-free languages; top-down, bottom-up parsing; elements of the design of languages; survey of procedural languages; functional languages; introduction to LISP; programming in logic, object-oriented languages. The course objective is to provide an overview of the key paradigms used in developing modern programming languages. To highlight several languages (i.e. C/Java/Lisp/Prolog), to permit programs to be written in each language. To explore the implementation of each language in sufficient detail to provide the programmer an understanding of the relationship between a source program and its execution behavior. To provide sufficient formal theory to show where programming language design fits within the general computer science research agenda.
- **SYCS-306-402 Mobile Application Development** - This course will introduce students to developing applications which target mobile devices. Students will be introduced to many issues unique to mobile applications, including synchronization, remote data access, security and sometimes-connected networks. They will research topics in these areas and develop a significant project that demonstrates their knowledge and understanding of these issues.
- **SYSCS-306-510 Computer Architecture (graduate)** - Overviews the concepts underlying the design of high performance computer architectures, with an emphasis on quantitative evaluation and the interplay between computer architecture and the design of compilers and operating systems. Topics include: pipelined, superscalar, vector, and parallel processors; hard-wired scheduling and branch prediction; cache and virtual memory-hierarchy design; shared-memory and message-passing scalable multiprocessors. Case studies including RISC/CISC and SIMD/MIMD architectures.
- **SYCS-306-652 Special Topics**- Presents special projects for students who wish to independently pursue reading and study in a topic mutually agreed upon by a member of the faculty and the student.
- **SYCS-306-500 Masters Project** – Course for project option designed for students interested in a terminal master's degree.
- **SYSCS-306-600 Masters Thesis** – Course for thesis option designed for students who are interested in eventually obtaining a Ph.D. in computer science or for well-qualified students who wish to complete a master's degree in the shortest time possible.

Titles of dissertations or theses (directed). Doctoral dissertation by “D” and master’s thesis by “M.”

- Marlon Mejias, “A SOCIO-TECHNICAL APPROACH TO UNDERGRADUATE COMPUTER SCIENCE STUDENT DEVELOPMENT”, (D)
- Mark Howard, “HUVLE: The Howard University Second Life Learning Environment”, Dec 2009 (M).
- Marcus Atkinson, “Real-Time Military Mobility Models Using Continuum Dynamics”, Dec 2009 (M).
- Oluwafemi O. Oladosu: "Implementation of Lazy-Gang Scheduling for Interactive High Performance Computing", May 2006. (M)
- Joseph Gill: “A Parasitic Floating Data Storage“, August 2004. (M)
- Swagata Pramanik: “Application of Ordinary Differential Equations for Modeling Delay Tolerant Networks”, August 2004. (M)
- Suleiman Baajun: “A Personal Area Network Storage Architecture to Support Disaster Recovery for Mobile Devices”, December 2003. (M)

- Jhaldir Wilson: “A High Performance JVM Cluster To Support Safety Critical Enterprise Applications”, May 2003. (M)
- Nathaniel Woodard: “Using User Defined Validation to Increase Accuracy of Internet Search Engines”, May 2002. (M)
- Barrington Turgott: “A Reliable Hierarchical Multicast Protocol Over Mobile IP”, May 2001. (M)
- Moses Garuba: “Delegation and Trust in Computer Systems”, May 2000. (M)

Titles of dissertations or theses (read as member of committee). Doctoral dissertation by “D” and master’s thesis by “M.”

- Anietie Andy, Exploring Entity-Based approaches to answering questions in Community Question Answering Systems, Dec. 2016 (D)
- Ketly Jean-Pierre, “Structured Adaptive Individualized Learning System (SAILS)”, May 2017 (D)
- Tacuma Solomon, “Identifying Subgroups of Minority Diabetes Type II Data Using Cluster Analysis”, May 2017 (M)
- Ackland Murray, “A Bayesian Approach to Predict Regime Threats”, (D)
- Jean-Claude Tounkara, “Protein Interactions”, May 2012 (M).
- Robert Person, “Improving the Learning Process with Online Learning Management Systems and Machine Learning”, May 2012 (M).
- Britney Hadley, “Characterizing Computer Security Threats in VCL”, May 2011 (M).
- Nana Ofoso, “Implementation of VCL at Howard University”, May 2010 (M).
- Temitayo Oladije, M.S., “Epidemic Routing Protocols in Delay Tolerant Networks with Group Mobility,” May, 2008. (M)
- Amen Ra Mashariki, “Model Driven Architecture Based Distributed System Development of Medical Device Middleware”, May, 2008, (D) – Morgan State University
- James Tolbert: "Motion Correctness Determined by Motion Capture Data Analysis". May 2006. (M)
- Abdul Rohaman Ofoli, “Development and Implementation of Real-Time Intelligent Controllers for Automation and Power Industry”, March 2006. (D) – HU EECE department.
- Peter Cherry, “Characterizing the Inter-Connectivity of Mobile Users Based on “Friendship” Using Wireless Network Traces”, Aug. 2006. (M)
- Innocent Ndimubanzi, “Achieving Event Reliability in Wireless Sensor Networks Using Distributed Data Redundancy”, Dec. 2006. (M)
- Ngizambote Mavana. “Secure Smart Card Log Files Transmission”. May 2007.
- Edward Appiah: “Performance Analysis of Multi-level Fragmentation Schemes “, August 2004. (M)

Titles of Masters Projects, Senior Projects, and Undergraduate Research Advised.

Masters Project Advisor:

- Jamika Baltrop, “Self Cleaning Architecture for VCL”, May 2012 (M).
- Britney Hadley, “Computer Security Threats in VCL”, May 2012 (M).
- Indumathi Gnanaprakasam: “Context-Aware Anti-Entropy”, (perspective Dec. 2008)
- Headley Murray: “Design and Development of a P2P Mobile File Sharing System”, 2008
- Fredrick Jenkins: “Security and Trust in a P2P Mobile File Sharing System”, 2008
- Juil Martin: “Modeling and Simulation of the Spread of Mobile Malware”, 2008
- Suganthi Gunasekaran: “Design and Development of an ABET Assessment Tool”, 2007
- Robin Williams: “DoReMe: A Digital Music Information Retrieval System Using String Alignment Algorithms”, 2007
- Jia Hong: “Performance Evaluation of Jini 1.0 Security”. 2003
- Sheri Joyner. “Database Design to Support the Question Bank for the VirtualTA Project”. 2002

- Katrina Godwin. “A Grade Profiling Engine for the VirtualTA Project”. 2002.
- Jon Adams. “A Distributed Peer-to-Peer Web Search Engine using JXTA”. 2002
- Zhuan-Hong Qiao. “Service Discovery in P2P networks using JXTA”. 2002.
- Richard Spencer: “Data Mining Techniques for the MESSENGER Trajectory Database”. 2002
- Darryl Frontin: “A Voice Automated Implementation of the DC Metro Ride Guide using VoiceML”. 2002.
- Tamsir Cham: “A Technical Analysis API in Java”. 2002
- R. Hemmings, “Wireless Remote Mirroring?”, 2001
- Gail Harriot. “Towards Jini Fault Tolerance”. 2001

Senior Project Mentor:

- Boluwatife Aiki-Raji, Errol Grannum, Barry Harris, Tarik Massac, Rev: A low-cost decentralized code review tool aimed at the classroom and small projects, May 2017
- Sydney Caldwell, Brandi Nicolls, Noah Heath, Travon Speller, Jesse Nwankwo, GoDJ: A SaaS solution for connecting DJs and clients, May 2017
- Nischal Baral, Oreoluwa Onatemowo, Ram Hari Dahal, Roshan Thapaliya, SqwkMob: A mobile billboard advertising system and exchange for personal and ride-share service drivers, May 2017.
- Hannah M. Clark, Portia Herndon, Sidney Hall, Shola Abimbola, Selina Jones, Justin Austin, Elyon Olaniran, Swype Shark: Leveraging the sharing economy for Howard University, May 2017
- Rhonda Davis, Modeling the spread of malaria using new RIDL abatement technology, Dec, 2014.
- David Harris, Design and Development of a Mobile Gateway for Mpesa Transactions, 2013
- Antonio McMichael, Ajira: Mobile Microwork to support the Informal Labor Market in South Africa, 2013
- Qi’anne Knox, “Mobile Math – A Mobile App for Middle School Math”, 2012
- O. Okelola, L. Yusef, K. Pacific, “ClickMan: A Context Aware Tour Guide”, 2007
- P. Jackson and T. Bell, “Genius Federation: A Social Network for the Creation of Ideas”, 2008.
- Joel Branch, Joseph Gill, Lorna Silbea, Kerry Ann White. “A Pervasive Storage Architecture to Support Multimedia On-demand”, 2000-2001
- Robert Rwebangira, Obinna Nwokolo, Tychus Adetayo.” Development of the Virtual TA using J2EE”, 2001-2002
- Collin Palmer, Omolara Laiyemo, Kehinde Onaadebo. “Implementing SSL Security into Jini 1.0”, 2002-2003
- Sean Meikle, Charles Gunn, James Keys, “Simulation of a Reliable Hierarchical Multicast Protocol over Mobile IP using OPNET”, 2000-2001

Research Involving Undergraduate Student without funding.

- Howard Sueing†, Jahmahrae Jackson†, Alicia Nicki Washington, Robert Rwebangira, Legand Burge: The Modeling and Analysis of the Washington Metropolitan Area Bus Network. Publication in MSV 2010
- A.N. Washington, R. Iziduh, J. Jackson, H. Sueing, L. Burge, R. Rwebangira, The Design of a Simulation for the Modeling and Analysis of Public Transportation Systems as Opportunistic Networks, Publication in IJCN 2010.
- Rhonda Davis†, Ronald Doku†, Wardell Samotshozo†, Mugizi Rwebangira, Chunmei Liu, Legand Burge, “De Novo Peptide Sequencing from Mass Spectrometry Data”, Publication in ADMI 2011.
- R. Rwebangira and L. Burge, “Constructing Reliable Software Across the ORB”. Spring 2000, Publication in NTA 2000.

(J) PROFESSIONAL SERVICE CONTRIBUTIONS

Panel Presentations/Testimonies:

- Panelist, Holistic Development of Underrepresented Students through Academic: Industry Partnerships, ACM SIGCSE, March 8, 2017, Seattle, Washington
- Panelist, A model CS Curriculum, Google CSe Summit, October 26, 2016, Washington, DC
- Panelist, “National Townhall Meeting on Minority Underrepresentation in Cybersecurity.”, October 7th, 2015 at 1:00-4:30p, Rayburn House Office Building, Captiol Hill..
- Panelist, “Chair’s Role in Junior Faculty Mentorship”, Faculty Development Workshop, Howard University, School of Social Work, DC, May, 2012.
- Panelist, “Junior Faculty Mentorship Workshop”, Dean’s and Chair’s Retreat, Howard University, Kellogg Center, Washington, DC, Feb. 18, 2011.
- Panelist, “Junior Faculty Mentorship Workshop”, Faculty Development Workshop, Howard University, CETLA, DC, Dec. 3, 2010.
- Panelist, “Junior Faculty Mentorship Workshop”, Faculty Senate Retreat, School of Law, Howard University, March 25, 2006.
- Panelist, “Emerging Leaders Empowerment Series”, Congressional Black Caucus Foundation (CBCF) 36th Annual Legislative Conference, Sept. 2006, Washington Convention Center, Washington, DC.
- Guest Panelist, “Icons of Non-Conventional Paths From College to Career”,(w/ T. Broome and M. Garuba), 20th National Science, Technology and Society Conference for IASTS, Baltimore, MD, Feb. 10, 2005.
- Panelist, “Evaluation of Administrative Functions (ISAS)”, Faculty Senate Retreat, School of Law, Howard University, Feb. 21, 2005.
- Panelist, “Junior Faculty Mentorship, Cronyism, and Collegiality”, Faculty Senate Retreat, School of Law, Howard University, Feb. 21, 2004.
- Co-Presentation on Linked Environments for Atmospheric Discovery (LEAD) Project (w/ Jiang Li), Minority Serving Institution Consortium (MSIC), NCSA- PACI, Arlington, VA., April 15, 2004.
- Co-Presentation (w/ Jiang Li) on Cyber Infrastructure Research at Howard University, MSIC Access Grid Session, May 12, 2004.
- Panelist on High Performance Computing Research, Access Grid Session Co-Chair, May 26, 2004.
- Invited Guest (by Dr. Gary Harris) - The Future of Electronic Voting. WOL 1540 AM; Dr. Gary Harris Commentator. Oct. 26th 2003.
- Panelist, “Graduate Opportunities in Computer Science”, The Symposium on Computing at Minority Institutions, Washington, DC, May 30-Jun. 1 2003.
- Invited Panelist for Curriculum design for Computer Science I (by Dr. John Trimble), Association of Computing at Minority Institutions Regional Workshop, Howard University, Washington, DC, Jan 2001.

Review Panels/Committees/Judge/Advising:

- Program Committee of the 3rd Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT) to be held in Baltimore, MD on February 21, 2018
- NSF review panel, CISE- SFS Capacity, February 20, 2015.
- Minority Faculty Council, NSF: Xsede – Education and Outreach, July 15-17, 2012 – present
- Program Committee, IBM Cloud Academy, April 2012 – present
- Academic Advisory Board, ACM DC Chapter, (10/2008 – 2011)
- Editorial board, International Journal on Cloud Computing: Services and Architecture (IJCCSA) (April 2011 – present)
- Committee Member: Computer Science Outside the Box, NSF-CISE, Nov. 11, 2008, Arlington, VA.
- Editorial board, Journal of Advanced Researches on Computer Science, (August 2008-present)

- Editor-in-Chief, Journal of Scientific and Practical Computing (March 2007 – present)
- Member Technical Committee SC (Super Computing) 2006, May 2005 – Oct. 2006.
- Program Committee, Chair and Reviewer: Track on Grid Computing, International Conference on Information Technology: Next Generation (ITNG), 2005-present.
- Editorial Board, Journal of Technology Studies (JOTS), 2/2005- 9/2008.
- Program Committee, Co-Chair and Reviewer: Special Session on Disruption Tolerant Networking, International Conference on Wireless Networks (ICWN), Scheduled for April 2005.
- Judge, Howard University Graduate Research Symposium, April 13, 2005
- Judge, Howard University Graduate Research Symposium, April 13, 2004
- Question Writer – ETS/GRE Computer Science Special Test. 2004 and 2003.
- National Technical Association (NTA) - member of National Conference Committee 2003, Publication Committee 2004-2005.
- Faculty co-advisor, founder: Upsilon Pi Epsilon (UPE) Honor Society, May 2003 – present
- NSF review panel, CISE- Research Experience for Undergraduates, Nov 12-14, 2003.
- Co-Chair and Reviewer: Session on Parallel/Distributed Computing; Strategies, Models and Algorithms, International Conference on Parallel Distributed Techniques and Applications (PDPTA), 2003.
- Program Committee, Chair and Reviewer: Special Session on Social Computing, International Conference on Information Technology, Coding, and Computing (ITCC), 2003.
- Associate Editor, International Conference on Information Technology, Coding, and Computing (ITCC), IEEE Computer Society Press, 2003.
- Co-Chair and Reviewer: Special Session on Database Technology, International Conference on Information Technology, Coding, and Computing (ITCC), 2003.
- Journal Reviewer: International Journal of Parallel and Distributed Systems and Networks (PDSN), Oct. 2001.
- Member of the Goddard Space Flight Center (GSFC) Semantic Web Special Interest Group (Oct. 2001 – present).
- NSF review panel: NATO Postdoctoral Fellowship, July 2, 2001.
- Conference reviewer: ACM Symposium on Applied Computing (SIGAPP). October 13, 2000.
- Program Reviewer/Evaluator: DEPSCoR proposal entitled "Reliable Software Components for RealTime Target Systems", Kansas State University. ARPA, ARO, BMDO, ONR, AFOSR,1999.

Talks and Conference Presentations:

- Presentation, “Startups as a way to Recovery”, TedX, Howard University, Washington, DC, September 15, 2016. https://www.youtube.com/watch?v=M-FN55IF_5Y
- Presentation, “Chair’s Role in Junior Faculty Mentorship”, Faculty Development Workshop, Howard University, School of Social Work, DC, May, 2012.
- Presentation, “Junior Faculty Mentorship Workshop”, Dean’s and Chair’s Retreat, Howard University, Kellogg Center, Washington, DC, Feb. 18, 2011.
- Presentation, “Junior Faculty Mentorship Workshop”, Faculty Development Workshop, Howard University, CETLA, DC, Dec. 3, 2010.
- Presentation, “Junior Faculty Mentorship Workshop”, Faculty Senate Retreat, School of Law, Howard University, March 25, 2006.
- Presentation, Genius Federation: Innovation, Knowledge Discovery, and Entrepreneurship, Chicago, IL, October 8th, 2011, NSF Center for Science of Information
- Presentation, Modeling the Spread of Mobile Malware,” International Conference on Modeling, Simulation, and Visualization Methods, July 14-17, 2008, Las Vegas, NV.
- Presentation, “Can students reengineer?”, ACM SIGCSE, March 12-15, 2008, Portland, OR.
- Presentation, “Research Capabilities in SCS”, NRAO Site Visit, Oct. 2, 2008, Charlottesville, Va.

- Presentation, “Research Capabilities in SCS”, Symantec + Deloitte & Touche Site Visit, April 14, 2008, School of Business, Howard University, Washington, DC.
- Presentation, “PICALO: A Context Aware Computer Architecture and Software Platform.”, David Stirrsman, Ph.D., ARL, May 11, 2007, Howard University, Washington, DC.
- Presentation, “Research Capabilities in SCS”, JHU-APL Site Visit, Dec. 6, 2006, Howard University, Washington, DC.
- Presentation, “WebDock: A Structure-Based Drug Discovery Web Service”, International Conference on Bioinformatics and Computational Biology (BIOCOMP '06), June 26-29, 2006, Las Vegas, NV.
- Presentation, “A Low-Cost Probabilistic Routing Algorithm for DTNs of Randomly Moving Nodes””, International Conference on Wireless Networks (ICWN '05), June 27-30, 2005, Las Vegas, NV.
- Presentation, “IEEE 1394: Another Low Cost Viable Alternative Interconnect for High Performance Computing”, International Conference on Parallel and Distributed Processing Techniques and Applications (PDPTA '05), June 27-30, 2005, Las Vegas, NV.
- Presentation, “A Low-Cost Probabilistic Routing Algorithm for DTNs of Randomly Moving Nodes”, International Conference on Wireless Networks (ICWN '05), Computer Science Research, Education, and Applications Technology (CSREA) Press, June 27-30, 2004.
- Presentation, ”Application of Disruption Tolerant Networking for Network Centric Warfare”, The Second Annual Colloquium on FMS and IMT in HPC, Orlando, Florida, March 3-4,2005.
- Presentation, “Computers: Inside and Out”, Science and Technology Program, National Congress of Black Women, Inc. , Nov. 20, 2004.
- Presentation, “ISAS Evaluation”, Faculty Senate Retreat, School of Law, Howard University, Feb. 21, 2004.
- Presentation, “The Design and Implementation of the Spacecraft Navigation & Ancillary Information Web Service”, ISWS'04 - The 2004 International Symposium on Web Services and Applications, Las Vegas, NV, July 21-24 2004.
- Presentation, “The Design and Implementation of the MESSENGER Trajectory Database”, The International Conference on Information Technology: Coding and Computing (ITCC 2004), Las Vegas, NV,(April 6, 2004).
- Presentation, “Improving Retention of Minority Freshmen in Engineering by Applying the Six Sigma Methodology”, The International Conference on Information Technology: Coding and Computing (ITCC 2004), Las Vegas, NV,(April 5, 2004).
- Presentation, “A Reliable Protocol For Multicast Data in Mobile Environments”, PDPTA '2003 - The 2003 International Conference on Parallel and Distributed Processing Techniques and Applications, Las Vegas, NV, (June 23-26, 2003).
- Presentation, “A Parallel Algorithm for Approximate String Matching”, PDPTA '03 - The 2003 International Conference on Parallel and Distributed Processing Techniques and Applications, Las Vegas, NV,(June 23-26, 2003).
- Presentation, “Jini Security: A Novel Approach”, IC'03 - The 2003 International Conference on Internet Computing, Las Vegas, NV,(June 23-26, 2003)
- Presentation, “PSTORE: A Pervasive Storage Architecture To Support Disaster Recovery of Mobile Data”, IC '03 - The 2003 International Conference on Internet Computing, Las Vegas, NV, (June 23-26, 2003).
- Presenter of Ph.D. Research in Distributed Systems: MII Infrastructure Grant for Ph.D. Program in Computer Science at Howard University, NSF, May 20, 2003, Co-Contributors: M. Garuba, K. Kaplan. Co-PI J. Trimble, Co-PI H. Keeling, PI: R. Leach.
- Exhibit – MESSWEB, Microsoft Technology Fair, Union Station, Washington, DC, May 21, 2003. http://pluto.scs.howard.edu/~blegand/digital_edge.wmv
- Presentation – The technology transfer of ENCOMPASS to DCEMA, IEEE Working Group on BioTerrorism Ad-hoc Committee meeting on Bio-terrorism and the evaluation of existing Biosurveillance Applications. Sponsored by DARPA, DCEMA, and Howard University Systems and Computer Science, March 4, 2002.

- Presentation: “Design and Implementation of the MESSENGER Trajectory Database”, JHU/APL MESSENGER Mission Design Review, June 2002.
- Exhibit – Campus Wide Grid Computing, Museum of Science and Industry, Chicago, IL, 1/2002- 3/2002
- Presentation: Howard University Future Aerospace Science and Technology - HUFASST Center Report, AFOSR, Arlington, VA, July 23, 2001. (Co-Presenter: H. Keeling)
- Presentation, “A Ubiquitous Stable Storage for Mobile Computing Devices”, ACM SIGAPP, 16th Annual Symposium on Applied Computing (SAC '01), Las Vegas, NV, March 11-14, 2001.
- Presentation and Demonstration: HU PREMI Group and Oracle Corp, The LEADERS Project and its Impact on Bio-terrorism. Health Science Library Dedication Ceremony. Nov. 16, 2001.
- Presentation: Howard University Future Aerospace Science and Technology - HUFASST Center Report, AFOSR, Howard University, Washington, DC, December 13, 2000. (Co-Presenter: H. Keeling, R. Leach, P. Keiler)
- JHU/APL, Presentation on Howard University Systems and Computer Science, Research Capabilities, July 2000. (Co-Presenters: G. Harris, C. Bates, J. Nicholson)
- Presentation, “JMAS: A Java-Based Mobile Actor System for Distributed Parallel Computing”, (COOTS) '99 - 5th Conference on Object-Oriented Technologies and Systems, San Diego, CA, May 1999.
- Invited Talk: Technology in the New Millennium: The Post-PC Era, Tuskegee University, College of Engineering, Architecture and Physical Sciences, Nov. 23, 1999

(K) RESEARCH (Grantsmanship)

External Grants:

My Role	Team	Title	Source	Amount	Period
Co-PI	PI: Kenneth Anderson	Teacher Quality Partnership Grant	DoEd	\$984,794	10/19-9/24
PI		ECS Professional Development	Google	\$30,000	5/17-5/18
PI	Co-PI: Jamika Burge	Black Women in Computing Workshop II	NSF	\$49,850	1/16-6/17
PI	Co-PI: Jamika Burge	GIRLS ROCK TECH: Integrating Computer Science Education into a National Girls Empowerment Program	NSF	\$249,715	8/16-7/18
Co-PI	PI: Grant Warner	iCorp: HU/Hampton i-Corp Site	NSF	\$300,000	8/15–10/20
Co-PI	PI: Tori Rhoulac	BPE: Collaborative Proposal: Using Lean LaunchPad to Promote Transfer Students Persistence in Engineering	NSF	\$351,000	11/14–10/17
PI	Co-PI: Kenneth Anderson	HBCU-UP - Targeted Infusion: Transforming Undergraduate Computer Science Education at Howard University	NSF	\$375,000	9/15–9/16
PI	Co-PI: Kenneth	CS10K: Partnership for Early	NSF	\$996,239	9/15–9/16

	Anderson	Engagement in Computer Science High School (PEECS-HS) Program: Exposing Students to Computer Science in Washington, DC Public Schools			
Co-PI	PI: A. N. Washington	HBCU-UP - Targeted Infusion: Transforming Undergraduate Computer Science Education at Howard University	NSF	\$375,000	9/13-9/15
Co-PI	PI: A. N. Washington	CS10K: Partnership for Early Engagement in Computer Science High School (PEECS-HS) Program: Exposing Students to Computer Science in Washington, DC Public Schools	NSF	\$996,239	9/12-9/15
Co-PI	PI: C. Liu	STC: Science of Information	NSF – Subcontract from Purdue	Howard: \$600K	8/10-8/15
Co-PI	PI: W. Southerland	Research Centers in Minority Institutions (RCMI) - New Faculty Support	NIH	\$150K	8/10-7/11
Co-PI	PI: G. Warner Co-PI: N. Washington	Exploratory Project: Graduating ENgineers In the U.S. (GENIUS) Summer Program.	NSF	\$76524	8/08-8/09
Co-PI	PI: G. Warner Co-PI: N. Washington Co-PI: J. Ganley	Graduating ENgineers in the U.S.: GENIUS Scholarship Program	NSF-SSTEM	Total: \$600K Me: \$50K/yr for Student Support	8/08-8/11
Co-PI	PI: L. Shapiro (Math), W. Eckberg (Biology)	RISE: Computational Biology (NSF-0401697)	NSF-RISE	Total: \$999K Me: \$60K/yr For Student Support, Travel	8/04-8/07
Co-PI	PI: Everett Joseph (Physics), Co-PI(s) J. Li, Vernon Morris (Chemistry), University of Oklahoma, NCSA,	Linked Environments for Atmospheric Discovery (LEAD) (NSF-0331594, FRS#634149)	NSF-ITR	Total: \$11M Me: \$390K for Student Support, Travel	8/03-9/08

	University of Alabama				
Co-I	PI: W. Southerland, et.al (College of Medicine)	Research Centers in Minority Institutions (RCMI) Parallelization of Molecular Dynamics Code on Loosely Couple Distributed Systems (NIH-G12-RR003048, FRS#632097)	NIH-RCMI	Total: \$6.2M Me: \$331.5K For Research Assoc, and Systems Engineer, Travel	6/03-5/08
PI		Messenger Space Mission Web Service Design and Development Expansion, APL Grant #-848967	Applied Physics Laboratory/NA SA	\$85435.61	1/1/02-4/30/04
Co-PI	PI: W. Southerland, et.al (College of Medicine)	Internet 2 Infrastructure grant supplement, NIH-G12-RR003048	NIH (RCMI)	\$156K	6/1/03 – 5/31/04
Co-PI	PI: Moses Garuba	Transitioning A BioWarfare and Chemical Warfare Defense Systems to DCEMA, MDA 172-01-C-0092	DARPA	\$112K	7/1/01 – 7/31/02
PI		Requirements Scenario Evaluation, APL Grant #833107	Applied Physics Laboratory	\$91798	1/1/01-12/31/02
PI		SLBM Accuracy Evaluation Program Display and Report Software, APL Grant #833298	Applied Physics Laboratory	\$98778	1/1/01-9/31/02
Co-PI	PI: Harry Keeling	Howard University Future Aerospace Science and Technology (HUFASST) Center	AFOSR	\$800K	7/1999-7/2001

Internal Grants:

My Role	Team	Title	Source	Amount	Period
Co-PI	PI: G. Warner	Howard University Second Life Learning Environment	FFAE	\$6K	7/08–6/09
PI	Co-PI: W. Southerland (CoM), C. Gloster, M. Mahmood (Math).	Genome-based Protein Structure Prediction (FRS#217511)	MWJ	\$100K	8/07–8/09
Co-I	PI: L. Leak (College of Medicine)	Vascular Endothelial Growth Factor (VEGF) Regulation of Lymphangiogenesis: Proteomic Analysis	MWJ	Total: \$100K For Post Doc.	8/04-8/07

		(FRS#217511)		Me: \$0	
Co-PI	PI: Harry. Keeling Co-PI: John Trimble.	Advanced Knowledge Acquisition and Dissemination System (AKADS) (FRS#252275)	MWJ	Total: \$450K Me: \$100K For Student Support, Travel)	8/03-9/06
Co-PI	PI: Todd Shurn	Patient Retained Emergency Medical Information System (PREMI)	MWJ	\$375K	6/1/01-5/1/03

Other Grants:

My Role	Type	Title	Source	Amount	Period
PI	Innovation & Entrepreneurship	HowU Innovate	SaraVentures	\$50K	FY16
PI	Industry Grant	Holistic Dev of CS Students	Xerox Foundation	\$50K	FY16
PI	Industry Grant - Student Support / PREFICS	CS Industry Affiliates Program	Lockheed Martin	\$40K	FY15
PI	Industry Grant - Student Support	CS Industry Affiliates Program	CapitalOne	\$10K	FY15
PI	Industry Grant - Hackathon	CS Industry Affiliates Program	GM	\$5K	FY15
PI	Industry Grant - Student Support	CS Industry Affiliates Program	EMC	\$10K	FY15
PI	Industry Grant - Student + Faculty Support / Hackathon	CS Industry Affiliates Program	Leidos	\$17K	FY15
PI	Industry Grant - Student Support / Hackathon	CS Industry Affiliates Program	Northrop Gruman	\$35,500	FY15
PI	Industry Grant - Student Support	CS Industry Affiliates Program	Xerox Foundation	\$50K	FY15
PI	Industry Grant - Student Support	CS Industry Affiliates Program	EMC	\$10K	FY14
PI	Industry Grant - Student Support	CS Industry Affiliates Program	Yahoo	\$8K	FY14
PI	Industry Grant - Student Support	CS Industry Affiliates Program	Yahoo	\$10K	FY14

	Support				
PI	Industry Grant - Student Support	CS Industry Affiliates Program	Xerox Foundation	\$50K	FY14
PI	Industry Grant - Student Support	CS Industry Affiliates Program	Capitol One	\$10K	FY14
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY13
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	EMC	\$10K	FY13
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Yahoo	\$10K	FY13
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY12
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	EMC	\$10K	FY12
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Conoco- Phillips	\$6K	FY12
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY11
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Lockheed	\$10K	FY11
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY10
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Compuwar e	\$10K	FY10
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Conoco- Phillips	\$4.5K	FY10
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Lockheed Martin	\$10K	FY10
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY09
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	State Farm	\$49K	FY09
PI	Industry Grant - Student	SCS Industry Affiliates Program	Avanade	\$10K	FY08

	Support				
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Lockheed Martin	\$10K	FY08
PI	Industry Grant - Research Support	Intel Multi-Core Curriculum Development	Intel	\$50K	FY08
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Goldman Sachs	\$10K	FY08
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Cisco	\$10K	FY08
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Google	\$10K	FY08
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	State Farm	\$10K	FY08
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY08
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY07
PI	Industry Grant - Research	Intel Multi-Core Curriculum Development, SCSIAP	Intel	\$42K	FY07
PI	Industry Grant - Student Support	SCS Industry Affiliates Program	Xerox Foundation	\$50K	FY06
PI	Travel Grant	Travel Grant to attend SC Global 2005	SC Global (MSIC)	\$1.2K	11/8/05
PI	Travel Grant	“Travel Grant to attend SC Global 2004	SC Global (MSIC)	\$1.5K	10/7/04

(L) PROFESSIONAL DEVELOPMENT

Seminars, Courses, Meetings, and Workshops Attended

- NSF CS4All meeting, Spelman College, Atlanta GA, January 2017
- National Innovation Network Meeting, National Harbor, MD, May 2017
- NSF PI meeting, Denver, CO, March 2017
- UNCF HBCU ICE Summit, November 17 – 20th, 2016, San Jose, CA
- Google CSe Summit, October 26, 2016, Washington, DC.
- Envisioning the Future of Undergraduate STEM Education (EnFUSE): Research and Practice on April 27-29, 2016 in Washington, DC
- NSF PI meeting, National Harbor, MD, February 2016
- Future of Darknet, Arlington, VA, February 2016
- ABET PEV Training, June 28-29, 2015, Baltimore, MD.
- Google GIR meeting, New York, NY, December 2015

- Lean LaunchPad Instructor Certification, Stanford University, Palo Alto, CA, April 2014
- Google GIR meeting, Atlanta, GA, August 2014
- NSF CE21 Community Meeting, Orlando, FL, Jan 3-8, 2014
- Howard University Visit to Yahoo Headquarters, May 2014
- Google Faculty Summit, July 25 -27, 2012, Mountain View, CA.
- Google HBCU Faculty Summit, August 7-10, 2012, Mountain View, CA.
- Google HBCU Faculty Summit, August 10-12, 2011, NYC, NY.
- GET Curriculum Workshop at Syracuse University, Syracuse, NY, 6/2011.
- Google HBCU Faculty Summit, August 3-6, 2010, Mountain View, CA.
- ABET Preparation Workshop, Feb. 9th, 2008 Tampa, Florida
- XSEDE Conference, July 15-17, 2012, Chicago, IL
- Roundtable for Department Chairs, ACM SIGCSE, Portland, OR, March 12, 2008
- QPR Suicide Prevention Gatekeeper Program, Donna Barnes, Nov. 7th 2007.
- QEM workshop on NSF MRI Proposal Development and Evaluation, Albuquerque, NW, September 28-29, 2007
- National Black Data Processors Convention, August, 2007.
- Joint NSF-NASA Research and Education Opportunities Conference for PI, Faculty, and Partners, Chantilly, VA, Feb. 22-24, 2007
- CMU Fusion Forum, Carnegie Mellon University, Pittsburg, PA, Nov 16 – 18, 2007.
- Google Faculty Summit, July 25 -27, 2007, Mountain View, CA.
- Google Faculty Summit, July 26 -28, 2006, Mountain View, CA.
- Roundtable for Department Chairs, ACM SIGCSE, Houston, TX, March 1, 2006
- ABET Commission Summit, Oct. 25, 2006, Tampa, FL.
- Minority Serving Institution High Performance Computing Consortium (MSIC) Weekly Meetings over the Access Grid, Wednesdays at 3:30-5pm., 2004-2006.
- NSF Workshop on High Performance Computation, Data Storage, and Large Databases, December 5-6, 2006, Arlington, VA 22203
- Mid-Atlantic One Day Workshop on Windows Academic Program: on Teaching and Research with Windows OS Source Code, University of Maryland College Park. Dec. 1, 2006.
- HU Research Administration and Compliance Retreat, Aug, 17 and Aug. 24, 2006
- Project Kaleidoscope: “Translating How People Learn into a Roadmap for Institutional Transformation”, Kansas City, KS, Sept 30, Oct 2, 2005.
- HU Faculty Senate Retreat, 2005. 2006, 2007.
- Rigorous Research in Engineering Education Workshop, Golden, Colorado, July 31, 2005 – August 5, 2005.
- The Second Annual Colloquium on FMS and IMT in HPC, Orlando, Florida, March 3-4,2005.
- Junior Faculty Mentorship and Professional Development, Taft H. Broome Jr., Ph.D., Howard University, LKD 3007, Every Friday, Spring 2004 Semester, 4pm-6pm.
- Black Engineer of the Year Conference/Awards Ceremony, Baltimore, MD, Feb. 2003 and 2004.
- Minority Serving Institution High Performance Computing Consortium (MSIC) Weekly Meetings over the Access Grid, Wednesdays at 3:30-5pm.
- Howard University Faculty Senate Retreat, Howard Law School, Washington, DC, Feb. 21, 2004.
- Parallel and Distributed Heterogeneous Computing Systems, Speaker: Prof. H. J. Siegel, CSU, June 24, 2004, 6pm-9:30pm, International Multi-conference in Computer Science and Engineering, Las Vegas, NV.
- IP-Oriented QOS in the Next Generation Networks: Application to Wireless Networks, Speaker: Prof. P. Lorenz, Universite de Haute Alsace, France, June 25, 2004, 6pm-9pm, International Multiconference in Computer Science and Engineering, Las Vegas, NV.
- Overview of Linux Cluster to support RCMI – Laboratory for Molecular Dynamic and Computations Year 1 Review, April 15, 2004, 500 Sealey G. Mudd Bldg. Howard University, Washington, DC

- IEEE Working Group on Bio-Terrorism Ad-hoc Committee meeting on Bio-terrorism and the evaluation of existing Bio-surveillance Applications. Howard University, LKD 1020, Washington, DC, March 4, 2002.
- Attended Oracle Certification Courses in Support for the Oracle Academic Initiative Program:
 - Java Programming March 19 – 23, 2001, Bethesda, MD
 - Intro. To Oracle SQL Feb 19-23, 2001, Bethesda, MD
 - Developing Database Applications with Java – Part 1 – April 23 -24, 2001 Bethesda, MD
 - Developing Database Applications with Java – Part 2 – May 14 -15, 2001 Bethesda, MD
 - UML May 15 – 16, 2001 Bethesda, MD
- Member of the Goddard Space Flight Center (GSFC) Semantic Web Special Interest Group – meetings held once a month (Oct. 2001 – present)
- MESSENGER Project Meetings at The Johns Hopkins Applied Physics Lab 2001-2003
- Howard University Workshop on Grant Writing. 2000
- Howard University Workshop on Sexual Harassment in the Workplace. 2000

Conferences Attended:

- 3rd Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT) to be held in Baltimore, MD on February 21, 2018
- Open 2016: VentureWell Conference, Washington, DC, March 20-22, 2017
- NSF RP CSforAll Workshop, Jan. 9 -10, 2017, Atlanta, GA
- HBCU Innovation Summit, San Jose, CA, Nov. 17-20th, 2016
- HBCU CSe Summit, Washington, DC, October 26, 2016
- Open 2015: VentureWell Conference, Washington, DC, March 20-22, 2015
- Open 2014: NCIIA Annual Conference, San Jose, CA. March 21-22, 2014
- XSEDE Conference, July 3-17, 2014, Atlanta, GA
- EPICENTER: Pathways to Innovation Conference, Phoenix, AZ, Feb. 26-29, 2014
- HBCU Innovation Summit, San Jose, CA, Oct 29-Nov.1, 2013
- SIGCSE Conference, Denver, CO, March 6-9, 2013
- 20th European Conference on Information Systems, ESADE, Barcelona, Spain, June 10-13, 2012
- Frontiers in Education: Computer Science and Computer Engineering, July 16-19, 2012, Las Vegas, NV
- Xsede Conference, Chicago, IL. July 15-17, 2012
- International IBM Cloud Academy Conference, April 19-20, 2012, RTP, NC
- Frontiers in Education: Computer Science and Computer Engineering, July, 2011, Las Vegas, NV
- 4th Annual US HUPO Conference (US HUPO), March 16-19, 2008, Bethesda, MD.
- International Conference on Bioinformatics and Computational Biology (BIOCOMP '07), June 25- 28, 2007.
- ITNG '2007 - The 2007 International Conference on Information Technology: Next Generations, Las Vegas, NV, April 2-7, 2007.
- ACM SIGCSE, March 1-5, 2006, Houston, TX.
- PDPTA '2006 - The 2006 International Conference on Parallel and Distributed Processing Techniques and Applications, Las Vegas, NV, July 26-29 2006.
- BIOCOMP '2006 - The 2006 International Conference on Bioinformatics and Computational Biology, Las Vegas, NV, July 26-29 2006.
- 21st Conference on Weather Analysis and Forecasting/17th Conference on Numerical Weather Prediction, Washington, DC, August, 2005.
- PDPTA '2005 - The 2005 International Conference on Parallel and Distributed Processing Techniques and Applications, Las Vegas, NV, July 27-30 2005.
- ICWN'05 - The 2005 International Conference on Wireless Networks, Las Vegas, NV, July 27-30 2005.

- International Conference on Information Technology: Coding and Computing (ITCC 2005), Las Vegas, NV.(April 4-6, 2005).
- IC'04 - The 2004 International Conference on Internet Computing, Las Vegas, NV, July 21-24 2004.
- ISWS'04 - The 2004 International Symposium on Web Services and Applications, Las Vegas, NV, July 21-24 2004.
- International Conference on Information Technology: Coding and Computing (ITCC 2004), Las Vegas, NV.(April 5-8, 2004).
- CISST'03 - The 2003 International Conference on Imaging Science, Systems, and Technology, Las Vegas, NV, (June 23-26 2003).
- PDPTA '2003 - The 2003 International Conference on Parallel and Distributed Processing Techniques and Applications, Las Vegas, NV, (June 23-26 2003).
- IC'03 - The 2003 International Conference on Internet Computing, Las Vegas, NV, June 23-26, 2003
- Microsoft Faculty Summit, Redmond, WA, July 26-28, 2003.
- The Symposium on Computing at Minority Institutions, Washington, DC, May 30-Jun. 1 2003.
- National Technical Association Conference. Sept. 9-13, 2003, Orlando, FL
- Microsoft Faculty Summit, Redmond, WA, July 22-24 2002.
- National Technical Association Conference, Las Vegas, Oct, 2002
- ACM SIGAPP, 16th Annual Symposium on Applied Computing (SAC '01), Las Vegas, NV, March 11-14, 2001.
- National Technical Association Conference. Oct. 18-21, 2000, Hampton, VA
- International Conference of Minorities in Computing (ADMI), June 2000, Hampton, VA
- ACM Java Grande Forum, Sir Francis Drake Hotel, San Francisco, California, June 3-4, 1999.
- JaveOne Developer Conference, Moscone Center, San Francisco, California, June 4-6, 1999.
- (COOTS) 5th Conference on Object-Oriented Technologies and Systems, San Diego, CA, May 3-7, 1999.

(M) DEPARTMENTAL, SCHOOL or UNIVERSITY COMMITTEES

Department:

- Student Advisor for last names beginning with letters A – F, (8/2016-Present)
- APT Committee (2015 – present)
- Undergraduate Curriculum Committee (2015 – present)
- Department Chair, (2006 – 2015)
- Assoc Department Chair (2005-2006)
- Graduate Program Coordinator (8/1/2005 – 5/1/2006)
- Student Advisor for last names beginning with letters S–W, all transfers (8/2006 – 8/2008)
- Student Advisor for last names beginning with letters N – R, (8/2000 – 8/1/2006)
- Undergraduate Curriculum Committee: member (8/2000 – 2002), Chair (8/2003 – 8/2005)
- Graduate Curriculum Committee: member (8/2002 – 8/2005)
- Senior Project Advisor (2001, 2002, 2007 and 2008)

School/College:

- Member, Google – Howard West Initiative 2016 - Present
- Member of HowU Innovate: Entrepreneurship and Innovation Faculty Team (2013 – present)
- Member of Advisory on Computer Utilization committee. Chair (8/2003 – 8/2006)
- Member of Sabbatical committee. (8/2001- present), Chair (8/2003 –8/2005)
- Member of Educational Policies committee (2000-2002).
- Member of Computer Engineering Degree Proposal and Curriculum Committee (Fall 2000)

University:

- Member: HowU Innovate Team, Director of the FOUNDRY 2016-present
- Member: ISE Computational Science and Research Center Working Group – Office of Senior Vice President, (April 2008 – May 2008).
- Judge: Faculty Senate - Emerging Scholar Award, March 15, 2007
- Participant: HUTEF – Graduate School Visitation Program, Feb. 22. 2007
- Member: CCEIC, Institute for Entrepreneurship, Leadership, & Innovation (ELI) (8/2007 – present)
- Divisional Coordinator for Engineering and Physical Science, The Graduate School (8/2006-2009)
- Member: Teaching, Learning, and Technology (TLT) Committee, CETLA, 2005-2006.
- Member of Committee on Entrepreneurship (Jan. 1, 2005 – 2006).
- Judge: Faculty Senate - Emerging Scholars Program, March 28, 2005.
- Member: Faculty Senate – Standing Committee on Library Systems Research/Resources, (Fall 2004 – 2008).
- Judge, Howard University Graduate Research Symposium and Research Day, April 13, 2005
- Member: Faculty Retreat Planning Committee, (2005, 2006).
- Member: Howard University Graduate Faculty, (2000 – present).

(N)PUBLIC AND COMMUNITY SERVICE

- Mentor for the Benjamin Banneker High School Community Laboratory Project, August 2015 – present. Students: Joan Sandoval-Flores, Mark Dante Miranda, Julian Urbina, Samuel Debrow, Jed Paolo De La Torre, Jaleel Martin, José Castellón
- Featured Article on HU CS – “Why Doesn’t Silicon Valley Hire Black Coders?”, Bloomberg BusinessWeek, January 2016.
- Instructor, PEECS – MS2/HU Computer Science Curriculum design and instruction for 6th, 7th, and 8th graders. August 2011-June2012.
- Involved in shaping policy in regards to providing input to Congressman Elijah Cumming’s office on House Bill H.R. 1 Broadband Stimulus under the American Recovery and Reinvestment Act. In 2008, 2009.
- Involved in shaping policy in regards to providing input to Senator Barbara Milkulski’s office on Senate Bill S. 1 Broadband Stimulus under the American Recovery and Reinvestment Act. In 2009
- Involved in shaping policy in regards to providing input to Office of Rural Utility Service (RUS), Jonathan Adelstein, US Department of Agriculture regarding the inclusion of community anchor institutions and more efficient wireless broadband technology in the Broadband Stimulus awards under the American Recovery and Reinvestment Act. In 2009
- Mentor for the Science and Technology Internship Program of the Prince George’s County Public Schools. Mentored two students from Charles Flowers High School every Wednesday at 3-5pm, August, 2007 – May 2008: Students: Tyra White and Jonovan Sanders.
- Mentor for the Benjamin Banneker High School Community Laboratory Project, August 2007 – present. Student: Jabari Jordan.
- Mentor Program along with Mu Lambda Chapter Alpha Phi Alpha Washington DC. “Go to High School, Go to College” – Banneker High School and Dunbar High School - Washing ton, DC. (Oct. 2001 – April 2002). Gave presentation on opportunities in Engineering and Computer Science.
- Mentored two students of the Benjamin Banneker Academic High School, Community Laboratory Program: Diane Bryce and Gregg Miller. 2002-2004
- TRIO, Workshop on Microcomputer Applications, Summer 2003
- TRIO Mentor for Math and Science Institute. Mentored 5 High School students in Computer Science. Summer 2000.
- Internet/Computer Seminar for Aiton Elementary and Scott Montgomery Elementary. Saturdays in the CLDC Howard University Lab 1pm – 4pm: Nov. 20, 1999, Dec. 11, 1999, Jan. 22, 2000.

Henry N. Hipps, III

- EXPERIENCE** 2011-Present **Bill & Melinda Gates Foundation** Washington, DC
Deputy Director, K-12 Education
- Manage a team that leads the Foundation's investments in curriculum and instructional tools, social emotional learning, postsecondary transitions, and digital content and tools
 - Lead portfolios that support the scaling of education innovation through more effective policy, transparency of outcomes, availability of market information, and transformation of key district processes
 - Sponsor the K-12 Education team's effort to deeply embody our commitment to equity through our grantmaking, hiring and culture
 - Direct the foundation's efforts to address the lack of diversity among entrepreneurs and executives focused on innovation in education
- 2009-2011 **Partnership for Los Angeles Schools** Los Angeles, CA
Senior Director of Operations and Education Technology
- Senior team member of Mayor Antonio Villaraigosa's education management organization charged with transforming underperforming public schools
 - Provided leadership in technology, strategic planning, performance management, facilities (including maintenance, capital projects, and capacity planning), school budgets, and other core operations areas supporting 20,000 students in 21 schools
 - Effectively collaborated with senior staff at Los Angeles Unified School District and individual school sites to manage and improve the delivery of these key services
 - Drove scalable education reform by leveraging management consulting experience, entrepreneurial skills and engineering background to apply systems thinking and management approaches from other sectors
- 2007-2009 **Trajectory Learning** Atlanta, GA
CEO
- Founder and CEO of Trajectory Learning, a K-12 education software and services venture
 - Developed web-based courses that delivered culturally relevant content and addressed various learning styles to improve the engagement and academic performance of underserved students
 - Designed and delivered English, Math and Science projects for clients including UC Berkeley, Infrastructure Academy, and Boys and Girls Clubs of America
 - Led strategy and performance management engagements for education services organizations
- 1999-2001, 2003-2007 **IBM Global Services** Atlanta, GA
Engagement Manager, Senior Consultant
- Consistently demonstrated ability to integrate high level strategy and operations to improve the performance of organizations. Projects included strategy, business process, and IT implementations for large, multinational companies. Generated results on time, on budget, and with high client satisfaction
 - Experience building large, complex organizations to deliver \$100M-\$300M business transformation engagements
 - Successfully led project teams of 25-100 highly educated professionals and delivery center personnel in multiple countries. Managed permanent team of project managers responsible for delivering consulting and systems integration projects, each with budgets of \$25M-\$50M
 - Recognized as an entrepreneurial thought leader with extensive experience developing new service offerings and frameworks that created value for clients

2001-2002 **Fulbright Program** Argentina, Brazil, Uruguay
Fulbright Scholar

- Successfully designed and implemented an independent project to investigate the use of Internet technology and business strategies to foster export growth from small and medium-sized enterprises in the Mercosur region
- Worked with business leaders and high-level government officials to analyze current utilization of the Internet for marketing, customer service, supply chain and financial processes. Identified sectors ripe for development and worked with various stakeholders to support entrepreneurs targeting those opportunities. Leveraged extensive experience in business and technology consulting to assist individual entrepreneurs and local business and economic development organizations

1998 **Universidad del Salvador** Buenos Aires, Argentina
Visiting Scholar

- Conducted research on the ability of Argentine universities to offer business development services to small and medium-sized enterprises to spur economic growth in their local environments
- Performed analysis on existing programs, carried out a comparative study with successful models in the U.S., and generated policy and program recommendations

1997 **Georgia Institute of Technology** Atlanta, GA
Graduate Associate, Advanced Technology Development Center

- Created and managed a business development framework that provided benchmarks for disbursing seed capital to new portfolio companies
- Co-developed an effective strategy for new venture support and technology transfer to help drive this award-winning start-up incubator toward financial self-sufficiency

1994-1996 **Bayer Corporation** Springfield, MA
Process Development Engineer

- Developed and managed projects to design innovative manufacturing processes that increased product performance and reduced operating costs. Launched and managed a new research program to transform a key manufacturing process to more efficient, environmentally friendly technology
- Member of team that won the Corporate Achievement Award for significantly improving a troubled product line

EDUCATION **Georgia Institute of Technology** Atlanta, GA 1998
Master of Science, Chemical Engineering

- GEM Fellow
- President, Black Graduate Student Association
- Language Institute for Business and Technology (Spanish)
- Georgia Tech Leadership Travel Fellowship
- CIBER International Scholarship

University of Pennsylvania Philadelphia, PA 1994
Bachelor of Science, Chemical Engineering

- William Penn Scholar
- National Society of Black Engineers
- Men's Track & Field (Athlete of the Year and six-time Ivy League Champion)
- Co-founder of tutoring program for inner-city youth
- Inroads (Sophomore & Junior of the Year)

PERSONAL INTERESTS Avid traveler, skier, scuba diver and reader.

LANGUAGES Spanish (fluent), Portuguese (proficient)

KEVJORIK D. JONES

EXPERIENCE

PNC BANK, Real Estate Banking

Relationship Manager, Senior Vice President

Washington, DC

August 2018-present

Lead lending team and portfolio management for \$740MM loan portfolio. Responsibilities include business development, deal underwriting, negotiating terms, navigating loan approval process, negotiating legal documents, coordinating closing due diligence, portfolio management, and consulting on workouts (limited experience)

- Originated \$1.175B (PNC exposure: \$530MM) in new loans and loan increases
- Collateral types include mixed use, office, multifamily, industrial, land and subscription facilities

EAGLEBANK, Commercial Real Estate Lending

Relationship Manager, Vice President

Bethesda, MD

January 2017-July 2018

Relationship Manager, Assistant Vice President

August 2014-2016

Lead lending team and portfolio management for \$388MM loan portfolio

- Originated over \$370MM (80+ notes) in new loans in addition to loan modifications and renewals
- Collateral types include multifamily, industrial, retail, land bridge, single family, promissory notes, partnership interests, assignment of cash flow distributions
- Loan types include acquisition, construction, renovation, pre-development, land entitlement, land bridge, development, mini-perms, secured lines of credit, unsecured lines of credit, and structured finance (hard money, mezzanine)

Portfolio Manager I & II

2011-2014

Supported Relationship Manager in loan production and portfolio management for over \$480MM (170+ notes) in new loan originations in addition to loan modifications and refinances. Served as sole underwriter on team of 3 professionals

COMMUNITY MANAGEMENT CORPORATION

Site Manager

Raleigh, NC

2008-2009

Managed a 48-unit Low Income Housing Tax Credit (LIHTC) multifamily complex

SUCCESS REALTY / KELLER WILLIAMS REALTY

Real Estate Consultant / Broker

Raleigh, NC

2006-2009

Performed full range of residential buyer and listing agent services: market analysis, financial feasibility, and negotiations

IBM CORPORATION

Network Services Student Employee

Research Triangle Park, NC

2004-2006

Managed site-wide (14 buildings) wireless implementation. Worked full time while completing bachelor's degree

EDUCATION

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA

Master of Business Administration, Real Estate

Philadelphia, PA

July 2009-May 2011

Howard E. Mitchell Fellow: Full tuition scholarship granted to 1% of class

- Member: Real Estate Club, African American MBA Association; CRE Competitions: ULI/Hines; UNC Chapel Hill
- Co-President, Rebuilding Together Philadelphia: coordinated campus wide volunteer effort to renovate homes for families in underserved Philadelphia neighborhoods
- Chair of Career Management and International Recruiting for cohort of 65 students

NORTH CAROLINA STATE UNIVERSITY

Bachelor of Science in Computer Science

Raleigh, NC

August 1999-May 2005

- SAS Institute Scholar (5 selected per year for academic performance and leadership), Young Black Entrepreneurs (Founder/President), Nat'l Society of Black Engineers (5 yrs), INROADS (2 yrs), Study Abroad (Ghana, W. Africa)

ADDITIONAL INFORMATION

Real Estate: Investment: Acquired, managed, rehabilitated and disposed of multiple residential investment properties;

Member: RELA, Real Estate Group, DCBIA, AAREP

Current Groups: Board Member: Digital Pioneers Academy (Finance Committee); **Member:** NMAAHC

Past Groups: Management Leadership for Tomorrow (MLT), INROADS, Leadership Education and Development (LEAD)

Interests: Mentoring, biking, public speaking, traveling, dancing, critical thinking and problem solving

N. Alexis Brown

- EXPERIENCE -

Director of Curriculum and Instruction **October 2020 – Present**

Digital Pioneers Academy, Washington, DC

- Lead strategy and programming to ensure academic achievement of scholars
- Support 30+ teachers in curriculum and instruction implantation and execution

Director of Finance and Operations **September 2020 – August 2020**

Digital Pioneers Academy, Washington, DC

- Managed operations team of three to ensure program and day-to-day operations for school of 360 scholars and 50 staff
- Oversaw finances of \$7M school budget
- Managed all external partnership and vendors
- Lead data management and oversaw compliance requirements with OSSE and PCSB

Director of Talent and Special Projects **June 2019 – August 2019**

Digital Pioneers Academy, Washington, DC

- Created and execute a recruiting strategy, which resulted in 20 new hires in six months
- Developed and execute a sourcing strategy, pre-screen candidates and deliver pre-qualified diverse candidates
- Managed and co-lead interview process with both technical and behavioral interviewing models
- Contributed to projects as part of the long-term strategy of building a best-in-class staffing organization

Special Assistant to the CEO **May 2018 – May 2019**

Digital Pioneers Academy, Washington, DC

- Managed inbox and schedule of Principal and CEO and ensured her time aligned to organization priorities
- Coordinated the communications and logistics of leadership team meetings, staff meetings, and board meetings and produced materials
- Performed research, data collection, document generation as necessary to complete special projects

Senior Associate, Ascend Program **August 2017 – May 2018**

Management Leadership for Tomorrow, Bethesda, MD

- Drove full life cycle and day-to-day operations for college persistence and career readiness initiative
- Collected, cleaned, tracked, and maintained integrity of constituent data (~1,000 participants) and managed integration with Salesforce database
- Analyzed data, summarized program evaluation survey findings, tracked progress towards program metrics, and provided recommendations for program improvement
- Identified and determined system improvements and implement necessary changes

College Success Instructor, Summer Math and Science Honors Academy **June 2017 – July 2017**

Level Playing Field Institute, Los Angeles, CA

- Designed STEM college and career readiness curriculum, incorporating themes of self-identity and social justice
- Implemented project-based and discussion-based lessons

School Administration Data Analyst

April 2017 – June 2017

Glasgow Middle School, Alexandria, VA

- Extracted, organized, and tracked academic, demographic, and behavioral data of 1,700+ students and 120+ teachers
- Analyzed data, presented findings, and proposed changes to administration

Coach and Teacher - 8th Grade Math

December 2016 – June 2017

Glasgow Middle School, Alexandria, VA

- Mentored and trained co-teacher in classroom management and student-centered learning
- Achieved district goal of 80% students passing VA state test

Seminar Facilitator

September 2015 – March 2016

Teach For America, Chicago, IL

- Selected to facilitate diversity, equity, and inclusion training
- Coached a group of 20 first-year teachers on implementing culturally responsive curriculum

Teacher - 7th and 8th Grade Math

July 2015 – July 2016

Gary Comer Middle School, Chicago, IL

- Created and implemented year-long curricula plans addressing two grade levels and three sets of math standards for 104 students
- Attained top network standings, including students averaging 30% above the network standard and growing 2.5 times the standard on progress tests

Team Lead – 8th Grade

August 2014 – June 2015

LEARN 8 Middle School, Chicago, IL

- Led weekly meetings, structuring priorities, and brainstorming solutions for 8th grade team (e.g. decreased behavior referrals by 30% by generating and implementing new structures)
- Collaborated with Principal, CEO, and peers to develop policies to improve school culture

Founding Teacher & Teach For America Corps Member

August 2013 – June 2015

LEARN 8 Middle School, Chicago, IL

- Tailored and implemented inquiry-based eight-grade math curriculum, incorporating differentiation and interventions for 80+ scholars, resulting in an average of 1.5 years growth on MAP
- Implemented inquiry-based science curriculum for 120 sixth-grade scholars

- TEACHING LICENSURE -

-
- Provisional Teachers License - Virginia (2017)
 - Professional Educator License - Illinois (2014) | K-9 and Middle School Science Endorsement

- PROFESSIONAL AND COMMUNITY ORGANIZATIONS -

-
- National Society of Black Engineers
 - Horizons Greater Washington
 - Teach For America
 - Leadership for Educational Equity

ERUM SIDDIQUI



SUMMARY

- Results-driven, conscientious educator and project manager with 8+ years of experience in education and project management in organizations with active national and international projects.
- Strong skills in knowledge exchange, program management, and monitoring and evaluation. Extremely adaptable, innovative, and goal-oriented.
- Excellent interpersonal skills in communicating complex ideas to a diverse range of people and fostering collaborative networks.
- Significant experience in educational leadership, project implementation, and data collection.

PROFESSIONAL EXPERIENCE

Principal Fellow, Digital Pioneers Academy *Washington, DC* (August 2020 – Present)

- Demonstrate instructional leadership by delivering data-driven STEM instruction to 8th grade scholars using the ICT model
- Work directly with the CEO/Principal to align on school goals and strategic implementation
- Coach instructional staff using research based best-practices and develop and execute staff professional development
- Support the recruitment and onboarding of new staff and scholars
- Build community partnerships by organizing and leading outreach efforts to scholars, their families, and the broader community

Manager, Project Management– IRUSA Endowment *Alexandria, VA* (July 2018 – August 2020)

- Developed and implemented development strategy for organizations with \$80M+ annual revenue leading to 25% revenue growth
- Designed and implemented a marketing strategy with a 75% increase in brand engagement
- Fostered partnerships and worked collaboratively across teams to manage 2.5K clients
- Directed cross-organizational teams through project lifecycle from ideation to project execution
- Monitored compliance with all relevant company policies and state and federal regulations resulting in 100% compliance

Teach for America– *Washington, DC* (June 2015 - July 2018)

Manager, STEM Program- (June 2016 - July 2018)

- Managed the STEM departmental budget, operations, and curriculum offerings for 1.2K+ students across grades 9 - 12
- Founded a pilot program that increased student participation in the annual STEM fair by 45%
- Created an online interactive platform to increase visibility and parental involvement for at-risk students
- Analyzed student data to ensure students are reaching 80%+ mastery through creation of customized and targeted curriculum

Lead STEM Instructor, Potomac High School- (June 2015 - July 2018)

- Delivered cross content NGSS curriculum to 160+ students each year across all high school age groups
- Managed outreach programs to increase student retention, increasing ninth grade STEM promotion by 20%
- Recognized for having the highest pass rate for State's High School Science Assessment in the school

Policy and Advocacy Fellow – Management Sciences for Health *Arlington, VA* (August 2014 – June 2015)

- Supported representatives to build sustainable health systems in Nigeria, Liberia & South Sudan serving 160K+ individuals
- Collaborated with international project staff to increase project breadth and efficiency by 20%
- Piloted a HR for health program to increase employee satisfaction and retention in the Gombe State in Nigeria by 30%
- Produced fact sheets and innovation briefs with updated technical strategies and results based on field research and findings

EDUCATION

Indiana University Lilly School of Philanthropy, Indianapolis, IN

Certificate in Fund Raising Management | January, 2020

University of Minnesota, Twin Cities Minneapolis, MN

Bachelor of Science, Genetics, Cellular Biology and Development | Class of 2012 | Honors: Benjamin A. Gilman International Scholarship recipient; University of Minnesota Dean's Scholar; University of Minnesota Iron Range Scholar

American University in Cairo, Cairo, Egypt

Arabic, Middle Eastern Studies, Human Rights Law | August 2009 – August 2010

SKILLS & INTERESTS

Activities:

Founder: Potomac Youth Envirothon

Teach for America Leadership Cohort, Teach for America Stewardship Leader, Leadership for Educational Equity Member

Student Action for Refugees Project Lead- Cairo, Egypt (2011)

Summited Cotopaxi Volcano, Ecuador (2019)

Languages: Urdu (Native Speaker); Hindi (Native Speaker); Punjabi (Advanced); Spanish (Intermediate); Arabic (Basic Proficiency)

Dietra Hunter

EDUCATION

Master of Arts: Psychology, May 2018
Adelphi University, Garden City, NY

GPA: 4.0

Bachelor of Arts: Psychology, May 2014
Hampton University, Hampton, VA

GPA: 3.79

CERTIFICATION

Advanced Certificate in Human Resource Management, Adelphi University
North Carolina Secondary Teaching License, East Carolina University

May 2018

May 2016

TEACHING & ADMINISTRATIVE EXPERIENCE

Digital Pioneers Academy Washington, D.C.

Associate Principal Fellow September 2020 – Present

- Serve as an instructional leader while delivering data driven STEM instruction to 8th grade students utilizing the ICT model
- Coach instructors and support professional development planning and execution to meet targeted goals for academic achievement and advancement
- Work directly with the CEO/Principal as a member of the leadership team to align on strategic implementation
- Support the execution of school wide events, community outreach opportunities, recruitment and onboarding

Woodstock Job Corps Center Woodstock, Maryland

Academic Manager November 2019 – September 2020

- Supervised the Career Education Department while hiring, training and motivating staff to deliver high quality academic instruction, services and programming to meet monthly performance goals
- Provided comprehensive and individualized case management to ensure student progress in literacy and numeracy skills, HSD/HSE achievement and completion of the Job Corps program

Woodland Job Corps Center Laurel, Maryland

Academic Manager July 2018 – October 2019

- Supervised the Education Department while training and motivating staff to deliver high quality academic instruction, services and programming to meet monthly performance goals
- Provided comprehensive and individualized case management to ensure student progress in literacy and numeracy skills, HSD/HSE achievement and completion of the Job Corps program
- Serves as a Disability Coordinator to assist with applicant file review and create accommodation plans in accordance with students Individualized Education Programs
- Collaborated with other departments and establishes community partnerships to create an environment that is stimulating for students while modeling positive behaviors and utilizing progressive discipline

Bridges to Adelphi Program: Adelphi University Garden City, New York

Peer Mentor Supervisor August 2017 – May 2018

- Vetted, trained, and paired 53 mentors with students diagnosed with Autism Spectrum Disorder, other non-verbal learning disabilities, and comorbid mental illness to improve social skills
- Participated in weekly case conference meetings and facilitated monthly group supervisions to evaluate effectiveness of the program
- Supervised 15 mentor and mentee relationships through report feedback and performance assessments

Southeast Collegiate Prep Academy Halifax, North Carolina

Math Department Chair August 2015 - June 2016

- Facilitated monthly departmental meetings across Halifax County School District to promote professional academic training and clarify department expectations and goals
- Led group and individual activities to foster academic achievement while evaluating data to track progress

Secondary Math Teacher August 2014 - June 2016

- Developed and implemented lesson plans and administered assessments for three Algebra I classes (70 students)
- Provided a classroom atmosphere conducive to learning and student engagement while allowing open communication among students, parents, and teacher to promote student success
- Conducted quarterly parent-teacher conferences to ensure attention is directed towards each student's needs

Hampton University Hampton, Virginia

Teacher Assistant - Psychology Department September 2012 - May 2014

- Enforced policies and procedures by monitoring behavior during lectures and exams; graded assignments, homework, tests, and quizzes for approximately 90 students
- Developed lesson plans, demos, and study sessions to reinforce previously-taught and new material
- Tutored students to help complete assignments and develop understanding of concepts

CLINICAL EXPERIENCE

Bridges to Adelphi Program: Adelphi University Garden City, New York

Academic Coach August 2016 – May 2018

- Provided academic support services to students diagnosed with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), other non-verbal learning disabilities, and comorbid mental illness
- Assisted students with improving executive functioning and behavior regulation skills through individual and group coaching sessions
- Discussed academic issues and socialization problems to promote independence and adaptation to college life

Leadership Training Institute Hempstead, New York

Case Manager Intern May 2017 – August 2017

- Conducted intakes with potential clients and attended monthly home visits for current clients
- Co-facilitated support groups and assisted in conducting the Adverse Childhood Experience assessment
- Directed individual and group psychosocial education sessions with adolescents at Nassau Juvenile Detention Center
- Reviewed, wrote and assisted in completing progress notes, treatment plans and service workshops in a timely manner to report to the program director in weekly meetings

COMMUNITY OUTREACH EXPERIENCE

AmeriCorps Eastern North Carolina

Volunteer July 2014 - July 2016

- Participated in a network of non-profit community organizations and public agencies supported by the U.S federal government to meet the critical needs of the public
- Contributed to education reform by providing mentoring and academic support services to low-performing schools in low-income communities throughout Eastern North Carolina

Teach for America Eastern North Carolina Region

Corps Member May 2014 - June 2016

- Selected from a competitive pool of 40,000+ applicants to join a National Teacher Corps of recent college graduates and professionals who commit two years to teach in urban and rural public schools across the US
- Participated in intensive training to achieve significant gains in student achievement, while simultaneously teaching in a middle school summer academic enhancement program in Tulsa, Oklahoma

AFFILIATIONS

Beta Kappa Chi National Scientific Honor Society, October 2013 - Present

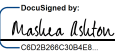
Psi Chi: International Psychology Honor Society, September 2013 - Present

Golden Key National Honor Society, October 2012 - Present

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?		X
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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
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?	X	
Did you or your spouse provide any start-up funds to the proposed charter school?		X
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
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
Do you currently serve as a member of the board of any public charter school?	X	
Do you currently serve as a public official?		X
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	X	
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 Ashton	Title CEO
Name of Proposed School School Digital Pioneers Academy High	Date 9/18/2020

I am currently employed as the CEO of Digital Pioneers Academy and intend to remain as such should the application be approved for Digital Pioneers Academy to expand to a high school.


I currently serve on the board of Washington Leadership Academy. There have been no historical or foreseeable conflicts of interests between these capacities.

I established Digital Pioneers Academy.

Conflict of Interest Form

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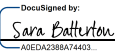
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Signature 	
Name Mary Wells	Title Managing Partner, Bellwether Education Partners
Name of Proposed School School Digital Pioneers Academy High	Date 9/11/2020

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
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 Sara Batterton	Title Independent Consultant
Name of Proposed School School Digital Pioneers Academy High	Date 9/11/2020

Sara Batterton

Conflict of Interest Disclosure Form

September 11, 2020

Additional Context for the Question: Are you a member of the Board of a public charter school?

Yes, I am a member of the Board of Digital Pioneers Academy PCS.

Additional Context for the Question: Do you currently serve as a public official?

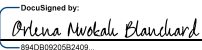
I (Sara Batterton) and not an elected public official. However, I do serve in a voluntary capacity on a publicly appointed committee, OSSE's DC Public Charter School Credit Enhancement Committee. I was appointed to this committee by the DC PCSB for a 3-year term beginning on October 28, 2019 and ending October 28, 2022. Should Digital Pioneers Academy come before this Committee for any required financial transactions while I am both a member of this committee and a Board Member of Digital Pioneers Academy, I would need to disclose my Board affiliation to the OSSE Committee Counsel and expect that I would also be required to recuse myself from any votes by the Board. To ensure there is no actual or perceived conflict in these roles, I would defer to OSSE Legal Counsel to the Committee for final guidance on my participation.



Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.


	Yes	No
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 Orlena Nwokah Blanchard	Title President & COO
Name of Proposed School School Digital Pioneers Academy High	Date 9/10/2020

Conflict of Interest Form

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Signature 	
Name Paul O'Neill	Title Trustee
Name of Proposed School School Digital Pioneers Academy High	Date 9/15/2020



Lam Nguyen [redacted]

Board Meeting

Paul O'Neill <[redacted]>

Wed, Sep 16, 2020 at 12:58 PM

To: Lam Nguyen <[redacted]>

Sure. Resume attached. In addition to DPA, I am also on the board of the New York Center for Autism Charter Schools (two campuses). I used to be on the boards of Manhattan Charter School and Manhattan Charter School 2.

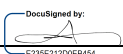
[Quoted text hidden]

 **PON resume 9-1-20 .docx**
33K

Conflict of Interest Form

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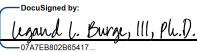
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Signature 	
Name Johnny Taylor, Jr.	Title Board Member
Name of Proposed School School Digital Pioneers Academy High	Date 9/10/2020

Conflict of Interest Form

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
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Signature 	
Name Legand L. Burge, III, Ph.D.	Title Professor of Computer Science, Howard University, DPA B
Name of Proposed School School Digital Pioneers Academy High	Date 9/10/2020

Conflict of Interest Form

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Signature 	
Name Henry Hipps	Title Mr
Name of Proposed School School Digital Pioneers Academy High	Date 9/11/2020

Conflict of Interest Form

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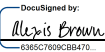
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Signature 	
Name kevjorik Jones	Title Board Member - Finance Committee
Name of Proposed School Digital Pioneers Academy High School	Date 9/11/2020

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

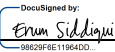
	Yes	No
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?		X
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
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
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
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?		X
Did you or your spouse provide any start-up funds to the proposed charter school?		X
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
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
Do you currently serve as a member of the board of any public charter school?		X
Do you currently serve as a public official?		X
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
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 Alexis Brown	Title Director of Curriculum and Instruction
Name of Proposed School School Digital Pioneers Academy High	Date 9/16/2020

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?		X
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
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
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
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?	X	
Did you or your spouse provide any start-up funds to the proposed charter school?		X
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
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
Do you currently serve as a member of the board of any public charter school?		X
Do you currently serve as a public official?		X
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
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 Erum Siddiqui	Title Principal Fellow
Name of Proposed School School Digital Pioneers Academy High	Date 9/16/2020




I am a current employee at Digital Pioneers Academy. My current role is the Principal Fellow, and should Digital Pioneers Academy be approved for the high school, I am a candidate for a leadership position at the proposed high school.

Conflict of Interest Form

If you answer "yes" to any of the following questions, provide an explanation on a separate sheet.

	Yes	No
Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		x
Do you, your spouse, or any member of your immediate family have any ownership interest in any school management organization or any other company contracting with the proposed charter school?		x
Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		x
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
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
Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its school management organization or other contractors?	x	
Did you or your spouse provide any start-up funds to the proposed charter school?		x
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
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
Do you currently serve as a member of the board of any public charter school?		x
Do you currently serve as a public official?		x
Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		x
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 Dietra Hunter	Title Associate Principal Fellow
Name of Proposed School Digital Pioneers Academy High School	Date 9/20/2020



Lam Nguyen [redacted]

Re: Please DocuSign: Conflict of Interest Form.docx

Dietra Hunter [redacted]
To: Lam Nguyen [redacted]

Sun, Sep 20, 2020 at 5:51 PM

Good Evening,

As a current Principal Fellow at DPA Middle School, should the application be approved for the high school, the plan is that I will transition to a staff member as a Principal or other leadership role at the high school.

Best,
Dietra
[Quoted text hidden]

Section G

Curriculum Samples

DPA Curriculum Samples

Course	Link	Notes
<p>Grade 9 Math, Algebra I</p> <p>Source: <i>When Math Happens</i></p>	<p>Year-Long and Unit Pacing: Algebra 1 (Unit 1 is “First 9 Weeks”).</p> <p>Daily Lesson: See sample task Filling It Up! (Jon Orr)</p>	<ul style="list-style-type: none"> • Complete, comprehensive open-source math curriculum for Algebra I. • Pedagogically aligns to our deeper learning framework, including use of 3-act tasks, conceptual probes, differentiated resources.
<p>Grade 9 Language and Literature</p> <p>Source: <i>New Visions Open Source Curriculum</i></p>	<p>Year-Long Plan: See 9th Grade Units ELA and P.1 of Skills and Content Alignment for the NV ELA Curriculum</p> <p>Unit Plan: 9th Grade Unit 3- Society and its Structure</p> <p>Sample Lesson: Week 2 Learning Plans, Lessons 6-10</p>	<ul style="list-style-type: none"> • Complete, comprehensive open-source ELA curriculum. • Common-core aligned. • Rich thematic units that comprise rigorous reading, writing, and speaking tasks; align with our Deeper Learning Framework.

Appendix 1
Sample Teacher Evaluation
Rubric

Teacher Performance and Evaluation Rubric

Domains	Domain Descriptions
Domain 1: Core Values	<i>You embody every single core value and you do it all of the time. When you find yourself in breach of any core value, you correct it immediately and work to ensure that any sort of misalignment with DPA’s values does not become a consistent occurrence. You possess strong character and mind and are always looking for ways to improve and become better for yourself, for the team, for students, and for parents. You are a guardian of our core values and you work to uphold all tenets. When others are misaligned, you address them, and you help them realign in ways that best serve the team, students, and families. You are maniacal when it comes to living our Core Values.</i>
Domain 2: Professionalism	<i>You are a consummate professional. You are timely to work, on time for all duties and professional responsibilities, and always dressed for success. You are a strong model for students and the team and you work to preserve a professional image that represents your brand and DPA’s vision for excellence. As a professional, you communicate. In fact, you over communicate. When you feel you are falling short of your professional duties, you communicate early and often. You Manage-up. You Manage-across. You communicate until you get an answer and until your issue is resolved. You always enter data in a timely fashion and your student records are always accurate. You meet all deadlines so that, in the end, your team, your students, and your families get what they need in advance. You are proactive, if you feel that a deadline is not possible to meet, and you propose a new deadline that gets your students and your team what is needed to keep the ball moving. In essence, you hold yourself accountable and you hold others accountable for a strong culture of professionalism so that all students and families receive excellence service.</i>
Domain 3: Classroom Management and Community Culture	<i>Your classroom is a beacon of excellence. Your students listen to and respect you and you respect and listen to your students. Relationships are strong – students feel known, loved, and respected always and you work to build strong resonant relationships with all children. Your classroom is beautiful, decorated with intentionality, and always clean. Your systems, routines, and transitions are seamless, and they give way to a culture of thinking and a love for learning. Little instruction time is wasted. You are urgent, consistently clear, and your pacing is appropriate for the grade, context, and task taught. Your classroom is full of joy, fair, and systems for behavior and incentives are used with flexibility and fidelity. The way you build relationships and manage your classroom and community is done with sky-high equity. You work to serve every child and family and you consistently reflect on your practices and communicate your need for development and support to serve all students. You always do whatever it takes to ensure all your students love you, love your class, and love each other.</i>
Domain 4: Intellectual Preparation and Planning	<i>You understand the purpose of every assessment, every unit, and every lesson. You always prepare intellectually for every lesson by completing all student-facing materials, anticipating where students’ misconceptions may arise. You have clear plans for addressing students’ areas of struggle and you consistently communicate on and across your</i>

	<p><i>team for support. You come to every planning meeting prepared and you do all of the intellectual preparation needed upfront to add value to every meeting. You “Stand and Delivers” are consistently strong because your preparation is strong. You collaborate with your team/ colleagues in and outside of formal meetings because you genuinely want to achieve your own mastery so there is mastery with students. As a result of your intellectual preparation and planning, your lessons are successful and you focus more time on active monitoring of student independent work time so that scholar mastery is achieved. In sum, you are always intellectually prepared because you understand that your own preparation ultimately determines the success of your scholars.</i></p>
<p>Domain 5: Teaching and Learning</p>	<p><i>Your lessons are always pitched high and you have high expectations for your teaching and student learning. You are a school teacher and you understand that all students deserve access to high quality teaching and learning opportunities. You follow all lessons as outlined and only make tweaks and/or adjustments that have been approved by your leadership and your team. If you make a change at the last minute, you always communicate those changes to your teams and leaders. You have a one-page mentality. You follow the architecture of all lessons, yet to make the experience authentic for both yourself and your students. During your lessons, you ask clear questions that help students gain a deeper understanding of the lesson and objectives. Your questioning techniques and teaching and learning practices are equitable and you hold all scholars to high expectations – not just the scholar who know the answer. You differentiate instruction so that all students are challenged. You never assume that students do not know, but you always make data-based decisions. You speak to all scholars like they are brilliant – because they are. You always ask to seek understanding and you use this data to help students continue to build knowledge. You consistently reflect on the teaching and learning process and you make the required adjustments, based on the data gathered, to adjust your practices to serve every scholar.</i></p>
<p>Domain 6: Data Driven Culture</p>	<p><i>You have solid systems for data gathering and action planning. Whether it is the responses you get from checking for scholar understanding and/or the information collected from an assessment, you are always collecting data and making intentional and strategic decisions about how to best meet the needs of every child. You have clear checklists/ systems for each unit, each lesson, and each assessment type and you are consistently using these checklists to drive instruction. You use gathered data to set goals for each student, to determine who to statically call on for lessons. All of your instructional decisions are data-based and you consistently communicate student data to/ with students, your team, and families. You consistently give high-quality feedback on student work that helps scholars become agents of their own understanding. For scholars who struggle academically, you use the data to help them get the support they need to thrive and love learning. You are a data expert and you are always doing what is best to close achievement gaps in and across your classroom. You operate with full integrity when it comes to data gathering and record-keeping and your files, data, and scholar records are always accurate.</i></p>

Teacher Performance and Evaluation Rubric

Domain 1: Core Values

Performance Category	Advanced - 4	Proficient - 3	Working Towards - 2	Needs Improvement - 1
Integrity	<i>Teacher is always authentic and transparent and trustworthy. Teacher always does the right thing, even when no one is looking and always holds self and others accountable as members of a team.</i>	<i>Leader frequently transparent and trustworthy. Leaders always does the right thing, even when no one is looking and frequently holds self and others accountable as members of a team.</i>	<i>Teacher is inconsistently transparent and trustworthy. Teacher inconsistently does the right thing, and inconsistently holds self and others accountable as members of a team.</i>	<i>Teacher is rarely transparent and trustworthy. Teacher rarely does the right thing, and rarely holds self and others accountable as members of a team.</i>
Innovation	<i>Teacher always thinks critically, creatively, and thoughtfully to solve complex problems. Teacher does not wait for answers, but seeks them.</i>	<i>Teacher frequently thinks critically, creatively, and thoughtfully to solve complex problems. Teacher does not wait for answers, but seeks them.</i>	<i>Teacher inconsistently thinks critically, creatively, and thoughtfully to solve complex problems. Teacher waits for answers.</i>	<i>Teacher rarely thinks critically, creatively, and thoughtfully to solve complex problems. Teacher does not seek answers.</i>
Growth	<i>Teacher loves feedback and believes feedback is critical for growth and exceeding all goals. Teacher always has a do-whatever-it-takes attitude to get the job done.</i>	<i>Teacher loves feedback and believes feedback is critical for growth and exceeding all goals. Teacher often has a do-whatever-it-takes attitude to get the job done.</i>	<i>Teacher does not love feedback and inconsistently believes feedback is critical for growth and exceeding all goals. Teacher inconsistently has a do-whatever-it-takes attitude to get the job done.</i>	<i>Teacher does not love feedback and does not believe feedback is critical for growth and exceeding all goals. Teacher does not have a do-whatever-it-takes attitude to get the job done.</i>
Results	<i>Teacher always works hard and does what it takes to drive results for the school community.</i>	<i>Teacher often works hard and does what it takes to drive results for the school community.</i>	<i>Teacher inconsistently works hard and does what it takes to drive results for the school community.</i>	<i>Teacher rarely works hard and rarely does what it takes to drive results for the school community.</i>
Optimism	<i>Teacher is always joyful and always brings positive energy to the school and community.</i>	<i>Teacher is often joyful and brings positive energy to the school and community.</i>	<i>Teacher is inconsistently joyful and does not always bring positive energy to the school and community.</i>	<i>Teacher is rarely joyful and rarely brings positive energy to the school and community.</i>
Empathy	<i>Teacher always listens, assumes the best of intentions, and builds strong relationships with every member of the team to create a Known-Loved-Respected (KLR) community.</i>	<i>Teacher often listens, assumes the best of intentions, and builds strong relationships with every member of the team to create a Known-Loved-Respected (KLR) community.</i>	<i>Teacher inconsistently listens, assumes the best of intentions, and builds strong relationships with every member of the team to create a Known-Loved-Respected (KLR) community.</i>	<i>Teacher rarely listens, assumes the best of intentions, and builds strong relationships with every member of the team to create a Known-Loved-Respected (KLR) community.</i>

Teacher Performance and Evaluation Rubric

Domain 2: Professionalism

Performance Category	Advanced - 4	Proficient - 3	Working Towards - 2	Needs Improvement - 1
Attendance	<i>Teacher is consistently present and on time to work. If issues of attendance arise, teacher always communicates early and often to the right channels and always has a plan to ensure all work responsibilities and duties are covered.</i>	<i>Teacher is consistently present and on time to work. If issues of attendance arise, teacher frequently communicates early and often to the right channels and frequently has a plan to ensure all work responsibilities and duties are covered.</i>	<i>Teacher is inconsistently present and on time to work. If issues of attendance arise, teacher inconsistently communicates early and often to the right channels and inconsistently has a plan to ensure all work responsibilities and duties are covered.</i>	<i>Teacher is rarely present and on time to work. If issues of attendance arise, teacher rarely communicates early and often to the right channels and rarely has a plan to ensure all work responsibilities and duties are covered.</i>
Professional Dress	<i>Teacher is always dressed for success and always serves as a strong professional model of staff, students, and families.</i>	<i>Teacher is often dressed for success and serves as a strong professional model of staff, students, and families.</i>	<i>Teacher is inconsistently dressed for success and inconsistently serves as a strong professional model of staff, students, and families.</i>	<i>Teacher is rarely dressed for success and rarely serves as a strong professional model of staff, students, and families.</i>
Communication	<i>Teacher's communication is always clear, precise, and timely. Teacher always communicates early and often with the team and ensures that critical information is always overcommunicated so that all tasks are finished to completion.</i>	<i>Teacher's communication is often clear, precise, and timely. Teacher often communicates early and often with the team and ensures that critical information is frequently overcommunicated so that all tasks are finished to completion.</i>	<i>Teacher's communication is inconsistently clear, precise, and timely. Teacher inconsistently communicates early and often with the team and ensures that critical information is inconsistently overcommunicated so that all tasks are finished to completion.</i>	<i>Teacher's communication is rarely clear, precise, and timely. Teacher rarely communicates early and often with the team and ensures that critical information is rarely overcommunicated so that all task are finished to completion.</i>
Deadlines	<i>Teacher always meets deadlines. In matters that a deadline cannot be met, the teacher always manages up early and often to the right channels to ensure that the job gets done excellently.</i>	<i>Teacher often meets deadlines. In matters that a deadline cannot be met, the teacher often manages up early and often to the right channels to ensure that the job gets done excellently.</i>	<i>Teacher inconsistently meets deadlines. In matters that a deadline cannot be met, the leader inconsistently manages up early and often to the right channels to ensure that the job gets done excellently.</i>	<i>Teacher rarely meets deadlines. In matters that a deadline cannot be met, the teacher rarely manages up early and often to the right channels to ensure that the job gets done excellently.</i>
Relationships with Colleagues	<i>Teacher consistently builds positive rapport with colleagues and consistently cultivates positive working relationships built on trust, respect, and clear and consistent communication.</i>	<i>Teacher often builds positive rapport with colleagues and often cultivates positive working relationships built on trust, respect, and clear and consistent communication.</i>	<i>Teacher inconsistently builds positive rapport with colleagues and inconsistently cultivates positive working relationships built on trust, respect, and clear and consistent communication.</i>	<i>Teacher rarely builds positive rapport with colleagues and rarely cultivates positive working relationships built on trust, respect, and clear and consistent communication.</i>

<p>Relationships with Families</p>	<p>Teacher consistently builds positive rapport with families and consistently cultivates positive relationships with families built on trust, respect, and clear and consistent communication.</p>	<p>Teacher often builds positive rapport with families and often cultivates positive relationships with families built on trust, respect, and clear and consistent communication.</p>	<p>Teacher inconsistently builds positive rapport with families and inconsistently cultivates positive relationships with families built on trust, respect, and clear and consistent communication.</p>	<p>Teacher rarely builds positive rapport with families and rarely cultivates positive relationships with families built on trust, respect, and clear and consistent communication.</p>
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Teacher Performance and Evaluation Rubric

Domain 3: Classroom Management and Community Culture

Performance Category	Advanced - 4	Proficient - 3	Working Towards - 2	Needs Improvement - 1
Attendance-Taking	<i>Teacher consistently takes and logs attendance on time so that all students are accounted for in the learning environment. Teacher consistently follows up with late or absent students and families to ensure they receive all missed materials.</i>	<i>Teacher frequently takes and logs attendance on time so that all students are accounted for in the learning environment. Teacher frequently follows up with late or absent students and families to ensure they receive all missed materials.</i>	<i>Teacher inconsistently takes and logs attendance on time so that all students are accounted for in the learning environment. Teacher inconsistently follows up with late or absent students and families to ensure they receive all missed materials.</i>	<i>Teacher rarely takes and logs attendance on time so that all students are accounted for in the learning environment. Teacher rarely follows up with late or absent students and families to ensure they receive all missed materials.</i>
Positive	<i>Teacher is consistently positive and consistently works to create a joyful learning community.</i>	<i>Teacher is frequently positive and frequently works to create a joyful learning community.</i>	<i>Teacher is inconsistently positive and inconsistently works to create a joyful learning community.</i>	<i>Teacher is rarely positive and rarely works to create a joyful learning community.</i>
Strong Voice	<i>Teacher consistently uses a strong, confident teacher voice that both signals respect and commands the room. Teacher is consistently trusted and respected by all students.</i>	<i>Teacher frequently uses a strong, confident teacher voice that both signals respect and commands the room. Teacher is frequently trusted and respected by all students.</i>	<i>Teacher inconsistently uses a strong, confident teacher voice that both signals respect and commands the room. Teacher is inconsistently trusted and respected by all students.</i>	<i>Teacher rarely uses a strong, confident teacher voice that both signals respect and commands the room. Teacher is rarely trusted and respected by all students.</i>
Supports the KLR Environment	<i>Teacher consistently ensures that all students feel known, loved, and respected in and outside of the learning community.</i>	<i>Teacher frequently ensures that all students feel known, loved, and respected in and outside of the learning community.</i>	<i>Teacher inconsistently ensures that all students feel known, loved, and respected in and outside of the learning community.</i>	<i>Teacher rarely ensures that all students feel known, loved, and respected in and outside of the learning community.</i>
Consistent Management	<i>Teacher consistently manages all parts of the classroom and learning community so that conditions are safe, fair, and consistent.</i>	<i>Teacher frequently manages all parts of the classroom and learning community so that conditions are safe, fair, and consistent.</i>	<i>Teacher inconsistently manages all parts of the classroom and learning community so that conditions are safe, fair, and consistent.</i>	<i>Teacher rarely manages all parts of the classroom and learning community so that conditions are safe, fair, and consistent.</i>
Routines and Procedures	<i>Teacher's routines and procedures are consistently clear, timely, and supports all parts of the learning environment.</i>	<i>Teacher's routines and procedures are frequently clear, timely, and supports all parts of the learning environment.</i>	<i>Teacher's routines and procedures are inconsistently clear, timely, and supports all parts of the learning environment.</i>	<i>Teacher's routines and procedures are rarely clear, timely, and supports all parts of the learning environment.</i>
Engagement	<i>Teacher is consistently engaging and authentic. Teacher consistently works to ensure that</i>	<i>Teacher is frequently engaging and authentic. Teacher frequently works to ensure that all students are engaged in all parts of the lesson.</i>	<i>Teacher is inconsistently engaging and authentic. Teacher inconsistently works to ensure that</i>	<i>Teacher is rarely engaging and authentic. Teacher rarely works to ensure that all students are engaged in all parts of the lesson.</i>

	<i>all students are engaged in all parts of the lesson.</i>		<i>all students are engaged in all parts of the lesson.</i>	
Class Reset	<i>Teacher consistently resets the classroom efficiently and effectively to keep attention and thinking focused on learning and KLR.</i>	<i>Teacher frequently resets the classroom efficiently and effectively to keep attention and thinking focused on learning and KLR.</i>	<i>Teacher inconsistently resets the classroom efficiently and effectively to keep attention and thinking focused on learning and KLR.</i>	<i>Teacher rarely resets the classroom efficiently and effectively to keep attention and thinking focused on learning and KLR.</i>
Managing Challenging Behaviors	<i>Teacher consistently manages challenging behaviors and has a plan that holds all students to high expectations, yet is consistently responsive to students' individual needs.</i>	<i>Teacher frequently manages challenging behaviors and has a plan that holds all students to high expectations, yet is consistently responsive to students' individual needs.</i>	<i>Teacher inconsistently manages challenging behaviors and has a plan that holds all students to high expectations, yet is consistently responsive to students' individual needs.</i>	<i>Teacher rarely manages challenging behaviors and has a plan that holds all students to high expectations, yet is consistently responsive to students' individual needs.</i>
Scholar Relationships	<i>Teacher consistently cultivates relationships with all students built on consistency, trust, fairness, respect, and authenticity.</i>	<i>Teacher frequently cultivates relationships with all students built on consistency, trust, fairness, respect, and authenticity.</i>	<i>Teacher inconsistently cultivates relationships with all students built on consistency, trust, fairness, respect, and authenticity.</i>	<i>Teacher rarely cultivates relationships with all students built on consistency, trust, fairness, respect, and authenticity.</i>

Teacher Performance and Evaluation Rubric

Domain 4: Intellectual Preparation and Planning

Performance Category	Advanced - 4	Proficient - 3	Working Towards - 2	Needs Improvement - 1
Lessons are Standards/ Objective Aligned	Teacher consistently utilizes the Standards - and Objectives- aligned Digital Pioneers Academy lessons to provide all scholars with a high-quality, joyful, and rigorous instructional experience.	Teacher frequently utilizes the Standards - and Objectives- aligned Digital Pioneers Academy lessons to provide all scholars with a high-quality, joyful, and rigorous instructional experience.	Teacher inconsistently utilizes the Standards - and Objectives- aligned Digital Pioneers Academy lessons to provide all scholars with a high-quality, joyful, and rigorous instructional experience.	Teacher rarely utilizes the Standards - and Objectives- aligned Digital Pioneers Academy lessons to provide all scholars with a high-quality, joyful, and rigorous instructional experience.
Materials are High Quality	Teacher consistently ensures that the format for all instructional materials is appropriate for scholars to show the required thinking work with ease. All materials are consistently clear, high-quality, and free of errors and typos.	Teacher frequently ensures that the format for all instructional materials is appropriate for scholars to show the required thinking work with ease. All materials are frequently clear, high-quality, and free of errors and typos.	Teacher inconsistently ensures that the format for all instructional materials is appropriate for scholars to show the required thinking work with ease. All materials are inconsistently clear, high-quality, and free of errors and typos.	Teacher rarely ensures that the format for all instructional materials is appropriate for scholars to show the required thinking work with ease. All materials are rarely clear, high-quality, and free of errors and typos.
Lesson Structure	Teacher consistently knows the structure and outcome of the lesson and implements all parts of the lesson with intention, fidelity, flexibility, and authenticity.	Teacher frequently knows the structure and outcome of the lesson and implements all parts of the lesson with intention, fidelity, flexibility, and authenticity.	Teacher inconsistently knows the structure and outcome of the lesson and implements all parts of the lesson with intention, fidelity, flexibility, and authenticity.	Teacher rarely knows the structure and outcome of the lesson and implements all parts of the lesson with intention, fidelity, flexibility, and authenticity.
Scholar Thinking	Teacher consistently puts the thinking work on scholars.	Teacher frequently puts the thinking work on scholars.	Teacher inconsistently puts the thinking work on scholars.	Teacher rarely puts the thinking work on scholars.
Scholar Anticipate Responses	Teacher consistently anticipates scholars' responses and is consistently , accurately, and efficiently able to address misconceptions to keep the lesson moving.	Teacher frequently anticipates scholars' responses and is frequently able to address misconceptions to keep the lesson moving.	Teacher inconsistently anticipates scholars' responses and is inconsistently able to address misconceptions to keep the lesson moving.	Teacher rarely anticipates scholars' responses and is rarely able to address misconceptions to keep the lesson moving.
Planning and Preparation	Teacher is consistently prepared at a high level, knows the main idea of the book and/or text, is able to consistently and deeply engage scholars through rigorous questioning. Teacher consistently	Teacher is frequently prepared at a high level, knows the main idea of the book and/or text, and is able to frequently engage scholars through rigorous questioning. Teacher frequently plans for all of the ways	Teacher is inconsistently prepared at a high level, inconsistently knows the main idea of the book and/or text, is inconsistently able to engage scholars through rigorous questioning. Teacher inconsistently	Teacher is rarely prepared at a high level, rarely knows the main idea of the book and/or text, is rarely able to engage scholars through rigorous questioning. Teacher rarely plans

	<i>plans for all of the ways students may answer a question/ solve a problem.</i>	<i>students may answer a question/ solve a problem.</i>	<i>plans for all of the ways students may answer a question/ solve a problem.</i>	<i>for all of the ways students may answer a question/ solve a problem.</i>
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Teacher Performance and Evaluation Rubric

Domain 5: Teaching and Learning

Performance Category	Advanced - 4	Proficient - 3	Working Towards - 2	Needs Improvement - 1
Clear Expectations	<i>Teacher consistently sets clear behavioral and intellectual expectations for all lessons.</i>	<i>Teacher frequently sets clear behavioral and intellectual expectations for all lessons.</i>	<i>Teacher inconsistently sets clear behavioral and intellectual expectations for all lessons.</i>	<i>Teacher rarely sets clear behavioral and intellectual expectations for all lessons.</i>
Accountability	<i>Teacher consistently holds all scholars accountable for adhering to all behavioral and intellectual expectations during all parts of every lesson.</i>	<i>Teacher frequently holds all scholars accountable for adhering to all behavioral and intellectual expectations during all parts of every lesson.</i>	<i>Teacher inconsistently holds all scholars accountable for adhering to all behavioral and intellectual expectations during all parts of every lesson.</i>	<i>Teacher rarely holds all scholars accountable for adhering to all behavioral and intellectual expectations during all parts of every lesson.</i>
Instructional Strategies	<i>Teacher consistently uses a variety of instructional strategies to hold all scholars to high expectations for engagement and thinking. Teacher consistently uses instructional strategies that advance student's understanding of the content.</i>	<i>Teacher frequently uses a variety of instructional strategies to hold all scholars to high expectations for engagement and thinking. Teacher frequently uses instructional strategies that advance student's understanding of the content.</i>	<i>Teacher inconsistently uses a variety of instructional strategies to hold all scholars to high expectations for engagement and thinking. Teacher inconsistently uses instructional strategies that advance student's understanding of the content.</i>	<i>Teacher rarely uses a variety of instructional strategies to hold all scholars to high expectations for engagement and thinking. Teacher rarely uses instructional strategies that advance student's understanding of the content.</i>
Independent Practice	<i>Teacher consistently gives students an adequate amount of independent work time to grapple with the content and to, eventually, achieve mastery. Teacher consistently actively monitors the instructional environment to ensure that all students are engaged and doing the heavy lifting required for scholar mastery.</i>	<i>Teacher frequently gives students an adequate amount of independent work time to grapple with the content and to, eventually, achieve mastery. Teacher often actively monitors the instructional environment to ensure that all students are engaged and doing the heavy lifting required for scholar mastery.</i>	<i>Teacher inconsistently gives students an adequate amount of independent work time to grapple with the content and to, eventually, achieve mastery. Teacher inconsistently actively monitors the instructional environment to ensure that all students are engaged and doing the heavy lifting required for scholar mastery.</i>	<i>Teacher rarely gives students an adequate amount of independent work time to grapple with the content and to, eventually, achieve mastery. Teacher rarely actively monitors the instructional environment to ensure that all students are engaged and doing the heavy lifting required for scholar mastery.</i>
Pace of Instruction	<i>Teacher consistently keeps the lesson moving at an effectively brisk pace.</i>	<i>Teacher frequently keeps the lesson moving at an effectively brisk pace.</i>	<i>Teacher inconsistently keeps the lesson moving at an effectively brisk pace.</i>	<i>Teacher rarely keeps the lesson moving at an effectively brisk pace.</i>
Feedback	<i>Teacher consistently gives all students clear, precise feedback that supports the learning and</i>	<i>Teacher frequently gives all students clear, precise feedback that supports the learning and helps</i>	<i>Teacher inconsistently gives all students clear, precise feedback that supports the learning and helps</i>	<i>Teacher rarely gives all students clear, precise feedback that supports the learning and helps</i>

	<i>helps students deepen their understanding of the content.</i>	<i>students deepen their understanding of the content.</i>	<i>students deepen their understanding of the content.</i>	<i>students deepen their understanding of the content.</i>
Lesson Materials	<i>All scholar materials are always rigorous, attractive, error-free, and conducive to high-quality work.</i>	<i>Most scholar materials are rigorous, attractive, error-free, and conducive to high-quality work.</i>	<i>Scholar materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work.</i>	<i>Scholar materials do not meet more than one of the following criteria: rigor, attractiveness, error-free, and conducive to high-quality work.</i>

Teacher Performance and Evaluation Rubric

Domain 6: *Data Driven Culture*

Performance Category	Advanced - 4	Proficient - 3	Working Towards - 2	Needs Improvement - 1
Checks for Understanding	Teacher consistently checks for understanding to assess student learning.	Teacher frequently checks for understanding to assess student learning.	Teacher inconsistently checks for understanding to assess student learning.	Teacher rarely checks for understanding to assess student learning.
Data Analysis	Teacher consistently analyzes data to improve instruction and drive scholar learning.	Teacher frequently analyzes data to improve instruction and drive scholar learning.	Teacher inconsistently analyzes data to improve instruction and drive scholar learning.	Teacher rarely analyzes data to improve instruction and drive scholar learning.
Action Planning	Teacher consistently uses data to create clear Action Plans that meet the needs of all students.	Teacher frequently uses data to create clear Action Plans that meet the needs of all students.	Teacher inconsistently uses data to create clear Action Plans that meet the needs of all students.	Teacher rarely uses data to create clear Action Plans that meet the needs of all students.
Real Time Data	Teacher consistently records both formative and summative assessment data in real time to consistently drive instructional decisions for all students.	Teacher frequently records both formative and summative assessment data in real time to frequently drive instructional decisions for all students.	Teacher inconsistently records both formative and summative assessment data in real time to drive instructional decisions for all students.	Teacher rarely records both formative and summative assessment data in real time to drive instructional decisions for all students.
Consistent Feedback	Teacher consistently grades critical student work and provides students with effective feedback that supports and advances the learning process for all scholars.	Teacher frequently grades critical student work and provides students with effective feedback that supports and advances the learning process for all scholars.	Teacher inconsistently grades critical student work and provides students with effective feedback that supports and advances the learning process for all scholars.	Teacher rarely grades critical student work and provides students with effective feedback that supports and advances the learning process for all scholars.

Appendix 2

Sample Week Long Block Schedule

Daily & Weekly Schedule: General Education Teacher

Grade 9 Math (Algebra)

Teaches 5 sections of approximately 25 students each

Section I - Block A

Section II - Block B

Section III - Block D

Section IV - Block F

Section V - Block H

	M	T	W	R	F
7:15-7:55	<i>Flex / Zero Period</i> Lead Mathletes Club 1x/week				
8:00-8:30	Advisory	Advisory	Advisory	Advisory	Advisory
8:35-9:30	A Teach Section I	H Teach Section V	G Prep	D Teach Section III	C Prep
9:35-10:30	B Teach Section II	A Teach Section I	H Teach Section V	E Meeting with SPED co-teacher	D Teach Section III
10:35-11:30	C Prep	B Teach Section II	A Teach Section I	F Teach Section IV	E Office Hours
11:35-1:00*	D Teach Section III	C Prep	B Teach Section II	G Prep	F Teach Section IV
1:05-2:00	E Math Dpt Meeting	D Teach Section III	C Prep	H Teach Section V	G Prep
2:05-3:00	F Teach Section IV	E Office Hours	Early Dismissal, Staff PD	A Teach Section I	H Teach Section V
3:05-4:00	G Prep	F Teach Section IV		B Teach Section II	Community Programming
4:00-6:00	<i>Sports, Clubs, Tutoring</i> Tutor / Office Hours 2x/week				

Daily & Weekly Schedule: *Special Education Teacher*

Grade 9-10 Math (Algebra & Geometry)

- Co-teach 2 ICT sections in each grade

Section I, Grade 9 Algebra - Block A

Section II, Grade 9 Algebra - Block B

Section III, Grade 10 Geometry - Block D

Section IV, Grade 10 Geometry - Block F

Section V, Math Lab - Block H

	M	T	W	R	F
7:15-7:55	<i>Flex / Zero Period</i> Tutoring 2x/week				
8:00-8:30	Advisory	Advisory	Advisory	Advisory	Advisory
8:35-9:30	A Co-Teach Grade 9-I	H Grade 9 Math Lab	G Prep	D Co-Teach Grade 10-III	C Prep
9:35-10:30	B Co-Teach Grade 9-II	A Teach Section I	H Grade 10 Math Lab	E Meeting Gr9 Gen Ed Teacher	D Co-Teach Grade 10-III
10:35-11:30	C Prep	B Teach Section II	A Teach Section I	F Co-Teach Grade 10-IV	E Prep
11:35-1:00*	D Co-Teach Grade 10-III	C Prep	B Teach Section II	G Prep	F Co-Teach Grade 10-IV
1:05-2:00	E Math Dpt Meeting	D Co-Teach Grade 10-III	C Prep	H Grade 9 Math Lab	G Prep
2:05-3:00	F Co-Teach Grade 10-IV	E Meeting Gr10 Gen Ed Teacher	Early Dismissal, Staff PD	A Teach Section I	H Grade 10 Math Lab
3:05-4:00	G Prep	F Co-Teach Grade 10-IV		B Teach Section II	Community Programming
4:00-6:00	<i>Sports, Clubs, Tutoring</i> Tutoring 2x/week				

Appendix 3

Facilities Offering and Expression of Interest



Offering Memorandum

Penn Branch Charter School Opportunity



JAIR LYNCH
REAL ESTATE PARTNERS

EXECUTIVE SUMMARY

3200 Penn Ave PJV LLC, an affiliate of Jair Lynch Real Estate Partners (“Jair Lynch”), is pleased to present the opportunity to acquire land for a new charter school development located in Penn Branch (“The School at Penn Branch”).

Located on one of the District’s historic “Great Streets”, the new charter academy will benefit from the existing retail and neighborhood services in place and be convenient to all parts of the city and region with access to four metro lines within 10 minutes.

The affluent neighborhoods of Hillcrest and Penn Branch are excited about the significant changes to the Shops at Penn Branch, including a new Planet Fitness, Paisano’s Pizza, and a locally-operated coffee shop and restaurant coupled with existing staples such as CVS and Wells Fargo Bank. The Offices at Penn Branch will have an education and training focus with tenants like the Office of State Superintendent of Education and the KBEC Group. Already, the Shops at Penn Branch is the most mature and diverse retail center in Wards 7 & 8, and is ideally located to serve as a focal point for education for the 5,000 long time homeowners and residents within half mile.

A charter school will be an opportunity to develop a second phase of the Penn Branch center. The development will utilize the approved and unappealable map amendment to build by-right over 130,000 sf in an MU-3B zone. Recently renovated retail and a new gym on site will provide a safe and welcoming neighborhood environment, as well as immediate convenience retail for the school employees and families.



Site and Location

Penn Branch Charter School Opportunity

3200 Penn Ave PJV, LLC

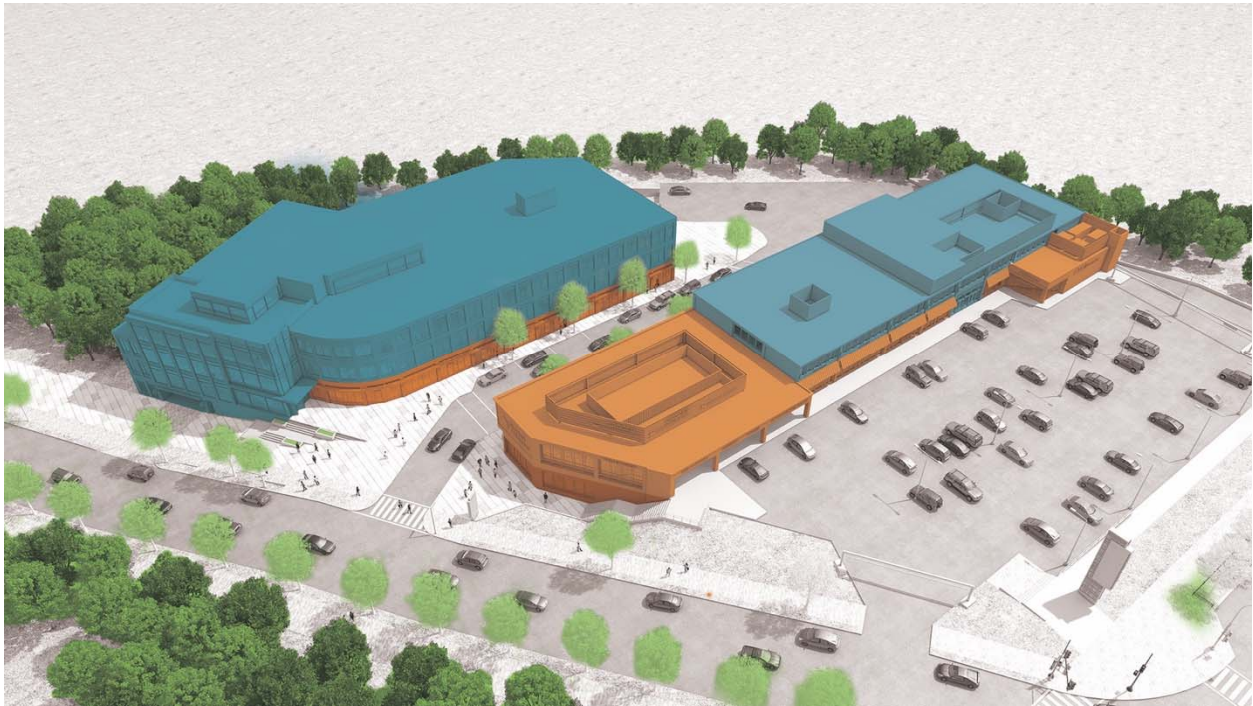


JAIR LYNCH
REAL ESTATE PARTNERS

The School at Penn Branch

The vision for the Shops at Penn Branch has been to restore, reintegrate, and elevate the existing historic fabric of the site with contemporary spaces and uses. A charter school operator has the opportunity to embrace the nodal characteristics of the site while allowing it to serve a new function: bringing new educational and community uses to the neighborhood, contributing to the daytime activity and helping serve the families in the surrounding areas.

The new facility has the opportunity to have an entrance along Branch Ave and with its own parking. The new Q Place will serve as an active retail street with all the parking desired for the existing retail center. This standalone building will have light on all four sides and provide a superior learning environment for students.



AERIAL DIAGRAM ILLUSTRATING RELATIONSHIP OF CHARTER SCHOOL BUILDING TO EXISTING RETAIL CENTER

In addition, the surrounding neighborhoods boast the strongest demographics east of the river. The average household income within one half mile radius is \$93,412. While the solid homeowner statistics suggest an old demographic, 24% of the population is under 20 years old within a three-mile radius and more and more young families are moving to the surrounding neighborhoods because of the stately three and four bedroom homes.



EXTERIOR VIEW OF THE RECENTLY OPENED PLANET FITNESS FACILITY

Existing Shops at Penn Branch Retail Amenities

A new school would be nestled in a site with built-in amenities, including the only full-service retail fitness center in Wards 7 and 8, a top 10 bank, a convenience store, and many others. These are existing businesses that have already begun operations, and in some cases have been stably serving the neighborhood for years; school employees and even students will be able to immediately benefit from their proximity, and do not need to wait years for new deliveries or lease-ups. In addition, new food options including Paisano’s Pizza and a locally-operated coffee shop and restaurant are opening this year and next, and thus will be in place when the school arrives.

Existing retail tenants include:



Proximity to Public Transit / Preferred Locations

Pennsylvania Avenue SE, developed between the 1880s and 1920s, is known for its brick townhouses and strong residential base, and is often called a gateway to Capitol Hill. The development of Penn Branch represents an opportunity by Jair Lynch Real Estate Partners to transform a long-standing community retail center into a newly-designed, vibrant mix of retail and office. The Hillcrest and Penn Branch submarket is home to over 122,000 DC residents and served by numerous buses connecting the project directly to both the Potomac Avenue Metro Station and the Naylor Road Metro Station, and connecting residents to jobs, community amenities, and downtown neighborhoods.

Penn Branch is located in the heart of the Ward 7 & 8 wedge of the city, and as such serves as a focal point of multimodal circulation. Located at the intersection of Pennsylvania Ave and Branch Ave, the intersection offers high visibility and excellent vehicular access. The Building is less than 1-mile from US 295 (Anacostia Freeway); and less than 1.25 miles from I-695 (Southeast Freeway). DDOT recently completed capital improvements along the streetscape at the Pennsylvania Ave and Branch Ave intersection, creating a more pedestrian- and bike-friendly environment. The property now features a Capital Bikeshare station on-site and adjacent bus shelter.

The site boasts excellent visibility along Pennsylvania Ave, which sees an annual average daily volume of over 26,000 cars.



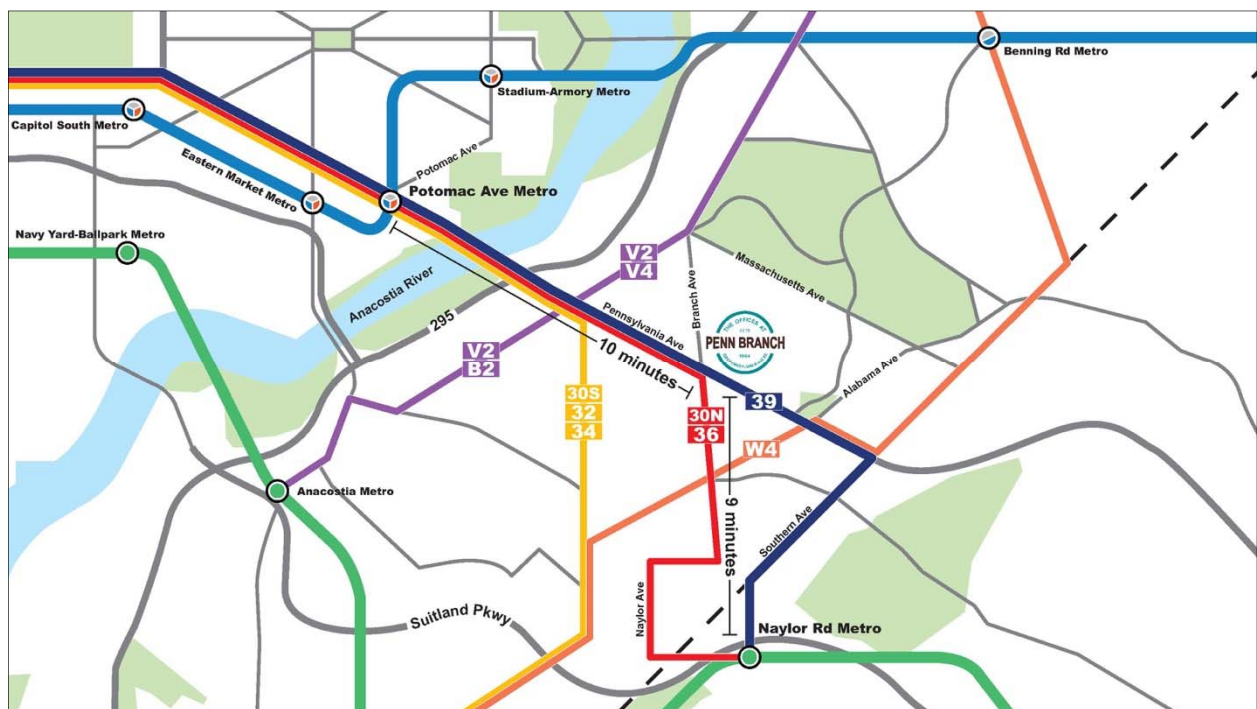
SITE OVERVIEW

Penn Branch is served by multiple bus routes, including the Metro-Extra 39 express bus along Pennsylvania Ave with a stop directly in front of Penn Branch. Metro-Extra runs every 15 minutes during weekday rush hour (6AM – 9AM and 4PM – 7PM) and provides service to:

- Naylor Road Metro Station (Green Line) – 9 minutes
- Potomac Ave Metro (Orange/Blue/Silver Lines) – 10 minutes
- Eastern Market (Orange/Blue/Silver) – 12 minutes
- Archives/Navy Memorial 30 minutes
- Gallery Place (Red/Yellow/Green Lines) – 30 minutes

Regular (non-express) service on both Pennsylvania Ave and Branch Ave is available 24 hours per day, 7 days per week on the 30N, 36, and M6, lines all of which provide access to several Metro stations including Naylor Rd and Potomac Ave.

Taken as a whole, these multiple routes keep headways to a 15 minute maximum during rush hours. Within a maximum ten-minute bus ride, workers have access to four different Metro Lines (Orange, Silver, Blue, and Green), providing flexibility for a wider commute area than a site served by only one line would cover.



LOCAL BUS AND METRO MAP

FIRM OVERVIEW



JAIR LYNCH PURCHASED THE 600 BLOCK OF H ST NE TO REDEVELOP AS THREE MIXED-USE BUILDINGS, INTRODUCING DAYTIME USES SUCH AS OFFICE AND FITNESS, AND CONTRIBUTING TO THE SIGNIFICANT PUBLIC AND PRIVATE INVESTMENT REVITALIZING THE CORRIDOR.

Jair Lynch Real Estate Partners (“Jair Lynch”) is an urban regeneration company. Specializing in the responsible transformation of urban places, we combine social responsibility with sound economic development in pursuit of creating sustainable, extraordinary neighborhoods that connect to the soul of a place. Our mission is accomplished through the sponsorship and execution of institutional-grade projects with investment partners, as well as through advisory and development services for third party clients.

With over 50 client partners, our project/development services portfolio includes over 3 MM sf of new construction, historic renovations and structured finance solutions for federal and municipal governments, library systems, healthcare providers and non-profit organizations. This includes turn-key management for the development of corporate headquarters, institutional projects, and other neighborhood assets.

Since establishment in 1998, Jair Lynch has evolved to a fully integrated real estate development and advisory services firm, with an innovative and principled team of experts in finance, construction, program management, development and asset management. Our objective has always been to achieve investment success while making a difference in the communities in which we invest.

In our 20-year history, Jair Lynch has completed over 4.2 million square feet of real estate projects valued at over \$1 billion, with a future pipeline of 2.3 million square feet of development in progress valued at more than \$1 billion.

Highlights of our work include the following:

- 18 office and medical office projects totaling 1,400,000 sf
- 20 large-scale projects (over 100,000 sf)
- More than 1,700 units of housing
- 35 public-private partnership projects
- Over 2 MM sf of neighborhood facilities

Jair Lynch has a long track record of community engagement and began working with the neighborhood around Penn Branch as early as 2016. Outcomes from these efforts include:

- Civic Association engagement
- Support from the local ANCs
- Artist-driven mini golf event and community open house
- DC Holiday Bazaar hosted by Mayor Bowser

We heard loud and clear from the community that they wanted a place that was healthy and active throughout the day. We share that vision for Penn Branch, and based on the community's input successfully applied for a map amendment to rezone the property to MU-3B, as well as a Good Neighbor Agreement.

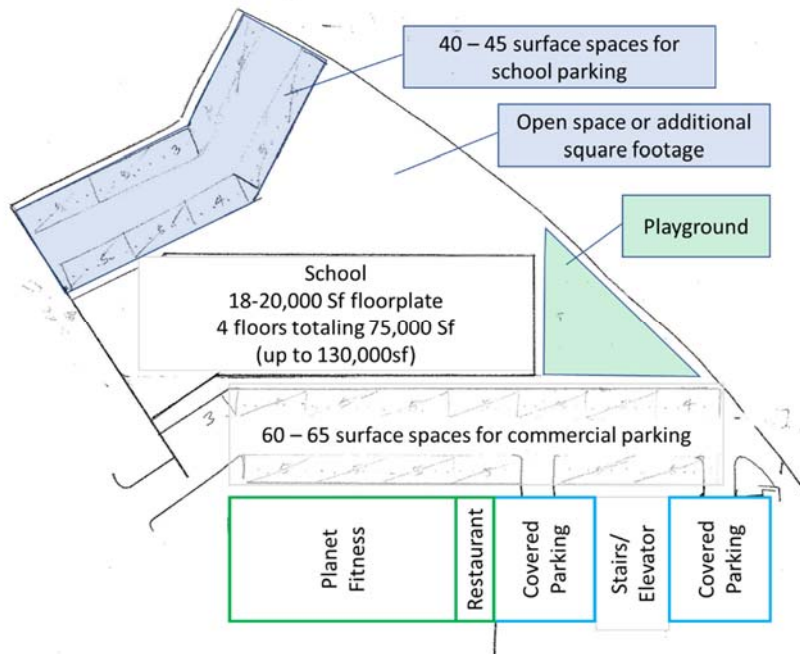


DIRECTLY ACROSS FROM NATIONALS PARK ON HALF STREET SE, JAIR LYNCH IS DEVELOPING A 460,000 SF MIXED-USE PROJECT, WITH OVER 300 UNITS OF APARTMENTS AND 120 CONDOS FEATURING MODERN AMENITIES AND DYNAMIC VIEWS OF THE BALLPARK. THE PROJECT WILL ALSO INCLUDE OVER 50,000 SF OF DESTINATION RETAIL, INCLUDING ENTERTAINMENT, FITNESS, CULTURALLY IMMERSIVE CUISINE, AND OTHERS.

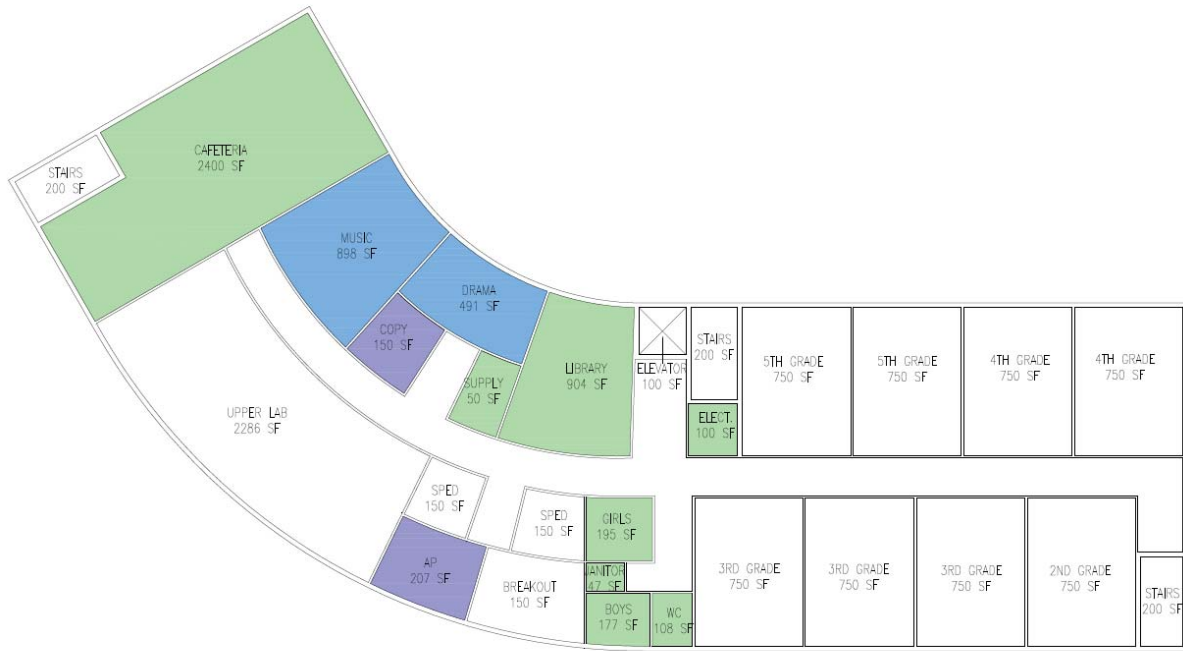
Exhibit 1A: Conceptual Building Options



SITE PLAN OPTION 1A



SITE PLAN OPTION 1B



OPTION 2 SAMPLE FLOORPLAN


Exhibit 1B: Renderings



VIEW FROM BRANCH AVENUE AND Q PLACE, SE



VIEW OF ENTRY FROM BRANCH AVENUE, SE



Expression of Interest for
The School at Penn Branch

DIGITAL PIONEERS
ACADEMY

DIGITAL PIONEERS

ACADEMY

Developing the Next Generation of Digital Innovators at Washington, D.C.'s

First Computer Science-Focused Middle School



Digital Pioneers Academy Overview

- Digital Pioneers Academy began in August of 2018 in approximately 4,000 square feet of space in a church located at 2220 Branch Avenue SE
- Digital Pioneers Academy now occupies approximately 40,000 square feet of education space at 709 12th Street SE
 - Digital Pioneers Academy currently has 240 students enrolled comprised of 6th and 7th graders for the 2019 – 2020 school year (55 student waitlist)
 - Will continue to enroll 120 6th grade students per year until full enrollment of 360 for the 2020 – 2021 school year
- Digital Pioneers Academy offers a host of extracurricular activities along with its core classes of English, Math, Computer Science, Social Studies, Science, Physical Education and Robotics
- Digital Pioneers Academy is a 1:1 school, which means each student will receive his/her own computer to use throughout the duration of the day



“I believe every child like you is beautifully made with unique gifts and abilities. You deserve a school that not only nurtures your unique talents with the right academic habits for the modern world, but also provides you with an environment where you feel known, loved and respected at all times.”

-Mashea Ashton, CEO and Principal



**A Message From The Founder
To Her Students**

THE DIGITAL PIONEERS ACADEMIC MODEL

WE ARE DIFFERENT.

We believe that Computer Science is not a “Nice to Have,” it’s a “Must Have.” Every student at Digital Pioneers Academy will learn Computer Science at every grade level.

WE WILL NURTURE THE GENIUS IN EVERY CHILD.

While our education model is grounded in computer science, that simply means that we will nurture the inherent power of each student by equipping students with marketable computer science skills and habits of innovation as they build their future of choice, even if that’s not a computing job.

WE BELIEVE RELATIONSHIPS MATTER.

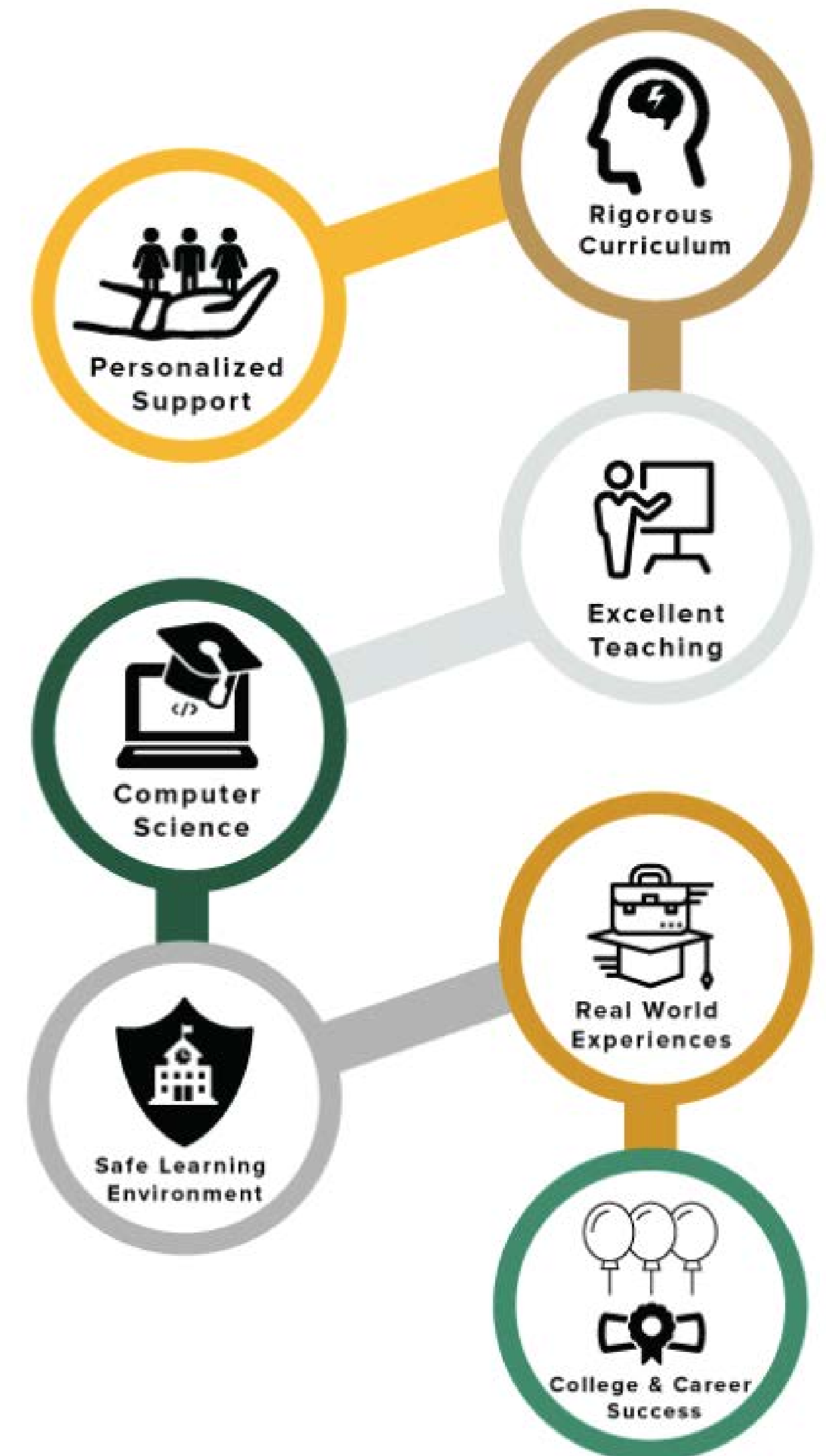
Whether it be inside the classroom, outside the school, between peers, teachers or families, we believe that relationships are key to student success at Digital Pioneers Academy.

WE BELIEVE ALL CHILDREN CAN LEARN AT THE HIGHEST LEVELS.

Our students will understand that you are not born smart; you get smart with effective effort.

WE BELIEVE OUR STUDENTS LEARN BY DOING.

Most students are too passive in their learning experiences. Students will invent, design, and produce as part of the learning experience.



Our Valued Partners



CITYBRIDGE
EDUCATION

CharterBoardPartners
great boards for great schools



education
FORWARD DC

COLLEGE
SUCCESS
FOUNDATION



WASHINGTON
LEADERSHIP
ACADEMY



New Leaders



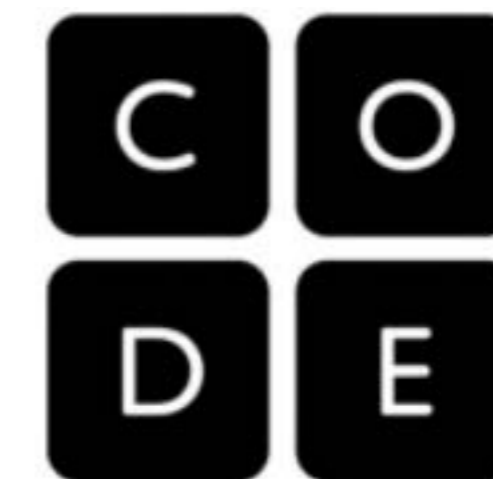
Microsoft

TEACHFOR
AMERICA

buildinghope



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EFFICACY
INSTITUTE

newschools
venture fund

Digital Pioneers Academy's mission is to develop the next generation of innovators. We prepare scholars 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.



Our Proposal for Digital Pioneers Academy at Penn Branch



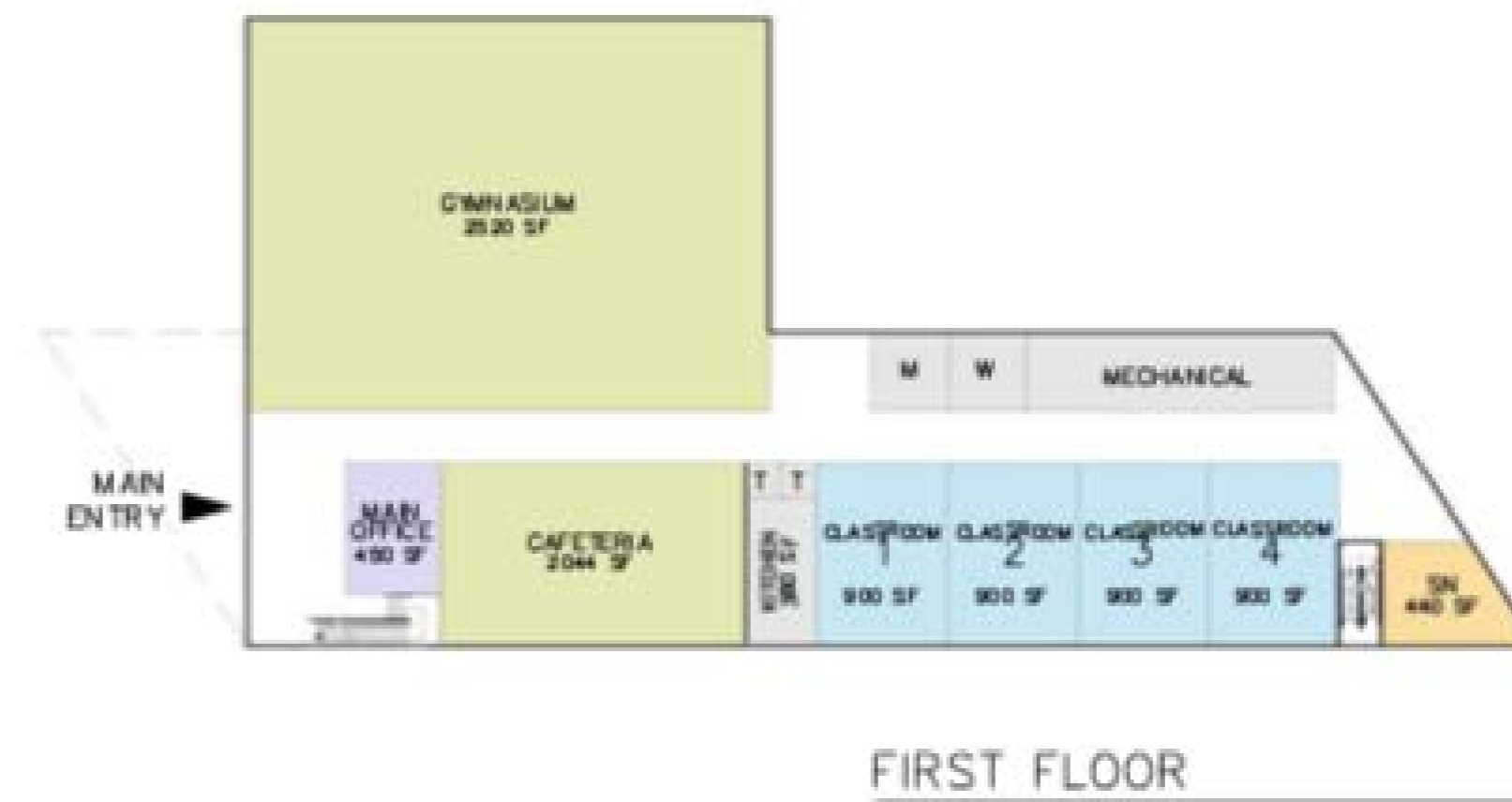
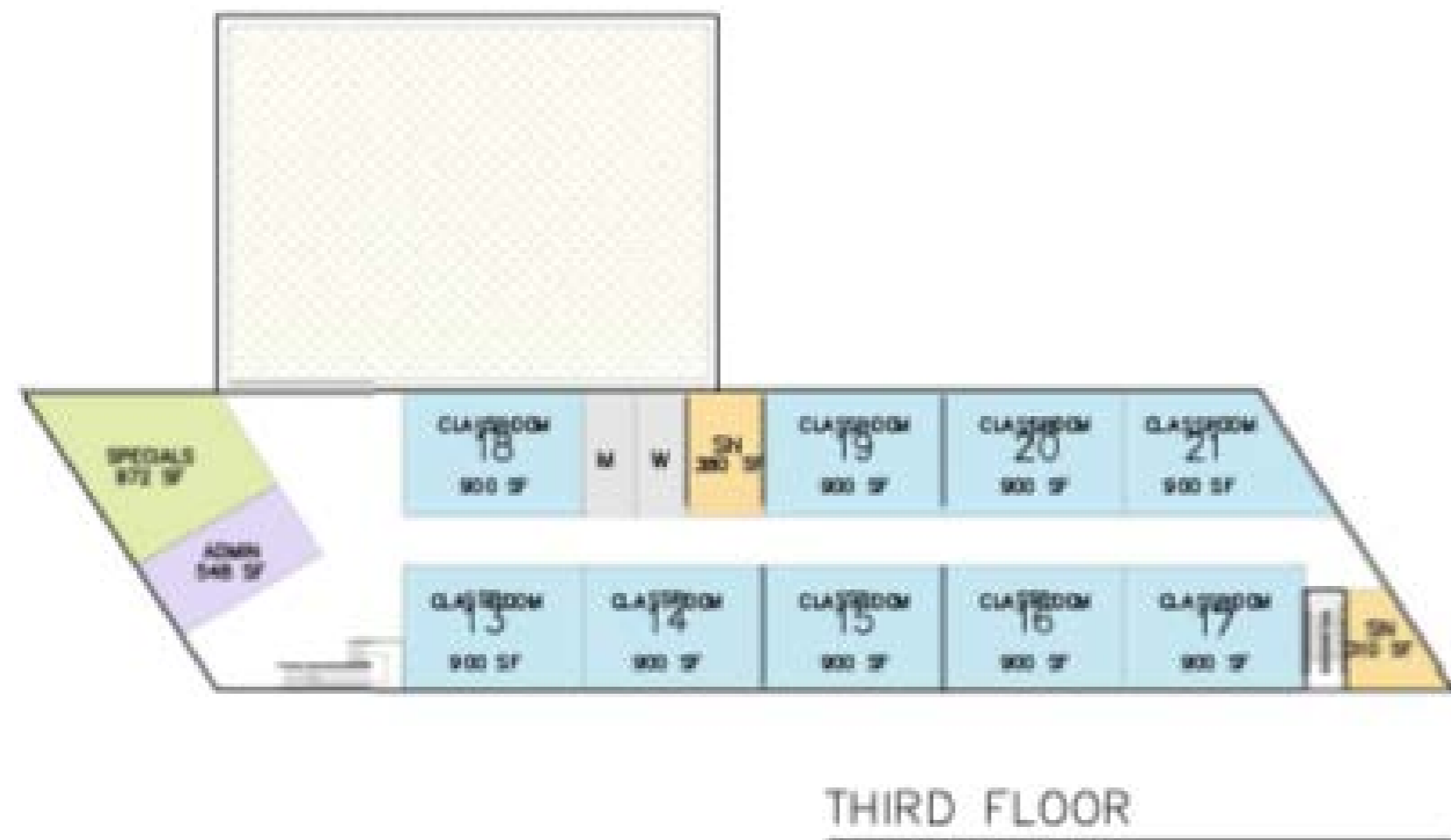
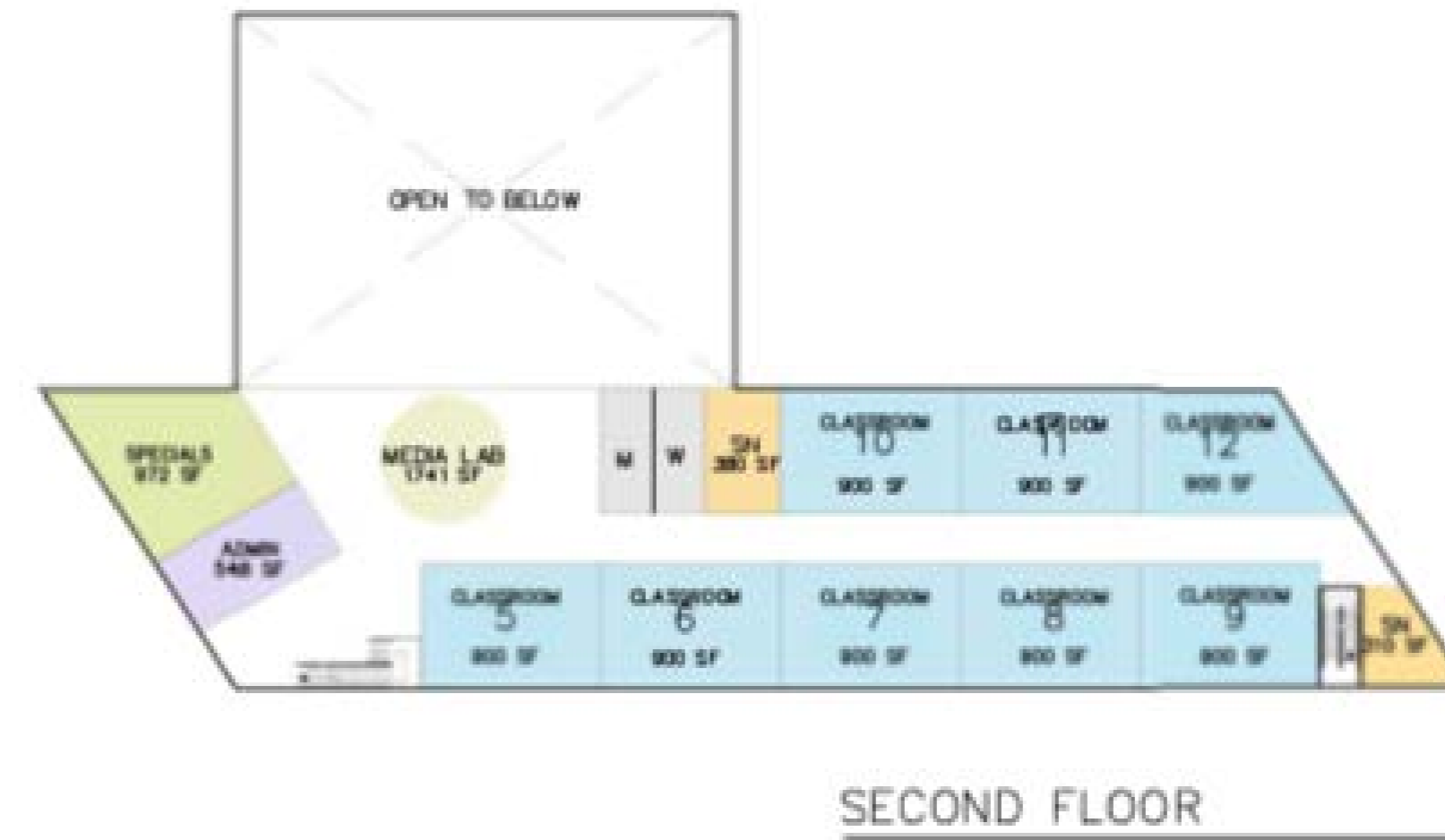
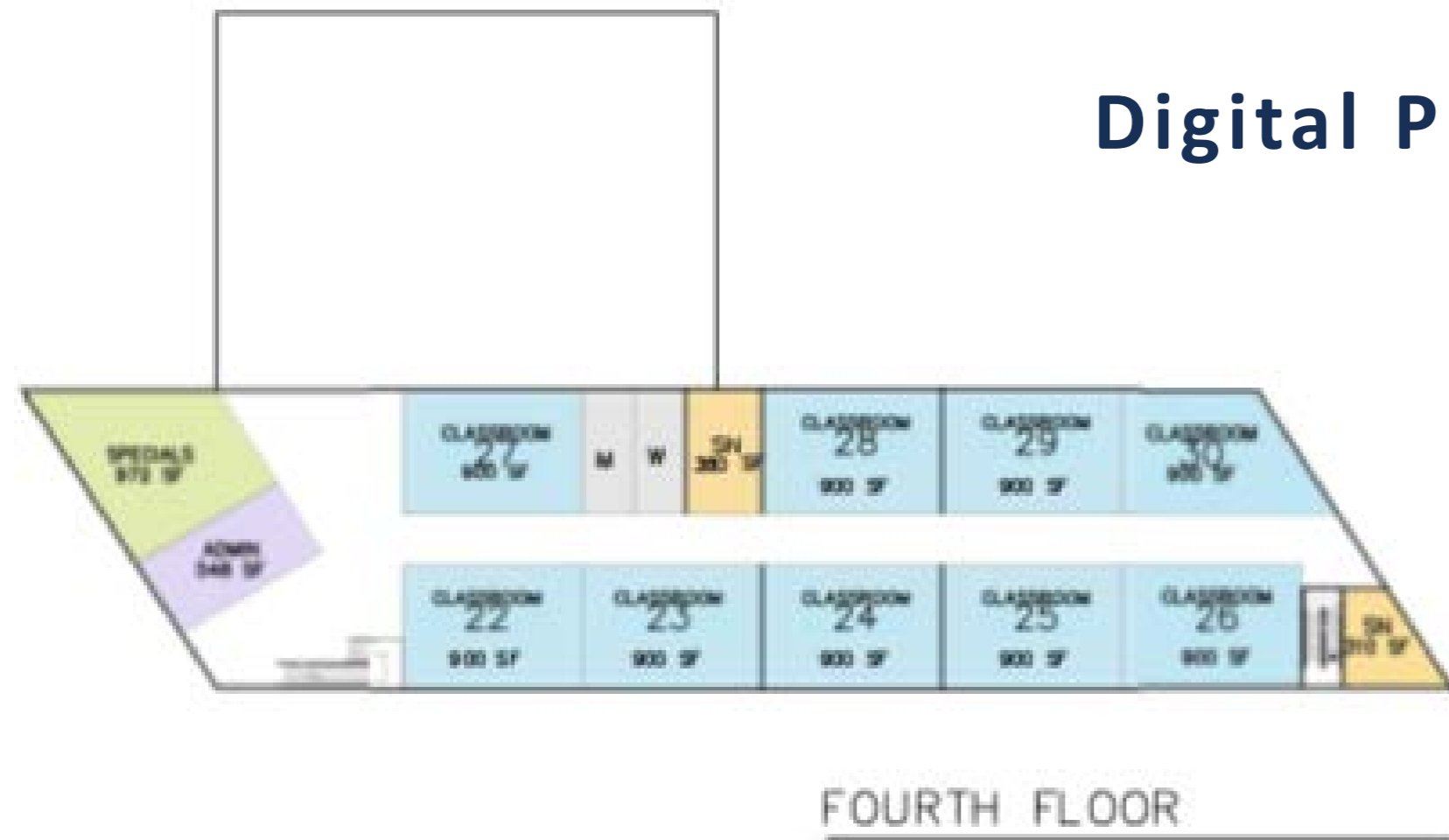
Rendering which will be revised to reflect accurate land square footage desired.

- Acquire a minimum of 43,106 square feet of land from Jair Lynch Real Estate Partners – final program and design to be determined
 - In the event Digital Pioneers Academy does not acquire the entire 86,211 square foot parcel, Digital Pioneers Academy will leave an attractively sized developable parcel for Jair Lynch Real Estate Partners
- A fee simple purchase price at an estimated \$44.00 per FAR square foot
- Earnest money deposit of 10% of the estimated land acquisition price upon Purchase and Sale Agreement execution
- Due Diligence Period of 90 Days after the execution of the Letter of Intent with a 30 Day close. Both parties will exercise good faith efforts to timely complete the Purchase and Sale Agreement
- Digital Pioneers Academy is open to using Jair Lynch Real Estate Partners as its fee development partner subject to additional discussions. Any Fee Development Agreement will be incorporated in the final Purchase and Sale Agreement
- Digital Pioneers Academy will leverage its local and national partners, funders, stakeholders and Board in order to execute a successful economic transaction between Digital Pioneers Academy and Jair Lynch Real Estate Partners to develop a high performing educational institution for the benefit of the community

Our Concept for Digital Pioneers Academy at Penn Branch

- Digital Pioneers Academy plans to maintain its 709 12th Street SE location as a middle school and expand to the Penn Branch campus to be able to accommodate at least 650 students
- Plan is to build a 75,000 – 80,000 + square foot education facility consisting of:
 - Classroom space
 - Administrative space
 - A hub/training ground for computer science programs
 - Outdoor and/or gym space
- Digital Pioneers Academy anticipates a 2022 – 2023 school year opening at the Penn Branch location

Our Program for Digital Pioneers Academy at Penn Branch



- LEGEND:
- CLASSROOMS
 - ACADEMIC SUPPORT
 - SPECIALS
 - ADMIN
 - BUILDING SYSTEMS



Why Digital Pioneers Academy?

The Future Is Changing. Here Are The Facts:

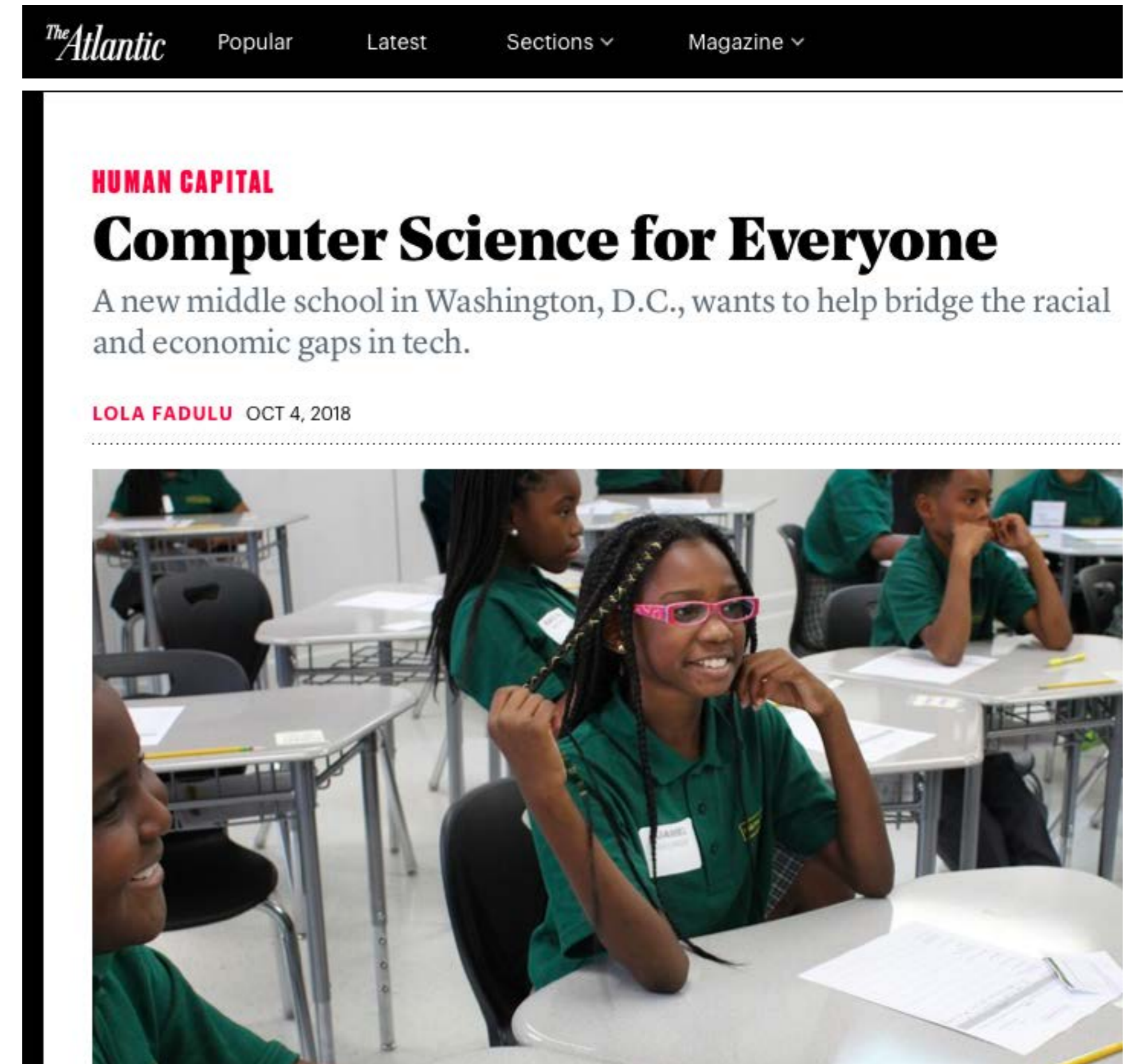
- Technology is rapidly transforming our world and economy at an accelerating pace
- The #1 source of all new wages in the U.S. are in computing occupations
- 65% of children starting school today will likely work in roles that don't currently exist
- D.C. has more than 10,000 unfilled computing jobs with an average salary of \$108k
- The majority of jobs now and in the future will require a computer science background
- The study of computer science positions scholars for high-tech, high wage careers and to be innovators in the digital economy



Why Digital Pioneers Academy?

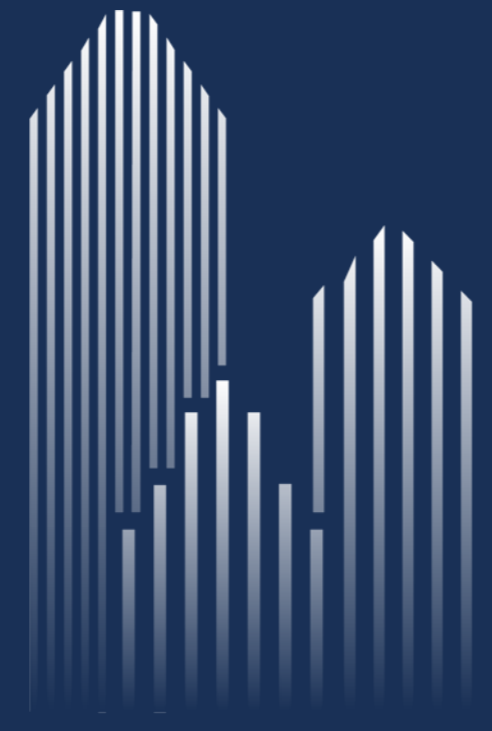
*Digital Pioneers Academy looks forward to partnering with
Jair Lynch Real Estate Partners*

*To make Computer Science for Everyone a reality at
Penn Branch*



Read More at the link below :

<https://www.theatlantic.com/education/archive/2018/10/computer-science-school/569155/>



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Appendix 4

Board Approval

DIGITAL PIONEERS
ACADEMY

Minutes from September 15, 2020 Meeting

Board Meeting (via Conference call)

8:00-9:00pm EST

Attendance

Present: Board - Mary Wells (Chair), Sara Batterton (Treasurer), Mashea Ashton (Secretary), Kevjorik Jones (Board Member), Henry Hipps (Board Member)

Also present: Lam Nguyen (Executive Assistant)

Absent: Orlena Nwokah Blanchard (Board Vice Chair), Johnny Taylor (Board Member), Paul O'Neill (Board Member)

CEO Update

Ms. Ashton provided updates on high school planning and the application process. Ms. Ashton shared the academic, socio-emotional, and social/cultural aspects of the high school, including academic benchmarks and goals, opportunities for internships and community-based projects, and key initiatives to support 100% of scholars to get to and through college and/or career (presentation materials attached). In the update, Ms. Ashton also shared the primary takeaways with conversations with the entire 8th grade class for their feedback and suggestions on what the high school should include. In short, 8th grade scholars envision a high school that includes diverse and enriching course offerings and extracurriculars, opportunities to step develop skills of ownership and independence, and continuing the extensive relationship-building with their teachers and peers.

The Board of Directors, having read the application, discussed feedback and recommendations of their own for DPA High School. The board expressed confidence in the proposed budget model and its conservative approach, and suggested additional ways to structure staffing and scholar enrollment to ensure that our budget can provide for the ideal class sizes and teacher:student ratios. The board additionally expressed strong support for the rich curriculum and discussed further ways to structure the curriculum to meet the ambitious, necessary, and achievable goals outlined in the application.

Action Items

Motion to approve the submission of application for DPA High School - Sara Batterton

Second - Henry Hipps.

Yes - Mary Wells, Sara Batterton, Dr. Legand Burge, Henry Hipps, Kevjorik Jones



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

DPA High School Expansion Application

1 message

Orlena Nwokah Blanchard <Orlena@joycollective.com>

Wed, Sep 16, 2020 at 11:49 AM

To: Mashea Ashton <mashea@digitalpioneersacademy.org>, Mary Wells <mary@bellwethereducation.org>

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Good morning Mashea and Mary,

Apologies for having to miss the board call yesterday evening. Unfortunately a last minute client call came up.

Please consider this email my official vote in favor of DPA's high school expansion application. I am in full support.

I look forward to the next update.

Warmest regards,

Orlena Nwokah Blanchard

President, **JOY** Collective

[5335 Wisconsin Ave, NW Suite 440](#)

[Washington D.C. 20015](#)

(O): 202-885-5527

(M): 240-463-3586

orlena@joycollective.com

<http://joycollective.com>



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Vote to approve the submission of the DPA high school amendment application

1 message

Paul O'Neill <ptoneill@ncsecs.org>

Thu, Sep 17, 2020 at 10:30 AM

To: Mary Wells <mary@bellwethereducation.org>, Mashea Ashton <mashea@digitalpioneersacademy.org>

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Mary and Mashea: Apologies for missing the board meeting this week; we had some unscheduled chaos in our house at the time of the call (I prefer to stick to scheduled chaos). Lam indicated that it would be helpful to have me reach out to both of you to convey my position on the vote to approve the submission of the DPA high school amendment application. I am in favor of that action and, to the extent that my written endorsement after the vote was taken can be included as an indication of board support, please consider this email to convey my full support. Thanks

Paul

--

Paul O'Neill

Co-founder & Senior Fellow

National Center for Special Education in Charter Schools

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DIGITAL PIONEERS
ACADEMY

Minutes from August 27, 2020 Meeting

Board Meeting (via Conference call)

3:00 - 5:00pm EST

Attendance

Present: Board - Mary Wells (Chair), Orlena Nwokah Blanchard (Vice Chair), Sara Batterton (Treasurer), Mashea Ashton (Secretary), Paul O'Neill (Board Member), Kevjorik Jones (Board Member), Henry Hipps (Board Member)

Also present: Alexis Brown (Director of Operations), Lam Nguyen (Executive Assistant), Rhonda Henderson (Ed Ops), Steven Sheffield (Ed Ops)

Absent: Johnny Taylor (Board Member)

CEO Update

Ms. Ashton provided updates on hiring, scholar recruitment projections and contingency budget plans to account for recruitment gaps, updates on the high school expansion application, and the plan to secure a new facility. Additional updates included the status of DPA's Summer Institute, a 3 week program to prepare our 47 staff members for the academic year. DPA has prepared the team to be as ready for the new school year as possible, as well as touching base with every DPA scholar and family to discuss expectations and home challenges. In terms of the high school application, board members were assured that the application is on track to be completed with high quality prior to the September 17 deadline.

The board also reviewed June financial materials. In short, DPA ended the previous fiscal year at a strong point and continued to adjust staffing roles to meet the needs of remote school.

Action Items

Unanimous approval of July minutes

Unanimous approval of FY21 Budget

DIGITAL PIONEERS

ACADEMY

Minutes from July 16, 2020 Meeting

Board Meeting (via Conference call)

3:00 - 5:00pm EST

Attendance

Present: Board - Mary Wells (Chair), Orlena Nwokah Blanchard (Vice Chair), Sara Batterton (Treasurer), Mashea Ashton (Secretary), Paul O'Neill (Board Member), Johnny Taylor (Board Member), Kevjorik Jones (Board Member)

Also present: Alexis Brown (Director of Operations), Lam Nguyen (Executive Assistant), Rhonda Henderson (Ed Ops), Steven Sheffield (Ed Ops), Shelley Hughes (Ed Ops)

Absent: Dr. Legand Burge (Board Member), Henry Hipps (Board Member)

CEO Update

Ms. Ashton provided updates on hiring, scholar recruitment and strategies to complete recruitment goals, plans to expand DPA into a high school with an application due to the DCPCSB in September, leadership promotions, and summer academy progress. Additional updates include DPA's plan for Fall 2020, which entail having each grade of scholars be in-person for 1 day a week and remote for 4 days a week, with an evaluation every 6 weeks to decide if more in-person learning is feasible. The board was assured that these plans align well with guidance from city and health officials, as well as plans from schools across DC. DPA had much early success with remote learning, and depending on what Mayor Bowser decides will be the course of DC schools, DPA will be able to accommodate both a fully virtual schedule and a gradual transition to in-person learning. The board offered insightful discussion into whether our plan was best for our scholars and ultimately expressed support for the plan as is.

The board also reviewed the proposed FY21 budget. The main points of discussion included DPA's long-term philanthropic goals and strategies, as well as considering rent elevations in the coming years. The board expressed support for how DPA will leverage fundraising as supplemental support as it plans to scale to more schools, as well as confidence in DPA's ability to account for future rent elevations.

Action Items

Unanimous approval of June minutes

Unanimous approval of FY21 Budget

DIGITAL PIONEERS

ACADEMY

Minutes from June 11, 2020 Meeting

Board Meeting (via Conference call)

3:00 - 5:00pm est

Attendance

Present: Board - Mary Wells (Chair), Orlena Nwokah Blanchard (Vice Chair), Sara Batterton (Treasurer), Mashea Ashton (Secretary), Dr. Legand Burge (Board Member), Henry Hipps (Board Member), Paul O'Neill (Board Member), Johnny Taylor (Board Member)

Also present: Alexis Brown (Director of Operations), Lam Nguyen (Executive Assistant), Rhonda Henderson (Ed Ops), Steven Sheffield (Ed Ops), Dennis Perkins (CIVITAS), Anthony King (CIVITAS)

CEO Update

Ms. Ashton provided updates on annual achievement, operational/financial, and staff/student/family satisfaction goals for SY19-20. The transition to remote learning altered academic goals, but final exam data demonstrates scholar growth in reading performance and effort in math. Prior to remote learning, DPA was tracking at 92% attendance, meeting the attendance goal. In remote learning, attendance was 81%, bringing annual attendance to approximately 86%, which was strong in the context of remote learning. Re-enrollment, parent satisfaction, and scholar satisfaction goals were met with 94% re-enrollment, Panorama data, and parent surveys indicating strong satisfaction. DPA exceeded fundraising and financial goals - the remaining operational goal to meet is 6th grade enrollment, which DPA is awaiting incoming data to create a strategy across the summer to enroll 30 more students. Surveys demonstrate that returning staff feel supported and well-resourced to support scholar learning. DPA is 55% hired and has invested resources and goals across the summer to be adequately prepared to open next year. To prepare for Year 3, DPA leadership and the finance committee are finalizing the budget with multiple re-opening scenarios in mind to be approved from the board and the DCPCSB.

The Board also considered factors and questions to expand DPA to a high school. CIVITAS, DPA's facilities partner, joined the meeting to propose a RFP and strategy for acquiring a Ward 7 facility by 2023. No action required or taken at this time regarding high school expansion and facilities acquisition.

Action Items

Unanimous approval of April minutes

Unanimous approval of Kevjorik Jones joining DPA board

Appendix 5

Communications with ANC



Mashea Ashton <mashea@digitalpioneersacademy.org>

Hello from Digital Pioneers Academy

2 messages

Mashea Ashton <mashea@digitalpioneersacademy.org>

Thu, Sep 10, 2020 at 7:26 PM

To: 7B07@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hello Chairperson Humphrey,

I hope you and yours are doing as well as you can. Can you believe it has been over three years and all that has changed since we initially spoke about launching Digital Pioneers Academy (DPA) - DC's first computer science focused middle school. As you might remember, DPA's mission is to develop the next generation of innovators. We want to ensure our scholars not only consume the digital economy, but also create and lead in the digital economy. DPA exists to show the country what is possible when resources, supports, and relentless effort align with a belief that Black and Brown students can succeed. DPA exists to address the urgent and widening achievement, wealth, and resource (physical and digital) gaps occurring in SE DC, modelling for similar areas around the country an approach to solving these gaps.

In our launch year in 2018, we were located in the East Washington Heights Baptist Church and in Year 2, we relocated to our current home at 709 12th St. SE to accommodate for more scholars. Now in Year 3 and having tremendous success in delivering our mission, we are applying to expand to a computer science high school located in Ward 7, where nearly all of our scholars reside. Given your leadership and commitment to students and families in the city, I would love to share more about the vision, mission, and model for Digital Pioneers Academy. Please find attached an executive update on DPA. I know you are incredibly busy and I would deeply appreciate any time you can offer in the next two weeks. Please let me know what works best for you.

All the best,

Mashea

--

Mashea M. Ashton

CEO & Principal

Digital Pioneers Academy

C: 973-368-3445

digitalpioneersacademy.org

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Mashea Ashton <mashea@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 2:49 PM

To: 7B07@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hi Chairperson Humprey,

I wanted to follow-up on my last email with an update regarding our amendment application to expand Digital Pioneers Academy to a high school seeking to locate in Ward 7. Currently, we are a 6-8 middle school serving scholars who almost entirely reside in Ward 7 and 8. To deliver on our mission of developing the next generation of innovators, we are applying to expand Digital Pioneers Academy's grade span to include grades 9-12. My team will be submitting the application next week and I will share the final application with you immediately after submission.

I would still love the opportunity to connect and garner your support for our return to Ward 7. Please always feel free to reach out with any questions or if you would like to meet.

Best,

9/21/2020

Digital Pioneers Academy Mail - Hello from Digital Pioneers Academy

Mashea M. Ashton

[Quoted text hidden]



Mashea Ashton <mashea@digitalpioneersacademy.org>

Hello from Digital Pioneers Academy

3 messages

Mashea Ashton <mashea@digitalpioneersacademy.org>

Thu, Sep 10, 2020 at 7:27 PM

To: 7C07@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hello Chairperson Holmes,

I hope you and yours are doing as well as you can. My name is Mashea Ashton and I am the founder and CEO of Digital Pioneers Academy (DPA) - DC's first computer science focused middle school. DPA's mission is to develop the next generation of innovators. We want to ensure our scholars not only consume the digital economy, but also create and lead in the digital economy. DPA exists to show the country what is possible when resources, supports, and relentless effort align with a belief that Black and Brown students can succeed. DPA exists to address the urgent and widening achievement, wealth, and resource (physical and digital) gaps occurring in SE DC, modelling for similar areas around the country an approach to solving these gaps.

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All the best,

Mashea

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Mashea Ashton <mashea@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 2:49 PM

To: 7C07@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hi Chairperson Holmes,

I wanted to follow-up on my last email with an update regarding our amendment application to expand Digital Pioneers Academy to a high school seeking to locate in Ward 7. Currently, we are a 6-8 middle school serving scholars who almost entirely reside in Ward 7 and 8. To deliver on our mission of developing the next generation of innovators, we are applying to expand Digital Pioneers Academy's grade span to include grades 9-12. My team will be submitting the application next week and I will share the final application with you immediately after submission.

I would still love the opportunity to connect and garner your support for our return to Ward 7. Please always feel free to reach out with any questions or if you would like to meet.

Best,

Mashea M. Ashton

[Quoted text hidden]

Holmes, Antawan (ANC 7C07) <7C07@anc.dc.gov>
To: mashea <mashea@digitalpioneersacademy.org>
Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 8:43 PM

Good Evening Ms. Ashton,

Thank you for reaching out to ANC7C. Do you have a location secured for your High School expansion? In addition, how many seats are you requesting to expand through the 12th grade? I look forward to discussing this expansion in more detail in the near future.

Regards,

Antawan Holmes

Advisory Neighborhood Commission 7C Chair

ANC Commissioner SMD-7C07

site: <http://anc7c.org>

twitter: @antawanholmes

From: Mashea Ashton <mashea@digitalpioneersacademy.org>
Sent: Sunday, September 20, 2020 2:50 PM
To: Holmes, Antawan (ANC 7C07) <7C07@anc.dc.gov>
Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>
Subject: Re: Hello from Digital Pioneers Academy

CAUTION: This email originated from outside of the DC Government. Do not click on links or open attachments unless you recognize the sender and know that the content is safe. If you believe that this email is suspicious, please forward to phishing@dc.gov for additional analysis by OCTO Security Operations Center (SOC).

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For the latest information on the District Government's response to COVID-19 (Coronavirus), please visit coronavirus.dc.gov.



Mashea Ashton <mashea@digitalpioneersacademy.org>

Hello from Digital Pioneers Academy

2 messages

Mashea Ashton <mashea@digitalpioneersacademy.org>

Thu, Sep 10, 2020 at 7:27 PM

To: 7D02@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hello Chairperson Hasan,

I hope you and yours are doing as well as you can. My name is Mashea Ashton and I am the founder and CEO of Digital Pioneers Academy (DPA) - DC's first computer science focused middle school. DPA's mission is to develop the next generation of innovators. We want to ensure our scholars not only consume the digital economy, but also create and lead in the digital economy. DPA exists to show the country what is possible when resources, supports, and relentless effort align with a belief that Black and Brown students can succeed. DPA exists to address the urgent and widening achievement, wealth, and resource (physical and digital) gaps occurring in SE DC, modelling for similar areas around the country an approach to solving these gaps.

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All the best,

Mashea

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Mashea M. Ashton

CEO & Principal

Digital Pioneers Academy

C: 973-368-3445

digitalpioneersacademy.org

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Mashea Ashton <mashea@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 2:49 PM

To: 7D02@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hi Chairperson Hasan,

I wanted to follow-up on my last email with an update regarding our amendment application to expand Digital Pioneers Academy to a high school seeking to locate in Ward 7. Currently, we are a 6-8 middle school serving scholars who almost entirely reside in Ward 7 and 8. To deliver on our mission of developing the next generation of innovators, we are applying to expand Digital Pioneers Academy's grade span to include grades 9-12. My team will be submitting the application next week and I will share the final application with you immediately after submission.

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Best,

9/21/2020

Digital Pioneers Academy Mail - Hello from Digital Pioneers Academy

Mashea M. Ashton

[Quoted text hidden]



Mashea Ashton <mashea@digitalpioneersacademy.org>

Hello from Digital Pioneers Academy

2 messages

Mashea Ashton <mashea@digitalpioneersacademy.org>

Thu, Sep 10, 2020 at 7:27 PM

To: 7E06@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hello Chairperson Houseal,

I hope you and yours are doing as well as you can. My name is Mashea Ashton and I am the founder and CEO of Digital Pioneers Academy (DPA) - DC's first computer science focused middle school. DPA's mission is to develop the next generation of innovators. We want to ensure our scholars not only consume the digital economy, but also create and lead in the digital economy. DPA exists to show the country what is possible when resources, supports, and relentless effort align with a belief that Black and Brown students can succeed. DPA exists to address the urgent and widening achievement, wealth, and resource (physical and digital) gaps occurring in SE DC, modelling for similar areas around the country an approach to solving these gaps.

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All the best,

Mashea

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Mashea Ashton <mashea@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 2:49 PM

To: 7E06@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hi Chairperson Houseal,

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9/21/2020

Digital Pioneers Academy Mail - Hello from Digital Pioneers Academy

Mashea M. Ashton

[Quoted text hidden]



Mashea Ashton <mashea@digitalpioneersacademy.org>

Hello from Digital Pioneers Academy

1 message

Mashea Ashton <mashea@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 2:49 PM

To: 7F01@anc.dc.gov

Cc: Lam Nguyen <lnguyen@digitalpioneersacademy.org>

Hello Chairperson Holcomb,

I hope you and yours are doing as well as you can. My name is Mashea Ashton and I am the founder and CEO of Digital Pioneers Academy (DPA) - DC's first computer science focused middle school. DPA's mission is to develop the next generation of innovators. We want to ensure our scholars not only consume the digital economy, but also create and lead in the digital economy. DPA exists to show the country what is possible when resources, supports, and relentless effort align with a belief that Black and Brown students can succeed. DPA exists to address the urgent and widening achievement, wealth, and resource (physical and digital) gaps occurring in SE DC, modelling for similar areas around the country an approach to solving these gaps.

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All the best,

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Executive Summary

Mission and Vision

Digital Pioneers Academy (DPA) is a rigorous, engaging college preparatory middle school preparing scholars from Ward 7 and Ward 8 in Southeast Washington, DC with the education necessary to be innovators in the digital economy and to be active citizens in our technology-driven world.

The mission of Digital Pioneers Academy is to **develop the next generation of innovators**. We prepare scholars from underserved communities 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. DPA opened its doors to 120 sixth-grade scholars in Fall 2018 and currently serves 240 scholars in grades 6th and 7th. DPA will continue to grow until we are a 6th-12th grade middle and high school.

Empowering Washington, DC Ward 7 & 8

Innovation is changing our lives and the world economy in ways almost unimaginable just a decade ago. This “fourth industrial revolution” is based on technological advances in artificial intelligence, robotics, and biotechnology. It is transforming how we live and work today and how our children will live and work in the future. The rewards for participating in this revolution are significant; the risks for those being left behind, however, are even greater, and the gap between the two is growing.

Here in Washington, D.C., the gap between those prepared for our evolving economy and those who are not could not be more evident. Recent figures indicate there are over 11,000 vacancies for high-tech jobs in the Washington, D.C. metro area that pay an average salary over \$100k per year.¹ Yet in the poorest neighborhoods of D.C. - Wards 7 and 8 East of the Anacostia River - the unemployment rate is three times the national average. A significant factor contributing to this gap is education. Only 1 in 20 people in Wards 7 and 8 have attained a college degree; middle school student proficiency rates in English and Math are shamefully low, 8% and 3%, respectively.

The goal of Digital Pioneers Academy (DPA) is to fundamentally change this situation, in Wards 7 and 8 and across our nation. We must make sure all families and children, from the most equipped to the most underserved, become the creators of the digital economy of the future, not just consumers. Our strategy:

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- Establish the first middle school founded on computer science, innovation, and academic rigor in D.C. that will consistently be ranked as a Tier 1 DC public charter school.
- Over the next decade, expand to 3 schools of 6th-12th grades educating over 2,520 students.
- Set expectations in underserved communities nationally that all students must be prepared to thrive in the digital economy and be the innovators of tomorrow.

Disrupting the Achievement and Opportunity Gaps

Schools like DPA are desperately needed across the nation and particularly in Wards 7 and 8 in Washington, D.C. Only about a quarter of students educated in D.C. Public Schools or in public charter schools in the District of Columbia are considered ready for college and careers per the most 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%. There are few excellent choices for middle school for our community. Proficiency rates in English Language Arts and Math for all middle schools in Wards 7 and 8 range from 0% to 7%. There are 43 public charter schools in Wards 7 and 8, in which only two secondary public charter schools are ranked “Tier 1” in performance.

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. Students who can, try to attend schools elsewhere. In the 2017-18 school year, 3,771 students were on waiting lists for grades 6-12 public charter schools in D.C., and 844 of these students reside in Wards 7 and 8. There is one STEM focused 6-12 grade charter school in Ward 8, Friendship Technology Preparatory Academy, but no schools, traditional or charter, in D.C. have DPA’s focus on computer science and computational thinking.

Why Computer Science?

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. If you are facing a big, ambiguous project at home or at work, computational thinking and problem solving processes can help you break this problem into smaller chunks.

Recognizing what’s important and what needs to be solved first are critical thinking skills that are valuable in any context. Problem solving process can be applied to any field of study. Computer Science also teaches students how to create digital artifacts and how those artifacts impact the world around them by looking at issues such as privacy and security. Computer science teaches how to create new technologies instead of just being consumers of technology.

Computer Science is not about teaching students to code. Coding is an important tool for computer science but, like arithmetic, it is a tool for doing mathematics, just as words are a tool for English. Coding is a building block, and DPA will help students master this foundational skill and go beyond that to build their full computational thinking toolkit.

Every industry is desperately trying to hire computer programmers. Careers now and in 2030 will require a workforce that is:

- data driven and leverages technology to bring new ideas into the marketplace;
- understands not only how to use technology, but how to create and manipulate it; and
- diverse and knows how to work together to solve the world’s biggest problems.

Simply put, our students will need to be innovators and creators. And to do this they need opportunities to learn computer science.

DPA Aspirations

Our Aspirations
<i>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.</i>
<i>We believe relationships matter. Students will respect teachers who are authentic, and appreciate educators who support, challenge, and hold them accountable.</i>
<i>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.</i>

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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.

DPA Values

Our Values
<i>Accountability.</i> We do what we commit to do.
<i>Optimism.</i> We create the authentic positivity that our scholars and team need wherever we go, even in tough moments.
<i>Innovation.</i> We think critically, creatively, and thoughtfully to solve complex problems.
<i>Growth.</i> We love feedback and believe feedback is critical to growing and exceeding our goals.
<i>Empathy.</i> We listen and build strong relationships to create a known-loved-respected (KLR) community.

DPA Guiding Principles

Our Guiding Principles
<i>Prepare to enroll in a post-secondary pathway (college, career etc.)</i>
<i>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</i>

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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

Solve real world problems by the 10th grade in their community by using their Computer Science and computational thinking skills.

DPA Guiding Principles and our High School Program: DPA High is a college-preparatory program. We believe that the vast majority of students will maximize their future economic freedom, career flexibility, and self-actualization by preparing for and graduating from four-year colleges. We expect 100 percent of our students to meet and to exceed the demands of our college-preparatory program; to apply and to attend college; and to graduate with a bachelor's degree or higher, within six years. Toward these ends, our HS program combines rigorous, collegiate academics with a culture and design that emphasizes the "soft skills" necessary for college persistence, including independence, self-advocacy, and time/task management.

Equally important to DPA is that our future college graduates are entrepreneurial problem-solvers, capable of thriving in the 21st-century workplace. Our courses, while rigorous and college-preparatory, continue to foreground student-centered pedagogies rooted in design thinking, collaboration, and innovation. We also invest in a few key programmatic structures to foster scholars' entrepreneurship:

- Students in 10th-12th grades complete an annual *Problem Solvers' Portfolio Project* as part of their DPA graduation requirements. For this independent project, students deploy the computational and design thinking skills that they have developed since grade 6 to propose an innovative solution for a real-world problem.
- Reflecting our commitment to students' career readiness for the 21st-century economy, all DPA students will pass the AP Computer Science Principles exam at the end of their 10th grade year. This exam culminates a two-year course sequence (Computer Science I and II), building on our middle school computer science program.

Primary Pillars of Our Educational Model

The pillars of our educational model were developed as part of our initial charter application, designed to honor a) our community’s aspirations, b) best practices as discerned through education research and c) our mission, values, and principals. Our pillars remain the core of our high school program:

Rigorous Content	Rigorous Instruction	Student-Centered Learning & Love of Learning
<i>A rigorous core curriculum that includes personalized Computer Science coursework and computational thinking (Honoring the values of Excellence, Innovation, and Results)</i>	<i>An emphasis on great teaching and authentic relationships (Honoring the values of Excellence, Results, and Empathy).</i>	<i>A positive, respectful, and loving school culture (Honoring the values of Empathy and Integrity).</i>

Founder Bio

Chief Executive Officer & Principal, Digital Pioneers Academy: Mashea Ashton

Mashea Ashton is the Founder and CEO of Digital Pioneers Academy, a public charter school located in Washington, D.C. — where her family has lived for six generations and she began her career as a special education teacher. DPA is the first computer science-focused middle school in the city.

Prior to founding DPA, Mashea served as the CEO of the Newark Charter School Fund, where she oversaw a \$48 million initiative to support the growth of quality charter schools. During her tenure, Newark’s charter sector grew to serve over 20,000 students and was ranked by a Stanford/Credo study as the second highest performing sector in the country.

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A visionary, results-oriented leader, Mashea has helped guide numerous nonprofit and education organizations, including New Leaders for New Schools, New York City's charter schools, and the Knowledge is Power Program (KIPP).

Mashea has an M.Ed. in Special Education and a B.A. in Sociology and Elementary Education from the College of William and Mary.

Digital Pioneer Academy Core Board Chair: Mary K. Wells

Mary K. Wells is a co-founder and managing partner at Bellwether Education Partners. Mary leads the Strategic Advising practice within Bellwether, which focuses on supporting education organizations with growth strategy, market assessment, business planning, organizational development, and implementation planning. Recent clients include Urban Teachers, The Achievement Network, Teach Plus, Choose to Succeed, City on a Hill, and Charlotte-Mecklenburg Schools. Prior to launching Bellwether, Mary led STEM and new school investments for the Texas High School Project, where she was a founding team member. She oversaw a portfolio of over \$80 million in grants focused on expanding access to high-quality college preparatory schools, improving the quality of math and science education in Texas, and expanding the pipeline of highly skilled employees qualified for careers in the economy of the 21st century. Before joining the Texas High School Project, Mary was a manager and consultant with Bain & Company, where she advised Fortune 500 companies on growth strategy, new business development, and post-merger integration issues. Mary holds a bachelor's from Harvard University and a master's from the Stanford Graduate School of Business. She lives in Massachusetts with her husband, son, and daughter.

Digital Pioneer Academy Core Board Treasurer: Sara Batterton

Sara Batterton currently serves as Senior Advisor to the Executive Team at Uncommon Schools, a CMO 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 facilities needs.

Previously, Sara served as Acting Chief Operating Officer at Uncommon Schools and prior to that, as Vice President of Real Estate & Facilities. In her VP of Real Estate

DIGITAL PIONEERS

ACADEMY

role, she led a 6-person team providing a full range of real estate services to 44 Uncommon schools across NY, NJ and MA. The Real Estate team was involved in all aspects of facilities planning, site identification, pre-development, leasing & acquisition, design and development, financing, construction project management, loan compliance and portfolio administration. During her tenure in this role, the Uncommon Real Estate team managed a portfolio of over 1,600,000 SF of school facility space and successfully closed over \$90M in charter school facility financing. Financing involved a range of products including NMTCs, QSCBs and QZABs, as well as more traditional commercial mortgages.

Sara received her M.B.A. 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 non-profits. Sara'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 B.A. 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.

Digital Pioneer Academy Core Board Secretary: 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 20 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, Orlena leads marketing strategy and planning with clients like the US Naval Academy, Procter & Gamble, and The Coca-Cola Company. Orlena also serves as the 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

DIGITAL PIONEERS

ACADEMY

framework that made digital media integral to the company's marketing strategy. In 2011 she was recognized in Cablefax: The Magazine's Most Influential Minorities in Cable, in the area of Technology. At Time Warner Cable's Broadband division, Orlena 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 Bachelor of Science in Industrial Engineering from Purdue University and an MBA from The Wharton School, University of Pennsylvania.

Orlena has a deeply rooted interest in seeing more young people of color participate in the digital age as creators and technologists, not just consumers. She is a former engineer and computer programmer, comes from family of engineers, and is married to a family of engineers. She believes that DPA can play a meaningful role in creating a pipeline of technologists of color who not only reframe the technology sector, but also help to redefine the economics of underserved communities in this country. She works closely with institutions of higher education and believes that DPA is poised to deliver the next generation of candidates they so desperately seek.

Appendix 6

Communications with Families and Community

- Rev. Dr. Kip B. Banks Letter of Support
 - Petition Signatures
 - Parent Survey
 - Parent Chat Feedback
- Parent Letters of Support
 - 8th Grade Focus Group
 - Staff Letters of Support
 - Staff Feedback Chat



1894



2019

EAST WASHINGTON HEIGHTS
BAPTIST CHURCH

Rev. Dr. Kip B. Banks, Sr., Pastor

September 21, 2020

DC Public Charter School Board
333 – 14th Street, NW #210
Washington, DC 20010

Dear Members of the Board:

I would like to express my wholehearted support of Digital Pioneers Academy's ("DPA") application to expand to a high school located in Ward 7.

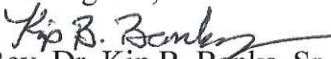
As a community member and advocate of our Ward 7 community, I have been involved with DPA since its opening. I am the pastor at East Washington Heights Baptist Church, which housed DPA in its founding year. As you may know, 98% of DPA scholars reside in Wards 7 and 8 of DC, so many of these scholars and families are the neighbors who I serve.

I am so proud to personally vouch for the value that Principal Ashton and the incredible team she assembled have dedicated to our scholars and families. I have seen how scholars entering the 6th grade two years ago have grown into brilliant young men and women prepared to lead our city and beyond through the computer science and character education that DPA has modeled. Ever since that founding year, Principal Ashton has continued to engage our scholars, families, and community to forge the high school that Ward 7 wants and demands. The circumstances and challenges that DPA have endured and overcome assures me that this team and this leader are resilient, committed to doing everything it takes for every scholar to succeed.

In my time serving this community, Digital Pioneers Academy has stood out in terms of how much it has provided in such a short time. The excitement that I and those who I serve share around DPA's high school pathway to college and career is palpable, and we will rally to ensure this high school will succeed beyond its written goals in the application.

Digital Pioneers Academy's application to expand to a high school has my full and staunch support. I am so looking forward to learning your final decision and working with you should you have any additional questions or thoughts!

Kind regards,


Rev. Dr. Kip B. Banks, Sr.
Pastor

2220 Branch Avenue, Southeast | Washington, DC 20020
church (202) 582-4811 | fax 202) 582-2400 | Email ewhbc@aol.com

*"We are a church working to build up an intergenerational group of disciples who love God,
love neighbors and transform the community with the Gospel of Christ."*

Digital Pioneers Academy

Recipient: District of Columbia Public Charter School Board

Letter: Greetings,
Computer Science Education for Southeast D.C.

Signatures

Name	Location	Date
Digital Pioneers Academy Main Office	US	2020-09-17
Lam Nguyen	Washington, DC	2020-09-18
Rolanda Glosson	Washington, DC	2020-09-18
Leslie Jones	Washington, DC	2020-09-18
Celara Swann	Washington, DC	2020-09-18
Makala Freeman	Washington, DC	2020-09-18
Adalynn Joyner	Arlington, VA	2020-09-18
Simone Scott	Washington, DC	2020-09-18
Marshalla Faulkner	Capitol Heights, MD	2020-09-18
Ellis Oakley	Altamonte Springs, FL	2020-09-18
crystal daniels	Washington, DC	2020-09-19
Kimberly Brawner	Columbia, MD	2020-09-20
Paige Parker	Upper Marlboro, MD	2020-09-20
Alexis Brown	Washington, DC	2020-09-20
Zachary Siegel	Washington, DC	2020-09-20
Kate Harter	Silver Spring, MD	2020-09-20
Trevon Hughes	Bronx, NY	2020-09-20
Peter Savedge	Largo, MD	2020-09-20
Kristyn Beecher	Houston, TX	2020-09-20
Darryn Mumphery	Elkridge, MD	2020-09-20

Name	Location	Date
Miah Giavonni	Sherman Oaks, CA	2020-09-20
Wanda Savedge	Elberon, VA	2020-09-20
Adrienne Lockhart	Washington, DC	2020-09-20
Alyssa Wynter	Inwood, NY	2020-09-20
Cicily Brown	Inwood, NY	2020-09-20
Maya Boddie	Alexandria, VA	2020-09-20
MeChelle Blunt	Houston, TX	2020-09-20
Allison Jones	San Francisco, CA	2020-09-20
Honora Carlson-Strom	Dorchester Center, MA	2020-09-20
Tiana Whitely	Arlington, VA	2020-09-20
Kayla Garrett	Franklin Township, NJ	2020-09-20
Russell Savedge	Virginia Beach, VA	2020-09-20
Tiava Jordan	District Heights, MD	2020-09-20
Star Simmons	Washington, DC	2020-09-20
Diamond Barham	Macon, GA	2020-09-20
Emily Goldstein	Washington, DC	2020-09-20
Chamondrea Lane	Upper Marlboro, MD	2020-09-20
Dietra Hunter	Silver Spring, MD	2020-09-20
Kiyah Holloman	Washington, DC	2020-09-20
Myron Jefferson	Carrollton, VA	2020-09-20
Julia Matthews	Bethesda, MD	2020-09-21
Joel Bosque	Ramallah, Palestine	2020-09-21

Name	Location	Date
Dana Carbonell	Washington, DC	2020-09-21
Erum Siddiqui	Washington DC, DC	2020-09-21
Mayra Cabrera Pardo	Fairview, NJ	2020-09-21
Patrick Evans	Miami, FL	2020-09-21
Rafael H Carbonell	Ridgefield, NJ	2020-09-21
Tracy Duong	Fountain Valley, US	2020-09-21
Ariel Gunn	Memphis, US	2020-09-21
DONALD Cathren	Indianapolis, US	2020-09-21
Yuridia Gonzalez	Bakersfield, US	2020-09-21
Alicia holes	Irving, US	2020-09-21
Kimora Friend	York, US	2020-09-21
SYNDIA A PAYNE	Silver Spring, MD	2020-09-21
Ali Abbas	Irving, US	2020-09-21
Zhane Slade	Dendron, VA	2020-09-21
Gerald Baron	Pottstown, PA	2020-09-21
Jacqueline Baron	Hyattsville, MD	2020-09-21
Lorraine Baron	Pottstown, PA	2020-09-21
Ethnyéalita Fisher	Washington, DC	2020-09-21
Nhi Ly	Jessup, MD	2020-09-21
Pamela Baker	Hyattsville, MD	2020-09-21
Jeremy Baron	New Haven, CT	2020-09-21
Rhonda Gray	Washington, DC	2020-09-21

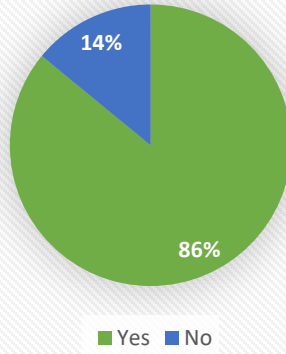
Name	Location	Date
Re'Shae Green	Mc Lean, VA	2020-09-21
Courtney Paul	New York, NY	2020-09-21
Kirby Dixon	Philadelphia, PA	2020-09-21
Antionette Scott	Washington, DC	2020-09-21
John Fuller	Takoma Park, MD	2020-09-21
Brittany Fleming	Columbia, MD	2020-09-21
Brianna Barr	Columbia, MD	2020-09-21
Camille Grant	Freeport, NY	2020-09-21
Lauren Hendricks	Hyattsville, MD	2020-09-21
Todd Carroll SR	Washington DC, DC	2020-09-21
Delonna Gibbs	Silver Spring, MD	2020-09-21
Cereese Wills	Washington, DC	2020-09-21
Breeana Skipper	Washington, DC	2020-09-21
Shelby Stanley	Washington, DC	2020-09-22
Keith Johnson	Washington, DC	2020-09-22
Aliss Williams	Elkridge, MD	2020-09-22
Sanquinetta Wynter	Inwood, NY	2020-09-22
Nicole Carroll	Washington, DC	2020-09-22
Jennifer Williams	Baltimore, MD	2020-09-22
Ximena Castillo	Washington, US	2020-09-22
Lauren McEntyre	North Brunswick, US	2020-09-22
Shae Roberson	Skiatook, US	2020-09-22

Name	Location	Date
JON INWOOD	Brooklyn, NY	2020-09-22
Avery Jaeger	Auburn, US	2020-09-22
Lauren Collins	Guthrie, US	2020-09-22
Charlotte Baltzer	San Diego, US	2020-09-22
Jania Rainey	Greenville, US	2020-09-22
Kelly Kerns	Washington, DC	2020-09-22
Yeet Yeeted	None ya business, US	2020-09-22
Christina Smith	Seaford, US	2020-09-22
nabintou ndiaye	Gainesville, US	2020-09-22
Jasmine Burke	Worcester, US	2020-09-22
Robin Loftis	US	2020-09-22
Samantha Morales	Alexandria, US	2020-09-22
bella khoury	Cleveland, US	2020-09-22
Cate McGill	Tampa, US	2020-09-22
Helen Sorme	Tyrone, US	2020-09-22
Rose Mc	Washington, US	2020-09-22
armando linares	Pompano Beach, US	2020-09-22
Annette Acosta	Springdale, US	2020-09-22
geneva sneed	Peoria, US	2020-09-22
Jancarlos Salinas	Mount Morris, US	2020-09-22
Cristal Mendoza	Arlington, US	2020-09-22
Unknown Unknown	Santa Maria, US	2020-09-22

Name	Location	Date
Alonso Quintero	Yuma, US	2020-09-22
Dominique Marquez	Orlando, US	2020-09-22
Leilani Leon	Yuma, US	2020-09-22
austin ward	Albany, OR	2020-09-22
Heriberto Tadeo	Santa Maria, US	2020-09-22
Anthony Lepore	Madison, US	2020-09-22
Whitney Holloway	Garden Grove, US	2020-09-22
Staci Burnett	Skiatook, US	2020-09-22
Marilyn Lazaro	Santa Maria, US	2020-09-22
Azalea Teague	Muskogee, US	2020-09-22
Emily Barrios	Santa maria, US	2020-09-22
Robert Ortiz	San Francisco, CA	2020-09-22
Dr Babasola Ogunsanya	Gaithersburg, MD	2020-09-22
Taria Finch	Joliet, US	2020-09-22
Mitsue Hall	Baltimore, MD	2020-09-22
Cassie Fiels	Miami, US	2020-09-22
Jamie Livesay	Colorado springs, US	2020-09-22
Sulayman Abdi	Columbus, US	2020-09-22
Bernetta Carter	Dundalk, MD	2020-09-22
Sarah Linzy	Miami, FL	2020-09-22
Shanya Price	Laurel, MD	2020-09-22

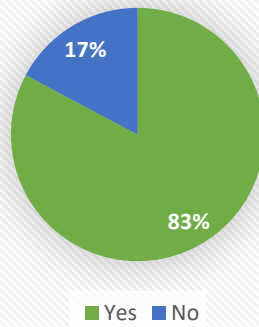
DPA Parent Survey

**Interested in Sending your student to
DPA High (All families)?**



Out of 192 families that responded to this question, 165 said they were interested in sending their student(s) to DPA High.

**Interested in Sending your student to
DPA High (Families w/ rising 8th
graders)?**



Out of 87 families that responded to this question, 72 said they were interested in sending their student(s) to DPA High.

18:01:35 From April Stewart to All panelists : Mesih Stewart! DPA ALWAYS AWESOME!!!!

18:01:58 From Keith "Kubweza" Johnson to All panelists : Kenneth & Keyonte Cook-Johnson all is so far

18:02:14 From Mary Smith to All panelists : Kyla Stevens

18:02:20 From anthony brown : Anthony Brown. I love that each day Ms. Payne reach out to me.

18:02:32 From Donna Smith to All panelists : David Smith likes his teachers!

18:03:01 From Mary Smith to All panelists : Kyla is enjoying her classes

18:03:21 From April Stewart to All panelists : lol! Communication from teacher to parents! Engagement with scholars! Ms. Gibbs and Ma. Goldstein's have been amazing! Pressing my son to do better everyday!

18:04:12 From Takia Shire to All panelists : Zion Shire he is enjoying the 7th grade love how teachers give me feedback about Zion growth

18:04:51 From Mary Smith to All panelists : Kyla needs help with math

18:05:21 From Pamela Baker : Daquan Baker

18:05:31 From Adalynn Joyner to All panelists : Ada Joyner scholar De-Anthony - The teachers are awesome Ms. Gibbs and Ms. Goldstein are communications with me regarding my son's class work.

18:05:36 From Donna Smith to All panelists : A chance for the kids to communicate more with each other would be great

18:05:38 From Nikia Harrod to All panelists : ZoeB.....home visit went well....I would appreciate not receiving a text at 8:31 when your child is in class

18:05:58 From anthony brown : Continue just being great.

18:06:16 From Lakiecia to All panelists : Matthew Addison just needs to make sure that he get rest at night

18:06:26 From Simone Simone to All panelists : Caron Owens 8th grade

18:06:32 From Nikia Harrod to All panelists : yes

18:07:03 From Auntie to All panelists : Antionette Scott; My Scholar is Caron Ownes; So far this year all is going well especially the structure of classes and the communication between the staff, students and parents.

18:08:07 From J osephine hall to All panelists : Hello I am Tyler's grandma. I think that you all are doing a great job. I know that it is not easy. Thanks for the contact when tyler has not signed in. Tyler Hall grandma. Josrphine

18:08:15 From Simone Simone to All panelists : Simone Scott/ Caron: DPA's continual communication in all matters! Blessings

18:08:49 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : Erica Jenise Gleaton , Robert Jamal Thomas. We are still in Honeymoon Phase

18:08:56 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : 6th Grade Parent

18:09:41 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : Yes. My son loves DPA though. He takes pride in saying he attends DPA.

18:09:53 From Simone Simone to All panelists : Snapsss

18:10:10 From Deon Porter to All panelists : Deon Porter, Daquan Bakers father

18:12:27 From Simone Simone to All panelists : Location

18:12:49 From Donna Smith to All panelists : College prep

18:12:54 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : Preparation for College and Adulthood

18:13:07 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : Teach Soft and Hard Skills

18:13:53 From Pamela Baker : Do yall let us no about hight school.

18:14:26 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : Graduating with Certifications

18:14:44 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : IT Certifications, and Programming Languages

18:15:14 From Simone Simone to All panelists : Include economics learning such as credit, spending/investing/etc. As well as peer social emotional connection, college prep,

18:15:24 From anthony brown : The location, college prep, I would like for them to learn history, and Sports

18:15:33 From Adalynn Joyner to All panelists : Adequate location, Sports, Election for example Robotics, Black History, Coding and College Prep.

18:16:00 From Adalynn Joyner to All panelists : Electives
18:16:20 From Simone Simone to All panelists : More Arts development.
18:16:39 From Simone Simone to All panelists : Field Trips
18:16:41 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : Seminars or Class/
Guidance on Relationship Building ; Seminars on Financial Fitness for Students
18:17:08 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : In short, reinforce life
skills for scholars
18:17:30 From April Stewart to All panelists : I'd like to know field of study focuses? I'd also like to know
about location? I'd like to know will there be a bridge program from jr. high school to high school and also
from high school to college.
18:18:08 From Simone Simone to All panelists : Business Entrepreneurship
18:18:25 From April Stewart to All panelists : Will there be a college focus only or will there be a trade of
some sorts
18:18:49 From Simone Simone to All panelists : Foreign Language opportunity.
18:19:12 From Donna Smith to All panelists : Driving and other life skills would be excellent!
18:19:36 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : Yes, yes, yes
18:19:51 From April Stewart to All panelists : will there be advantages for scholars to have shadowing at
companies such as google?
18:20:05 From Simone Simone to All panelists : Love Itt (snaps)
18:20:22 From April Stewart to All panelists : study abroad proframs
18:20:30 From April Stewart to All panelists : *programs
18:20:42 From Simone Simone to All panelists : Uniforms
18:20:45 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : Yes, for uniforms
18:20:48 From Pamela Baker : Yes
18:20:54 From April Stewart to All panelists : yes for uniforms
18:20:54 From Ty Wright to All panelists : no
18:20:55 From Lakiecia : no thank you
18:20:55 From MTaylor to All panelists : yes I love uniform
18:20:55 From Takia Shire to All panelists : I love the uniforms
18:20:58 From Julia Pergola : LOVE uniforms!
18:21:00 From Nikia Harrod to All panelists : Cool uniforms, just not the all black shoes
18:21:01 From Simone Simone to All panelists : Yes for Uniforms
18:21:04 From anthony brown : Yes keep the uniforms
18:21:06 From Deon Porter to All panelists : yes
18:21:07 From Angela Ruffin to All panelists : yes, uniforms
18:21:08 From Donna Smith to All panelists : Keep the uniforms please
18:21:09 From Auntie to All panelists : Yes, for uniforms
18:21:13 From Keith "Kubweza" Johnson to All panelists : colors to identify grade level
18:21:36 From Adalynn Joyner to All panelists : I'm Neutral
18:21:54 From latonyaf to All panelists : keep the uniforms. maybe they can have a dress down day
18:22:02 From Vanessa Elbert to All panelists : Yes
18:22:03 From Mrs. Rhones to All panelists : I don't mind them because the kids also get the opportunity
to earn passes to dress down
18:22:08 From TANIA W. 5/23/12 to All panelists : Yes uniforms but not stressing so much on
footwear(colors)
18:22:38 From anthony brown : I would love for DPA high school.
18:23:19 From Takia Shire to All panelists : My importance will be the location of the HIGH SCHOOL
18:24:13 From Donna Smith to All panelists : As many college credits as possible, also regular advisor
meetings (maybe quarterly) to be sure the college resume is looking good: incl. sports, academics, etc...
18:24:45 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : YES, WIN FOR WARD 7
18:25:03 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : Quality in Ward 7, I
Love It!!!!!!!!!!!!!!
18:25:11 From Julia Pergola to All panelists : Economics/finance would be awesome and so necessary
especially considering earning potential in CS careers.
18:25:36 From Adalynn Joyner to All panelists : Ward 7 is Great!
18:25:53 From J osephine hall to All panelists : Bring back spelling and vocabulary assignments and
history. Josephine, Tyler hall grandma.

18:25:56 From Simone Simone to All panelists : Amen (Ward 7/8)

18:26:49 From Donna Smith to All panelists : Possible to choose a place with a grass field instead of artificial turf? For health reasons...

18:27:48 From J osephine hall to All panelists : Great planning for adding a ninth grade.

18:28:06 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : I was in Howard University Upward Bound. I loved the experience of staying on campus in the summers. and during the school year going to Howard on the Weekend. If DPA have a partnership with programs like this. This will be great

18:29:32 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : Maybe even have brown bag lunches, were they can learn about options

18:29:38 From Simone Simone to All panelists : A relative also attended that HUUB program. Great partnership idea

18:29:51 From April Stewart to All panelists : web design and graphic design

18:30:07 From April Stewart to All panelists : yes!!!!!!

18:30:22 From Simone Simone to All panelists : Absolutely!!! Diploma from DPA

18:31:22 From Simone Simone to All panelists : Template is a great idea for parent support. Thank you

18:32:06 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : I will support in those ways, no problem.

18:33:28 From Simone Simone to All panelists : Snaps

18:35:22 From Deborah Hickson to All panelists : when do the parents start choosing high schools

18:35:23 From April Stewart to All panelists : close to metro

18:35:25 From Simone Simone to All panelists : Agreed with Parking and grass lolll

18:35:38 From Adalynn Joyner to All panelists : Ward 6 good too!

18:37:07 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com to All panelists : DPA will prevail. there is nothing like it in DC right

18:38:50 From Erica Jenise Gleaton, CISSP, PMP, & Polymath | EricaGleaton.com : Technology is one of DC initiatives , thus a High Supports that .

18:39:58 From Simone Simone to All panelists : We are so appreciative of DPA!! #love

18:40:00 From Auntie to All panelists : Would like to see scholars with the opportunity for a course/class on Money Management, budgeting, investing, finance, etc.

18:40:36 From Donna Smith to All panelists : Take care and thank you for all of your hard work!!!

18:41:58 From Adalynn Joyner to All panelists : Zoom and Webinar are great

18:42:11 From Adalynn Joyner to All panelists : I'll take the twins



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Antionette Scott <antscott1@yahoo.com>

Mon, Sep 21, 2020 at 2:17 PM

To: "dcpublic@dcpcsb.org" <dcpublic@dcpcsb.org>

Cc: "applications@dcpcsb.org" <applications@dcpcsb.org>, "msampson@dcpcsb.org" <msampson@dcpcsb.org>

To the D.C. Public Charter School Board,

I am proud and honored to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides. As a part of the DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of not only my scholar but of all our scholars who attend DPA.

Digital Pioneers Academy sets the highest expectations and does whatever it takes to support our scholars in meeting those standards. As one of the Founding Families of DPA, we not only love being a part of the DPA school community but are also committed to walking with all of our scholars across the graduation stage to receive a high school diploma from the Digital Pioneers Academy of the District of Columbia Public Charter School.

Digital Pioneers Academy, lead by Principal Ashton has been collaborating with her team, scholars and their families to design a program aligned with our communities' and especially our scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has had my wholehearted confidence and support to deliver a premier high school program. As a native Washingtonian and a DC Public School Graduate, DC needs this! SE needs this! Our scholars need this! I ask that you approve their application for expansion.

Thank you for your time, support and approval of the Digital Pioneer Academy expansion application.

Sincerely,

Antionette Scott

Proud DPA Grandparent



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Pamela Baker <pamelabaker14@gmail.com>

Mon, Sep 21, 2020 at 9:49 AM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board, I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides. As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy. Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion. Sincerely, [YOUR NAME] Pamela Baker



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Ethnie Fisher <efisher81@yahoo.com>

Mon, Sep 21, 2020 at 9:24 AM

Reply-To: Ethnie Fisher <ethnief@aol.com>

To: "dcpublic@dcpcsb.org" <dcpublic@dcpcsb.org>

Cc: "applications@dcpcsb.org" <applications@dcpcsb.org>, "msampson@dcpcsb.org" <msampson@dcpcsb.org>

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I have two scholars currently attending DPA and on the path to college and career readiness because of the rigorous education and opportunities that DPA provides. As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. Both my sons entered DPA with challenges that distracted them from their potential. DPA has been extremely helpful, flexible, and responsive in eliminating or working around those challenges to help them reach their full potential. My scholars and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy. Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,

Ethnyalita Fisher
202-845-9869
efisher81@yahoo.com



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Star Simmons <starcanhel@gmail.com>

Sun, Sep 20, 2020 at 7:17 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

My scholar is new to the DPA family, BUT ALREADY I HAVE NOTICED A CHANGE IN MY GRANDSONS LEARNING EXPERIENCE!! It is such a difference between The Zoom Classes (which is hard!) from his previous school to this school! DPA has made this experience much easier for him to live through! They care about their students, but also the families! They are meeting the needs of the school day and offer some of the support the student needs at home. My grandson has Learning Disabilities as well as Mental Health Challenges; Diagnosed with Anxiety and Separation Anxiety Disorder (which are two different things) as well as Childhood Depression, Epilepsy (seizure activity on the left side of his brain) and Tourette Syndrome (Tics.) and the DPA Team has handle this with knowledge, compassion and understanding! They have not excluded him in any way or made him feel less than! But at the same time, they meet him where he is, and offer him the appropriate accommodations for his success!

I chose this school (after 2 years of research) because of the size of the classes and that they are family oriented! They actually care about the students' entire well being!

I think it is important that the students can have some level of stability in their lives and NOT having to leave their Middle School to go to a whole other place for High School is important! Many of our children in SE don't have family stability, they don't have fathers in the homes, some don't have mothers, some of their family members are struggling with drug addictions and some of their family members are in and out of jail; so the stability that the School can offer helps!

I FULLY SUPPORT DPA HAVING A HIGH SCHOOL!! I DON'T WANT TO HAVE TO TRANSITION MY CHILD TO A HIGH SCHOOL THAT DOES NOT HAVE THE SAME GREAT BELIEFS THAT DPA IS OFFERING MY CHILD RIGHT NOW! THAT WOULD BE TRAGIC FOR OUR CHILDREN TO HAVE AN OUTSTANDING TEAM ENCOURAGING THEM FOR 3 YEARS, TEACHING THEM ABOUT COLLEGE, SCIENCE, ENGINEERING AND MORE, AND THEN WHEN IT'S TIME FOR HIGH SCHOOL, THEY HAVE TO LEAVE THAT BEHIND AND HOPE TO FIND A HIGH SCHOOL WITH THE SAME BELIEFS!

Ms. Ashton not only believes in our children, she believes in our families; which encourages us to believe in ourselves!! I wish I had someone to even tell me about going to college when I was growing up, but instead I just had to learn about "SURVIVING"!! Ms. Ashton and her entire Team encourages our children to go to college!! They tell our children that they CAN and WILL make a difference in this world!! I BELIEVE THAT!

I PRAY THAT YOU ALL WILL DO WHATEVER YOU NEED TO DO TO ALLOW DPA TO HAVE A HIGH SCHOOL IN SE FOR OUR CHILDREN!!!

Sincerely,

Star Simmons
202 520 8036
starcanhel@gmail.com



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Michelle Brown <michellegbrown021@hotmail.com>

Sun, Sep 20, 2020 at 3:51 PM

To: "dcpublic@dcpcsb.org" <dcpublic@dcpcsb.org>

Cc: "applications@dcpcsb.org" <applications@dcpcsb.org>, "msampson@dcpcsb.org" <msampson@dcpcsb.org>

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Michelle Brown

Get [Outlook for Android](#)



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Kimberly Brawner <brawnerk4@gmail.com>

Sun, Sep 20, 2020 at 11:59 AM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

[YOUR NAME] Kimberly Brawner



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Elizabeth Wynn <thewynns202@gmail.com>

Fri, Sep 18, 2020 at 10:04 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

[Elizabeth Wynn]



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Quannica Jones <quannicajones@gmail.com>

Fri, Sep 18, 2020 at 9:56 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Quannica Jones

--

Respectfully,
Quannica Jones
(202)904-3039



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Gail Crump <dmanjada@gmail.com>

Fri, Sep 18, 2020 at 7:10 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

[YOUR NAME]



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Renee Hall <Renee.Hall@umm.edu>
To: "dcpublic@dcpcsb.org" <dcpublic@dcpcsb.org>

Fri, Sep 18, 2020 at 5:29 PM

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,



Renee Hall MPH,MPA
Perioperative Business Manager

University of Maryland PGHC
Operating Room

Renee.Hall@umm.edu

301-618-6022 Office

301-618-6591 Fax

301-404-6354 Cell

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Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Simone Scott <simonesimone11@icloud.com>

Fri, Sep 18, 2020 at 5:00 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. We are a founding family of DPA. My scholar Caron is currently in his 8th grade year, and on his path to college and career readiness due to the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy. We started our middle school journey with DPA, it's only appropriate we are able to finish our goal strong. DPA outreaches their focus beyond excellence to reach the family as a whole. As a single mother of an amazing young man DPA has contributed so much more than just education. They leave out nothing, and stop at nothing to ensure we are provided the resources and supports needed to extend our possibilities. I do not see another team..more directly, we don't want another team to see him off to college and/or business entrepreneurship. They are extended family. More importantly, they set the standard where we are treated as family.

Principal Ashton has been working so diligently. Collaborating and consistently communicating with scholars and families to design a program aligned with our communities, and scholars' needs, interests, and dreams in mind. More particularly, the demand for quality and innovation. The student body of DPA are an example of tenacity! Despite challenges of distant learning, our scholars are currently at a 95% attendance rate. With this type of leadership they will only, keep going and growing. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program for all of our scholars! I ask you to approve the application for expansion. Our scholars are depending on your decision.

We are DPA!

Sincerely,

Simone Scott and family.

Founder/CEO/Life Coach
Intrinsic Distinction,
A Wellness Consulting Firm

Master Artist (aesthetics, visual, design),
Zumba Instructor,
Event Decor/Production, and
PAVE Parent (Parents Amplifying Voices for Education)



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Celara Swann <mscelaraswann@icloud.com>

Fri, Sep 18, 2020 at 4:10 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Celara Swann

Sent from my iPhone



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Donna Smith <smithburris@gmail.com>

Fri, Sep 18, 2020 at 3:53 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Donna L. Smith



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

anissa Jones <anissamcroy@gmail.com>

Fri, Sep 18, 2020 at 3:41 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,
Anissa Jones
[YOUR NAME]



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Keith Johnson <keithv.johnson@gmail.com>

Fri, Sep 18, 2020 at 3:31 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholars currently attend DPA and are on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Keith Johnson

Sent from my iPhone



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

one_and_only_sky love <rolamdaglosson73@gmail.com>

Fri, Sep 18, 2020 at 3:26 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Rolanda Glosson]



Digital Pioneers Academy Main Office <mainoffice@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Leslie Jones <lesliejn25@gmail.com>

Fri, Sep 18, 2020 at 3:25 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: mainoffice@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. My scholar currently attends DPA and is on the path to college and career readiness because of the rigorous education and opportunities that DPA provides.

As a part of DPA's founding community, I have seen Principal Ashton and the DPA team tap into the academic excellence and character potential of our scholars. DPA sets the highest expectations and does whatever it takes to support scholars in meeting those standards. My scholar and I love being a part of the DPA school community and are committed to walking across the graduation stage to receive a high school diploma from Digital Pioneers Academy.

Principal Ashton has been collaborating with scholars and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver an premier high school program. I ask you to approve the application for expansion.

Sincerely,

Leslie Jones

Founding Class

115 8th Grade scholars shared what aspects they want DPA high school to ideally have. The themes of their responses are summarized as follows:

Facilities / Ops

- Scholars want a more flexible facility with options of break rooms, outdoor space, cafeteria, and athletic facilities
- Strong demand for lockers, locker rooms, and more storage space
- Separate grades by floors
- Better lunches
- Scholar input in how classrooms are designed/decorated

Academics

- Demand for more advanced classes, especially in math, CS, and physical sciences.
- More elective offerings and diversity in course load (cooking, driving, health and sex ed, finance, politics, local history, science labs)
- More field trips
- Diversify internship opportunities to include local sports and business organizations

Extracurriculars

- Sports (football, basketball, baseball, soccer, wrestling, swimming)
- Clubs (anime, yearbook, gender and politics, book club, student council, gaming, music, art, chess, poetry, morning news, debate, KidWind)
- High-demand topics to discuss: "adulting" (developing adult life skills) and discussing real world current events and the challenges of growing up, managing finances, college/career

Social

- Scholars seem to want to maintain the school community and stay with their teachers, but there is demand to interact with more scholars than those in their homerooms.
- More communication between school and families

Policies

- Many scholars want no uniforms while some want to keep some time of uniform. I think we need to have a scholar/parent committee create the uniform policy.
- No more lines - scholars want to walk freely in hallways



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Nhi Ly <nhi.ly@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 9:26 AM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

As a teacher who has worked in other schools that serve students of a lower income background, I can attest to how Digital Pioneers Academy strives to emphasize that our students are not limited by their backgrounds. Our scholars have all the potential in the world at their fingertips and they are capable of whatever they would like to do. Digital Pioneers Academy challenges its scholars to be the best version of themselves and to have the skills necessary to be successful in the 21st century. The District of Columbia needs a Digital Pioneers Academy high school so that we can continue shaping the generation of tomorrow. The next generation of innovators, or senators, engineers, mathematicians, scientists, entrepreneurs and the makers of tomorrow.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Nhi Ly



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Peter Savedge <peter.savedge@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 5:21 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

This is my fourth year as an urban educator and my first at Digital Pioneers Academy. Even in the midst of a pandemic, our mission to develop the next generation of innovators has renewed my commitment to the work that I do every single day. Now more than ever it is obvious that we can't return to the status quo. I'm proud to say that Digital Pioneers Academy is producing a legacy of scholars with the curiosity of mind and strength of character to boldly lead us forward.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Peter D. Savedge

--

Letting my life do the singing,

Peter D. Savedge
Digital Pioneers Academy
6th Grade Humanities



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Re'Shae Green <rgreen@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 11:30 AM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

I have been a staff member at DPA for a year now. And I have grown personally and professionally. Here are DPA we live out our values which are accountability, ownership, and optimism we don't just state them. This shows in our data we have been averaging between 90%-97% in scholar attendance since the start of remote learning for this school year. this is not the same throughout the state or country. This shows you that here at DPA we hold ourselves to a higher standard.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Re'Shae Green



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Syndia Payne <syndia.payne@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 6:35 AM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

I joined the DPA staff in July. Since then I have grown tremendously as an educator. Most importantly I felt fully prepared to facilitate the education of our scholars, especially in these unprecedented times. For DPA, the success of scholars is contingent on the very strong relationship with parents, and that is something that is stressed and practiced. When speaking to parents, their main argument for keeping their children at DPA is the level of care and support that both them and their scholars receive. Parents speak highly of how their scholars have grown academically and otherwise. I witness that with our founders, - the grade 8 scholars. It is obvious from their verbal and written expressions, as well as their personal statements that DPA has impacted their lives tremendously/.

Before transitioning to DPA I taught high school for 8 years in the Charter School system, and this is perhaps the main reason why I strongly advocate for a DPA High School. DPA scholars, staff and parents live our values, especially empathy, optimism, accountability and ownership. Scholars are fully aware of their expectations and understand that the bar gets only higher. Scholars are being prepared to be innovators in the 21st century as well as to attend prestigious colleges. This is not talk - this is what is being done every single day. The rigorous curricula pushes scholars to grow and teachers are prepared professionally to ensure this push. DPA is unapologetic in who we are, and here, black and brown scholars feel proud to be themselves, to dream and accomplish their dreams. This is the high school that will produce innovations and change the face of Silicon Valley. This is the high school that will develop the next generation of leaders. In these unprecedented times, when it seems like remote schooling will become the norm, DPA is the high school to prepare our scholars to become the innovators who will revolutionize this remote world, and bring the necessary changes we need as a city and nation to be successful in the global world.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Syndia A Payne



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Trevon Hughes <trevon.hughes@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 4:51 PM

To: dcpublic@dcpcsb.orgCc: applications@dcpcsb.org, msampson@dcpcsb.orgBcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

Thus far, I have taught special populations at DPA since the beginning of the 2020-2021 school year. I have been able to virtually meet my students and their families, and actively engage in the progression of their learning. Early on, I understood the power that computer science had on my students; their passion for coding, game creation, and even database security. Furthermore, my scholars have expressed concerns about their ability to continue learning these concepts, beyond middle school. A high school will only add to the baseline of a computer science rich institution in Washington, D.C.!

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,

Trevon Hughes

trevon.hughes@digitalpioneersacademy.org



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Andrea Gardner <andrea.gardner@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 5:21 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

In order for DPA to be able to truly prepare scholars for college and high-paying, high-demand careers, opening a high school will be essential. I believe that DPA is doing amazing things for scholars academically, and can have a tremendous impact on changing the trajectory of the lives of students and families of ward 7 and 8 by exposing scholars to the possibility of computer science careers and doing the hard work of ensuring scholars are prepared for college in order to obtain those career opportunities.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Andrea Gardner



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Antonio Washington <awashington@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 2:00 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

My experience with Digital Pioneers Academy has been refreshing and encouraging to say the least. I've watched how students from day 1 attended the school thinking to themselves, accepting the fact that i'm a true Washingtonian and experienced public school here in DC from kindergarten to 12th grade, it wasn't great. I found that when student and parent participate at DPA the first thing i notice is the professionalism and demor that is required of both the scholars and family members, watching the learning process it's amazing how the scholars truly own their progress with instructions given and testes etc. not to mention the compassion and care that is put forth. from which we refer to as KLR. In recognizing this Dpa High School most efficiently and definately is needed here in Nation Capital (DC).

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Antonio Washington



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Brittany Fleming <bfleming@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 1:18 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

I've worked at DPA since February 2020 as a STEM teacher, and I lead the summer program this past summer. The staff members and families of DPA work hard to ensure that our scholars grow 1.4 years academically every school year. Our scholars have access to the best Math, ELA, and Computer Science curriculum. In addition, they have access to the best online intervention platforms. Moreover, our scholars feel known, loved, and respected which allows them to grow emotionally not just academically. DC needs a DPA highschool because our scholars and the community depend on DPA to deliver on our mission which is ensuring that our scholars are prepared for 21st century careers. We have lived up to our mission as a middle school; however, we can have a greater impact on our scholars if given the opportunity to educate them as high school scholars.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Brittany Fleming



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Delonna Gibbs <dgibbs@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 5:04 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

It has been wonderful to witness our scholars grow and live out our core values. We believe our scholars will be future innovators and will continue to strive towards our 2 C's which are college and career. DPA is a family and our scholars feel known, loved and respected which gives them the courage to take educational risks. They are curious learners who want to demonstrate their critical thinking skills. If granted a charter for high school we will be able to continue with our founding class through their high school adventures and support them as they transition towards college and career.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,

Delonna Gibbs



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Gloria Harding <gloria.harding@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 10:54 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

Since the beginning of my time serving at Digital Pioneers Academy, I have grown immensely as an educator. With a school community that fosters connection, students truly feel known, loved, and respected. Scholars are not only challenged academically, but also nurtured emotionally. A unique blend of righteous rigor and individualized nourishment, DPA has created a model that can serve Ward 7 and Ward 8 by empowering a generation of youth. DC needs a school like DPA because scholars in DC need a place where their potential can truly be fostered. As DC's only black Computer Science school, it is imperative that DPA be given room to continuously grow scholars and provide educational equity for the population served.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Gloria Harding



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Jacqueline Baron <jbaron@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 8:58 AM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

My name is Jacqueline Baron, and I'm fortunate to be a Founding Member of DPA since its inception in 2018. I'm currently the School Social Worker, and I've been a 6th Grade Humanities Teacher for the past 2 years. I love this team and love our scholars! I've personally seen scholars grow both academically and socially, which aligns with our mission of preparing "scholars to meet or exceed the **highest academic standards**, while cultivating the **strength of character** necessary to both graduate from 4 year colleges and thrive in 21st century careers". Nothing compares to seeing scholars' faces light up when they're showing off their computer science projects, presenting a group powerpoint, or participating in an interdisciplinary capstone project. And this has only been the beginning! I'm proud to have been able to see our founding scholars' journey through middle school; and now it's time to see them continue to make abundant progress in high school as well.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Jacqueline Baron



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

John Fuller <john.fuller@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 12:53 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

In just a short time, I have witnessed the positive impact the school/staff has made in the lives of our scholars. On a daily basis, DPA meets scholars where they are at and helps provide them with the tools & resources needed to succeed. We help scholars and families to feel Known-Loved and Respected which creates a positive, warm and safe environment to learn. Here at DPA, we accept the brutal facts while maintaining the ultimate faith. With that being said, it is a brutal fact that an expansion for high school would be truly beneficial for our scholars as they continue to thrive. We have set a high standard for middle school, and will do the same for high school.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,

John Fuller, MSW
School Social Worker
Digital Pioneers Academy



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Julia Matthews <julia.matthews@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 9:30 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

Even though I am a new team member at DPA this year, I have already experienced the dedication of the staff, students, and family members. The students are determined to remain at DPA for their high school experience in order to receive a challenging, CS-based curriculum during their final years in secondary school. The students deserve a high school experience with DPA because they will receive an education that prepares them for whatever they choose to do in the future -- whether that be to go to college or to enter into the workforce with a high-paying, high-demand job.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Julia Matthews
8th Grade Humanities Teacher



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Joel Bosque <joel.bosque@digitalpioneersacademy.org>

Sun, Sep 20, 2020 at 10:58 PM

To: dcpublic@dcpcsb.org

Cc: applications@dcpcsb.org, msampson@dcpcsb.org

Bcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

Scholars at DPA are excited to come to class every day. Although classes are virtual and tech issues are inevitable, our 7th grade classroom has had a classroom attendance average of 90% over the first three weeks of classes. This shows that at DPA we are creating a Known, Loved, and Respected environment that scholars want to be a part of. At DPA we focus on the individual needs of each scholar. We don't treat scholars as just a number. We encourage scholars to fail forward as they learn and grow. DC needs a DPA high school because we can meet students where they are at and prepare them to be the next generation of innovators.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Joel Bosque



Lam Nguyen <lnguyen@digitalpioneersacademy.org>

I Support Digital Pioneers Academy's High School Application

1 message

Kiyah Holloman <kholloman@digitalpioneersacademy.org>

Mon, Sep 21, 2020 at 1:06 PM

To: dcpublic@dcpcsb.orgCc: applications@dcpcsb.org, msampson@dcpcsb.orgBcc: lnguyen@digitalpioneersacademy.org

To the D.C. Public Charter School Board,

I am proud to submit this letter in support of Digital Pioneers Academy's application for high school expansion. I am a current staff member at DPA and I show up each day to be a part of a team doing whatever it takes to develop the next generation of innovators and prepare scholars for college and high-paying, high-demand careers.

Throughout my career here at DPA, I've watched our scholars thrive in Computer Science. From coding to building robots, DPA has molded scholars to thrive in 21st century careers. Not only is DPA focused on the intellectual development of the scholar, but the socio- emotional needs as well. Scholars are constantly allowed the space and opportunity to self- reflect and create mental stability. With that said, this type of environment is needed for high school. DPA is currently the blueprint.

Principal Ashton has been collaborating with staff, scholars, and families to design a program aligned with our communities' and scholars' needs, interests, and demand for quality and innovation. Digital Pioneers Academy has my wholehearted confidence and support to deliver a premier high school program. I ask you to approve the application for expansion.

Sincerely,
Kiyah Holloman

15:17:35 From Jacqueline Baron : If you have an iPhone, you can airdrop the slack link straight to your MacBook :)

15:17:47 From Mashea Ashton :

https://docs.google.com/document/d/18Dcwf8JX_U2HtfRdZS21POy_uLQTC9Vo4-kE3yGagU/edit

https://docs.google.com/document/d/1fJum7qiPqDVslwcj_HqqZvZBbzqZfqf58R3YMZDAX7o/edit

https://docs.google.com/document/d/1MzQEuGFGthLmSu9KER-4b9EoQJ3_vY4kTNhIvXdKyoA/edit#

15:18:09 From Maymuna Abdi : DD Jacq, or copy the link from your iPhone and paste it into your MacBook :)

15:22:39 From Lam Nguyen :

https://docs.google.com/document/d/18Dcwf8JX_U2HtfRdZS21POy_uLQTC9Vo4-kE3yGagU/edit

15:22:44 From Lam Nguyen :

https://docs.google.com/document/d/1fJum7qiPqDVslwcj_HqqZvZBbzqZfqf58R3YMZDAX7o/edit

15:22:49 From Lam Nguyen : [https://docs.google.com/document/d/1MzQEuGFGthLmSu9KER-](https://docs.google.com/document/d/1MzQEuGFGthLmSu9KER-4b9EoQJ3_vY4kTNhIvXdKyoA/edit#)

[4b9EoQJ3_vY4kTNhIvXdKyoA/edit#](https://docs.google.com/document/d/1MzQEuGFGthLmSu9KER-4b9EoQJ3_vY4kTNhIvXdKyoA/edit#)

15:28:37 From Re'Shae Green : me

15:28:38 From Katie Adenrele to Lam Nguyen (Privately) : Stepping off to connect with Tyler quickly.

15:30:32 From Alexis Brown : Weaknesses are just areas of growth!

15:30:34 From Tarneil Miller : AREAS OF GROWTH SIS!

15:30:37 From Syndia A Payne : All thanks to grandma

15:30:53 From Re'Shae Green : thank you Syndia!!

15:30:57 From Jacqueline Baron : Your grandma has ALL the gems!

15:31:23 From Carolyn Rogan : DD Re'Shae - weakness suggests that there's something wrong with you, obstacles exist to be conquered. We are all greater than our obstacles!

15:31:41 From Jacqueline Baron : DD Carolyn!!

15:32:36 From Carolyn Rogan : What should the subject line be?

15:33:00 From Alexis Brown : Subject of email: Keep Doing

15:33:08 From Alexis Brown : Return at 3:42

15:33:16 From Mashea Ashton : Write an email to yourself and CC fadaf@digitalpioneersacademy.org

List your "Keep Doing" commitments for each value.

For each commitment, rate yourself on a scale of 1-10 for how effectively you have lived each commitment (1 is not effective at all, 10 is very effective).

For each commitment, what actions will you take to get to a 10? How will you remind yourself daily of your commitments?

When complete, turn your camera off and take a break until 3:30PM.

15:33:41 From Mashea Ashton : Write an email to yourself and CC fadaf@digitalpioneersacademy.org

List your "Keep Doing" commitments for each value.

For each commitment, rate yourself on a scale of 1-10 for how effectively you have lived each commitment (1 is not effective at all, 10 is very effective).

For each commitment, what actions will you take to get to a 10? How will you remind yourself daily of your commitments?

When complete, turn your camera off and take a break until 3:42PM.

15:45:33 From Gwen Hilliard : I just ordered chick file Mashea....

15:48:12 From Nhi Ly : What should DPA stop/start or continue doing as we continue into high school?

15:50:37 From Paige Parker : I love that fine arts is a requirement

15:50:42 From Whitney McArthur : DD PAIGE

15:50:47 From Peter Savedge : DD Paige!

15:50:49 From Samia Billups : I love the internship idea I was able to that at my high school my junior and senior year and loved it

15:50:51 From Trevon Hughes : Yes, Paige. I love Community Service, also.

15:51:03 From Zach Siegel : DD Samia - especially in DC! So many opportunities

15:51:11 From Carolyn Rogan : DD Mashea, plus the scholars can build their network!

15:51:37 From Whitney McArthur : DD Samia & Zach

15:51:49 From Carolyn Rogan : Question: How are we defining character skills/character development?

15:52:02 From Alexis Brown : I've worked at a school who has done the advisor program and it can be a great investment tool for scholars.

15:52:03 From Nhi Ly : DD Paige

15:52:35 From Maymuna Abdi : This really resonates with me because I've never had this in high school and having someone who is your point person for the year and to help you grow is absolutely AMAZING - this is how we build trust and community.

15:52:35 From Carolyn Rogan : Snaps to backwards planning!

15:53:25 From Paige Parker : DD Maymuna

15:53:30 From Jewell Hayes : Hiyah wants to be called.

15:53:53 From Carolyn Rogan : When I was in high school I had a personal college counselor and it made everything a lot easier. If our scholars have advisors who are also their college counselors and are ready to write recommendations will help a lot

15:53:55 From Jewell Hayes : *Kiyah

15:53:58 From Sam Sokoloff : It starts with even college names in middle school, that exposure to their options!

15:54:38 From Nhi Ly : You need to use the squirt bottle, Mashea

15:54:50 From Nhi Ly : No rewarding for bad behavior

15:54:55 From Keia Kelly : Facts Nhi

15:54:55 From Andrea : I love that scholars have the same advisor for all 4 years of high school. It's an amazing way to really build relationships with scholars and a way for us to be able to identify scholar needs and be proactive against preventing credit gaps that delay timely graduation.

15:55:04 From Peter Savedge : Love politics and local history!

15:55:05 From Andrea : *about preventing credit gaps

15:55:20 From Maymuna Abdi : Shout out to the scholars pushing themselves!!!

15:55:37 From Jewell Hayes : DD Whitney

15:55:49 From Nhi Ly : Love politics, local history and science labs!

15:55:49 From Carolyn Rogan : Love that our scholars want us to teach them how to adult—cooking, driving, sex ed, civics

15:55:50 From John Fuller : DD Whitney

15:55:52 From Mr. Hall : DD-Peter Local history, love to see future history nerds are strong at DPA

15:55:59 From Gloria Harding : DD Maymuna- love the push for advanced classes as well

15:56:16 From Khalen Cumberlander : Love the Finance and Politics

15:56:24 From Zach Siegel : DD Peter and Kyle - so much great local history in our area

15:56:28 From DeVante Caldwell : That finance club is key!!!!

15:56:48 From Nhi Ly : DD DeVante! I need to be a part of that club

15:57:07 From Maymuna Abdi : DD DeVante!! - financial literacy is KEY cause I need help in that too tbh

15:57:17 From Maymuna Abdi : Wish I had that in high school and growing up

15:57:25 From Peter Savedge : Civics and Govt were my favorite courses!

15:57:27 From DeVante Caldwell : We about to all be in finance class with the kids!!!

15:57:28 From Whitney McArthur : Listen Maymuna!
15:57:32 From Aliss Williams : Being as though we are a computer science school seeing the advance classes in math, CD and physical science is amazing
15:57:33 From Nhi Ly : I would love to help with cooking!
15:57:42 From Crystal Brooks : Kyle, you cook?!
15:58:05 From Carolyn Rogan : DD Mashea - part of sex ed in the digital age is coping with what they face on social media
15:58:13 From Mr. Hall : Yes Nhi! Crystal... cmon
15:58:17 From Carolyn Rogan : Also ties in to social-emotional learning
15:58:17 From Whitney McArthur : DD on their location! And understanding the history and significance of where they live!
15:58:17 From Nhi Ly : DD Carolyn
15:58:22 From Julia Matthews : DD Carolyn
15:58:33 From Maymuna Abdi : YES poetry club!!!
15:58:39 From Mr. Hall : Adulthood!
15:58:49 From Gwen Hilliard : Adulthood!!!
15:58:54 From John Fuller : Adulthood!!!
15:59:04 From Paige Parker : Swimming yes!! I want our black and brown babies to have that skill.
15:59:05 From Samia Billups : I hope you added extra seasoning to those noodles. It's definitely a craft.
15:59:13 From Whitney McArthur : Morning News!
15:59:14 From Keia Kelly : ummmm dance and cheer for 100 please lol
15:59:14 From Gloria Harding : Challenges of growing up aka mental wellness leading to adulthood.
15:59:21 From DeVante Caldwell : YEs to the Anime Club! #BLERD
15:59:27 From Whitney McArthur : DD Gloria
15:59:28 From Paige Parker : DD DeVante
15:59:31 From Carolyn Rogan : Some of our kids need those adulthood skills now because they are supporting their families
15:59:46 From Maymuna Abdi : DD Carolyn!
15:59:54 From Whitney McArthur : DD DeVante! Representation matters!
16:00:05 From Samia Billups : Access is so important
16:00:48 From Sam Sokoloff : DD Andrea
16:01:03 From Carolyn Rogan : DD ANDREA GSA!!!
16:01:07 From Jewell Hayes : Also I am eating clam chowder not noodles
16:01:19 From Keia Kelly : lol@jewell
16:01:32 From Nhi Ly : Clam Chowder = YUM @Jewell
16:01:38 From Samia Billups : No more lines!
16:02:05 From Maymuna Abdi : They want to be independent, I love it!
16:02:13 From Peter Savedge : DD Maymuna
16:02:19 From Aliss Williams : DD Maymuna
16:02:21 From Whitney McArthur : DD Nhi!
16:02:27 From Jewell Hayes : DD Maymuna.
16:02:40 From Jewell Hayes : Love the connection between scholars and teacher
16:02:45 From Carolyn Rogan : DD Maymuna - the more we treat them like adults the more equipped they will be to become adults
16:03:31 From Trevon Hughes : Resonates
16:03:54 From Gloria Harding : The locker experience in high school was definitely a thing
16:04:09 From Jacqueline Baron : They were great the FIRST day of school haha
16:04:10 From Carolyn Rogan : Resonates: scholars want input in how classrooms are designed and decorated
16:04:11 From Maymuna Abdi : DD Gloria - they want their own space that they can claim as theirs
16:04:12 From Whitney McArthur : Scholar input in classroom design and decorations! <3
16:04:12 From Lam Nguyen : Scholars want ownership over their school
16:04:18 From Zach Siegel : DD Gloria
16:04:37 From Gwen Hilliard : As founders they want to own how the facility is designed and created for them
16:04:37 From Whitney McArthur : grades by floors; super effective for ownership
16:04:44 From Maymuna Abdi : I think the lockers and input on classroom design/decor would allow them to

express their creativity

16:04:49 From Aliss Williams : Scholars want the opportunity to see a different scenery in their classes

16:05:15 From Whitney McArthur : Pool table is necessary

16:05:31 From Maymuna Abdi : DD Whitney - I love me a good ol' game of pool!!

16:05:48 From Samia Billups : Flexibility for break rooms and space is great. Kids function in different ways and we need to give them that opportunity.

16:06:05 From Whitney McArthur : *mic drop* Samia

16:06:13 From Carolyn Rogan : The adult who supervises the break rooms will have so many opportunities to build relationships with scholars!

16:06:27 From Andrea : DD Samiaaaa!

16:06:37 From Andrea : And DD Carolyn!

16:06:38 From Gloria Harding : DD Carolyn— getting to know them in a different capacity

16:06:45 From Trevon Hughes : Very true

16:06:50 From Nhi Ly : DD Mashea

16:11:13 From Bridget Walsh : Keep: promoting relationships across the board; Start: differentiating between each grade so that students feel like they are entering new territory each year.

16:11:18 From Nhi Ly : I think some things that we should keep doing is having that transparency and communication with parents, scholars and teachers. I think it is such a breath of fresh air to be able to know that everything is on the table and we are able to have easy AND hard conversations as they come up. I think something that we should stop doing is making decisions too adult-centered. Incorporating student opinion and feedback is really important. Something I think we should start doing is have a student panel when making big decision that will impact them. These students can be part of the student government and can help us make decisions.

16:11:18 From DeVante Caldwell : Keep = Finding innovative ways to introduce our scholars to real world problems and experience (field trips; Visit to and by various organization and people;) Start: giving our students more athletic opportunities

16:11:18 From Samia Billups : We should keep the rigorous learning and curriculum. We should stop the lines (there is a bunch of research on lines in school especially for preteen and teenagers - I will be happy to share) and we should start health classes for sure along with the flexible breaks.

16:11:18 From Whitney McArthur : Keep: gathering input and implementing feedback from them; encouraging to own their school experiences. Stop: the lunches. Start: organizational skills as a requirement; in tandem with social-emotional learning;

16:11:18 From Jewell Hayes : I think that DPA should continue actively engaging the scholars and their families in best practice/growth of the school. I think that DPA should stop having scholars of different grades being treated the same. This could be accomplished by giving more responsibility to the higher grades and more liberties. (Probably not the best wording) I think that we should start systems that gives incentives to scholars who have demonstrated the values and leadership.

16:11:19 From Brittany Fleming : Keep - holding scholars accountable for 1.4 years of growth or more Stop - ? Start - having scholars backwards plan for milestones in their life

16:11:19 From Lam Nguyen : Keep: core focus on values. Start - clubs/extracurriculars. Make the high school experience as enriching in every aspect of scholar development as we can.

16:11:19 From Julia Matthews : We should keep asking our founding scholars for their opinions on what is next for them because they can and do make adult decisions all the time. We should stop having scholars walk in lines once they reach high school age so that they have more control over their personal transitions to the next class period. We should start opportunities for community-based projects and community service projects throughout the school year to have a tangible way of teaching civic engagement.

16:11:19 From Keia Kelly : Keep doing-providing kids to access to things they may never been able to access. Stop- warring about the little things lets get the chance to have a high school and the little thing will come in to place start-reaching out to parents more to see their perspective parents can sometimes be your greatest resource

16:11:19 From Jacqueline Baron : Keep Doing: Asking scholars/families for feedback, thoughts, and reflections. Start Doing: Once approved, making scholar committees to start planning for and implementing the ideas they had. The more scholar investment and inclusion, the better! Stop Doing: Still thinking...

16:11:19 From Peter Savedge : Keep encouraging scholar input. I think that's the ultimate way to build investment and build a community that they want to be in. I think that we should start encouraging civic engagement/participation/awareness even at the middle school level. I think that we should stop worrying about the success. We prove the mission is possible everyday, we gone keep doing it too. Build it, they will

come.

16:11:19 From Carolyn Rogan : Keep doing: communicate and over-communicate with families/treat 100% attendance as the norm; Stop doing: assuming our scholars aren't able to handle independence; Start doing: provide a wide range of opportunities for our scholars—right now Math and ELA are the only things they consistently have access to

16:11:19 From Zach Siegel : Keep - Computer Science, Science, and Social Studies should continue to be a part of our middle school curriculum so scholars are used to switching classes and having multiple different classes a day. — Start - We should have scholars create their own clubs by submitting applications and request a staff member to be their advisor. — Stop - We should stop teaching CS in the afternoon to prioritize CS instruction and its importance in our curriculum.

16:11:19 From Re'Shae Green : We should keep pushing ourselves to be the best we can for our scholars. We should stop second guessing ourselves. We should start having values village at the end of the say as well as the start.

16:11:19 From Crystal Brooks : Keep doing: Communicating with scholars when they're absent and supporting through tech issues; Stop doing: Ignoring the bigger issue, grades, and set up a grade system so scholars can start to see what they can improve on; Start doing: Have virtual field trips on Fridays as incentives so scholars are compelled to follow through with classwork/homework

16:11:19 From Demetrius Seay : We should keep over communicating with our scholars, parents and staff. We should start academic/talent tracking with our scholars to gauge their interests in things outside of school.

16:11:19 From Denonte McKinney : Keep doing - Continue surveying the 8th graders about what they want in order to keep retention high and keep the founders happy.

Stop doing - Stop giving the scholars limited time/resources to interact with students who are not in their homerooms. Also, because DPA is different, we should capitalize on making the scholars independent and self-sufficient.

Start doing - Even in this virtual space, start to implement some of the feedback from the 8th graders in regards to the clubs and programs they want to start experiencing next year.

16:11:19 From Maymuna Abdi : Keep doing: asking our scholars for input because this is their education and they should be allowed to take into their own hands; Start doing: always asking our scholars for feedback on what is working/what needs to be changed/how we can change it (input is one thing but what don't scholars like that is happening right now and how can we change that); Stop doing: coddling our scholars, we want to prepare them for reality and reality can be tough sometimes but they need to know now rather than being stuck in a bubble.

16:11:19 From Dietra Hunter : Keep doing- building community and holding students accountable for living up to the values. Start doing- allowing students to change classes so that they are not with the same people all day everyday Stop Doing- having one fixed schedule for all students. Some students would do better with a more individualized schedule

16:11:20 From Sam Sokoloff : Keep Doing:

I love the idea of having a personal advisor (WHO'S NOT THEIR TEACHER) to check in with either academic/social-emotional things.

Start doing:

If the survey says they want better lunches, well...

Stop doing:

I agree with lockers, such an invaluable life/social experience!

16:11:20 From Brady Boyd : Keep doing - staying in contact with parents and asking students for their input

Start doing - politics/current event classes! This is the perfect city for students to learn political history and see how important civic engagement is Stop doing - making them walk in lines? I'm not sure what exactly that refers to but they were HOT about it when we were doing these survey questions

16:11:21 From Shelby Stanley : Keep - the cohorts together for advisory classes Start a SGA that will allow scholars to have more input on items, class trip, uniform/swag, find away to get parents more involved (PTA)

16:11:22 From Alexis Brown : Start: Differentiated math/interventions options to developing pipeline to BC Calculus Start: Being over-communicative about the executive function skills we are developing to give them the independence they ultimately want. Keep: Keep relationships at the forefront but be open to new ways to expose scholars to other peer groups.

16:11:23 From Tarneil Miller : Keep Doing: Giving scholars the voice on how they want their school to be

better. Stop Doing: Thinking our scholars can't be independent and give them the chance to fail forward. Start doing: Create those clubs/sports for social emotional learning and development of self discipline

16:11:24 From Trevon Hughes : KEEP: high attendance and academic expectations. Stop- ... START: Treating scholars like adults, limiting the amount of "chances". In addition, let's hold them to adult expectations, like meeting deadlines.... Start- Allowing students to exit school for lunch (seniors!). This provides a higher sense of adulting and accountability of free will.

16:11:28 From Syndia A Payne : The relationship with, and involvement of parents is very instrument for student's success.

16:11:28 From Delonna Gibbs : We should keep building a strong KLR community. We need to start to provide external opportunities for students to learn how to work with a diverse group of people. We need to stop holding back on allowing our kiddos to grow. This means sometimes we have to raise the bar just a little bit higher so our kiddos can have a chance to demonstrate their maturity and growth into becoming young adults.

16:11:30 From John Fuller : Keep doing: valuing the opinions of our scholars, keeping the uniforms to show that we are a family

Stop doing: with the lines, I feel as though that limits the independence of our scholars and makes them feel left back

Start doing: making scholars feel more independent. Just as you are able to ask for their opinions on the new school, you should acknowledge their independence

break rooms for the scholars and the adulting class will definitely put scholars ahead in life

16:11:30 From Gloria Harding : We should keep developing scholars tech skills to align with AP Computer Science goals, we should stop limiting our expectations of students (if they want more freedom, expect them to rise to the occasion), and we should start prepping students with diverse electives and for the AP computer science exam now.

16:11:30 From Aliss Williams : DPA should keep building the relationships with families as we have been establishing. Often time parents appreciate the we have to offer because they don't feel it elsewhere. Start having parent and scholar interviews. This way families will adopt with DPA have to offer and it will be almost like a family contract.DPA should start allowing individuality in the classroom. This gives the scholars a different scenery when going from class to class. Scholar complained about every classroom looking the same. With going teachers the opportunity to individualize their classrooms it gives them ownership.

16:16:13 From Maymuna Abdi : Is that Madison???

16:16:18 From Maymuna Abdi : @Gwen

16:16:19 From Tarneil Miller : Hey Maddie!!!!

16:16:20 From DeVante Caldwell : MADDY!!!!!!!!!!!!

16:16:27 From Carolyn Rogan : Madison!!!

16:16:37 From Samia Billups : Hey Madison.

16:16:54 From Samia Billups : DD Delonna, we spoke about that as well.

16:16:54 From Alexis Brown : We talked about over communicating the skills are developing to build to that independence.

16:17:10 From Gwen Hilliard : Yes this is Madison Reign Hilliard everyone.. She is a boss!

16:17:23 From Andrea : Omgg! Gwen!! She is so cuteeeee!

16:17:25 From Whitney McArthur : Ok Reign!

16:17:37 From Gloria Harding : Hey, Madison!!! <3

16:17:40 From Carolyn Rogan : DD Mashea - We need to prioritize giving our scholars space

16:18:04 From Re'Shae Green : My group talked about not focusing on what's not going well but focusing on what is working and parent communication.

16:18:12 From Whitney McArthur : DD Dietra - individual schedules if possible

16:18:28 From Gloria Harding : We talked about a gradual release to having more movement- maybe electives with other teachers and students in afternoons to prep for the high school schedule experience.

16:18:29 From Terell Buyck : Continue to push scholars and team members and not lowering the bar. Start the classes that the scholars are interested in. And towards stop doing, we can stop making excuses and continue to push forward

16:19:33 From Andrea : DD Dietra & Gloria re: gradual release and opportunities for independence to equip scholars with the skills to move toward independence as they move through high school

16:20:08 From Lam Nguyen : If you were a teacher in the high school - what are your must-haves?

16:20:25 From DeVante Caldwell : Parking

16:20:33 From Katie Adenrele : Support with finding a best fit college.

16:20:33 From Jacqueline Baron : DD Devante!!
16:20:34 From Keia Kelly : Yes davante
16:20:37 From Keia Kelly : lol
16:20:40 From Whitney McArthur : An adequate performance space and audio sound systems applicable to the Morning Meeting requirements; podcasts; stage; etc
16:20:40 From Khalen Cumberlander : Devante lol
16:20:45 From Tarneil Miller : Triple Caldwell!!!
16:20:45 From Mr. Hall : Student voice, expression, finding your passion.
16:20:46 From Kiyah Holloman : Revisit The Behavior Ladder
16:20:46 From Mrs. Willis : Must have for teacher or student
16:20:52 From Syndia A Payne : AP Program that begins in grade 9
16:20:54 From Keia Kelly : A dance studio
16:20:58 From Denonte McKinney : Break /meditation room
16:20:58 From Bridget Walsh : Lots of independence for students
16:20:58 From Maymuna Abdi : I would want advanced classes and a diverse set of classes so our scholars are exposed to more. As well as going through that college application process with our scholars.
16:20:59 From Brady Boyd : Freedom to incorporate politics/current events into lessons
16:21:00 From Nhi Ly : I would really like to have students have individual schedules. This allows students to interact with other scholars. I would also like to see a student government for the students.
16:21:00 From Khalen Cumberlander : A Gym
16:21:01 From Joel Bosque : Breakrooms/lesson planning rooms
16:21:03 From Paige Parker : I would be really interested in leading a girls group. It is essential for black girls to start receiving specific lessons that will help them navigate their intersectionality in this world
16:21:03 From Peter Savedge : Choice! I have the opportunity to teach different content areas, or more specialized sections of each. Scholars also have that choice in scheduling and registering for classes
16:21:03 From Dietra Hunter : freedom
16:21:04 From Aliss Williams : DD Kiyah
16:21:04 From Julia Matthews : I want my scholars to be able to work or intern in the community in some way — to have those real world experiences teaches you so much! This would also help focus their passions.
16:21:05 From Demetrius Seay : lacrosse
16:21:10 From Brittany Fleming : We must have digital learning. Scholars should be able to take classes virtually.
16:21:10 From Terell Buyck : DD Parking/ More Space for scholars activities and class rooms
16:21:11 From Zach Siegel : Small group rooms
16:21:15 From Samia Billups : Game too. We had a pool table in the break room
16:21:18 From Whitney McArthur : Room with mirrors if possible (think ballet)
16:21:19 From Joel Bosque : DD on gym
16:21:22 From Emily Goldstein : languages!!
16:21:23 From Re'Shae Green : DD dance studio and extra curriculums
16:21:24 From Denonte McKinney : Oh a gym would be amazing
16:21:25 From Gwen Hilliard : State of the art gym
16:21:26 From Peter Savedge : A choir
16:21:29 From Delonna Gibbs : Students must have external opportunities and exposure trips so they can gain background knowledges - travel to different countries and do things on college campuses
16:21:31 From Jacqueline Baron : DD Bridget- Break/meditation room (a space for scholars and a space for staff)
16:21:31 From Gloria Harding : DD PETER
16:21:32 From Dietra Hunter : To create and run the classrooms to match your individual style
16:21:32 From Nhi Ly : DD Peter
16:21:32 From Mr. Hall : Must have: Kitchen
16:21:33 From Whitney McArthur : It should look like a different world! Marching Band
16:21:41 From Whitney McArthur : We need a drum major
16:21:41 From Gloria Harding : DD WHITNEY
16:21:43 From Jewell Hayes : I would want scholars to feel supported and comfortable to talk to staff
16:21:43 From Keia Kelly : yes marching band
16:21:45 From Keia Kelly : I wassssss
16:21:49 From Carolyn Rogan : A shared workspace next to the kids' break room

16:21:50 From Crystal Brooks : BAND!
16:21:50 From Jewell Hayes : Theater, Debate
16:21:50 From Emily Goldstein : theater!!!!
16:21:50 From Peter Savedge : A cheer squad!
16:21:53 From Trevon Hughes : Resonates: College survival skills
16:21:53 From Sam Sokoloff : DD Whitney
16:21:54 From Nhi Ly : DD Ems
16:21:54 From Mrs. Willis : Fine arts room, performances
16:21:55 From Aliss Williams : Scholars being able to individualize their schedule based off of needs
16:21:55 From Gloria Harding : DD EMILY
16:21:55 From Paige Parker : Choir!!!
16:21:57 From Re'Shae Green : I was a dancer in the band!
16:21:58 From Tarneil Miller : Wait Zach you were in the band too!
16:22:00 From Zach Siegel : Outdoor club
16:22:04 From Zach Siegel : Trumpet!
16:22:12 From Jacqueline Baron : A rooftop space!!
16:22:13 From Keia Kelly : yes Zack lol trumpet
16:22:17 From Andrea : Access to social justice curricula!
16:22:19 From Mrs. Willis : DD Jacq
16:22:20 From Carolyn Rogan : Rooftop garden!
16:22:23 From Shelby Stanley : Sports field with track, workout space
16:22:27 From Whitney McArthur : DD Carolyn!!
16:22:27 From Sam Sokoloff : DD Carolyn
16:22:30 From Zach Siegel : Gardens that scholars maintain
16:22:33 From Re'Shae Green : DD Carolyn
16:22:34 From DeVante Caldwell : Step team!
16:22:35 From Samia Billups : School pet
16:22:38 From Peter Savedge : Do we have an alma mater/school song? Anything?
16:22:40 From Nhi Ly : DD Samia!
16:22:42 From Whitney McArthur : Oooo DeVante! YES
16:22:44 From Jacqueline Baron : Step team for sure!
16:22:46 From Gloria Harding : YES PETER
16:22:46 From Khalen Cumberlander : Samia lol
16:22:56 From Tarneil Miller : Mentors from college students
16:22:56 From Emily Goldstein : peter we have one!!!
16:28:34 From Azmi Abusam : When it happened in my classroom, every student was under their real name. But 5-10 had a camera off and did not respond when I spoke to them through audio.
16:33:04 From Jewell Hayes : It happened in my class today... again. This time it was recorded if that would help

Appendix 7

Enrollment Matrix

Enrollment Matrix – K-12 Charter Schools

	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2022-23	Academic Year 2023-24
Grade Levels	Projected	Projected	Projected	Projected	Projected	Projected	Projected
PK-3							
PK-4							
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Total							
Grade 6	120	120	120	120	120	120	120
Grade 7		120	120	120	120	120	120
Grade 8			120	120	120	120	120
Total							
Grade 9				120	120	120	120
Grade 10					120	120	120
Grade 11						120	120
Grade 12							120
Total							
LEA Total	120	240	360	480	600	720	840
# Campuses*	1	1	1	2	2	2	2

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

[Click here for downloadable Word version.](#)

Appendix 8

Student Discipline Policy

Student Discipline Policy

(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 community expectations. In high school, we believe that the most effective and age-appropriate method for “rewarding” students is positive recognition and acknowledgement, rather than by extrinsic means. Within advisory, we accomplish this through daily values-aligned shout outs. In weekly all-school memos, we will publish peer-authored shout outs that spotlight exceptional community actions and their impact. We will also publicly recognize such actions at our assemblies.

Logical Consequences

In addition to acknowledging community 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.

Cuing self-regulation: When scholars are lacking focus – maybe talking to a friend during instruction, or unable to track the teacher who is speaking – teachers will cue scholars to implement a self-regulating strategy, such as micro-meditation, quick journaling, or deep breathing. Through cuing and repeated practice scholars will grow in their independent capacity for managing lack of attentiveness or short-term frustration.

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.

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.

Attachment 1

Budget Workbook

	Year 1			Year 2			Year 3			Year 4			Year 5		
	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense	Headcount	Average Salary	Total Expense
Principal	2	\$ 99,910	\$ 199,820.00	2	\$ 102,907.3	\$ 205,814.60	2	\$ 105,995	\$ 211,989.04	2.0	\$ 109,174	\$ 218,348.71	2	\$ 112,450	\$ 224,899.17
Assistant Principal	1.000	\$ 97,850	\$ 97,850.00	1.000	\$ 100,785.5	\$ 100,785.50	2.000	\$ 103,809	\$ 207,618.13	2.0	\$ 106,923	\$ 213,846.67	2.000	\$ 110,131	\$ 220,262.07
STEM Teacher	13.000	\$ 81,172	\$ 1,055,236.00	13.000	\$ 83,607.2	\$ 1,086,893.08	13.000	\$ 86,115	\$ 1,119,499.87	13.0	\$ 88,699	\$ 1,153,084.87	13.000	\$ 91,360	\$ 1,187,677.41
STEM CS Teacher	3.000	\$ 79,310	\$ 237,930.00	3.000	\$ 81,689.3	\$ 245,067.90	3.000	\$ 84,140	\$ 252,419.94	3.0	\$ 86,664	\$ 259,992.54	3.000	\$ 89,264	\$ 267,792.31
Humanities Teacher	14.000	\$ 71,659	\$ 1,003,226.00	14.000	\$ 73,808.8	\$ 1,033,322.78	14.000	\$ 76,023	\$ 1,064,322.46	14.0	\$ 78,304	\$ 1,096,252.14	14.000	\$ 80,653	\$ 1,129,139.70
Teacher (CompSci)	1.000	\$ 62,830	\$ 62,830.00	2.000	\$ 64,714.9	\$ 129,429.80	3.000	\$ 66,656	\$ 199,969.04	4.0	\$ 68,656	\$ 274,624.15	4.000	\$ 70,716	\$ 282,862.87
Teacher (Math)	1.000	\$ 99,910	\$ 99,910.00	2.000	\$ 102,907.3	\$ 205,814.60	3.000	\$ 105,995	\$ 317,983.56	4.0	\$ 109,174	\$ 436,697.42	4.000	\$ 112,450	\$ 449,798.34
Teacher (Literature/Writing)	1.000	\$ 99,910	\$ 99,910.00	2.000	\$ 102,907.3	\$ 205,814.60	3.000	\$ 105,995	\$ 317,983.56	4.0	\$ 109,174	\$ 436,697.42	4.000	\$ 112,450	\$ 449,798.34
Teacher (Science)	1.000	\$ 99,910	\$ 99,910.00	2.000	\$ 102,907.3	\$ 205,814.60	3.000	\$ 105,995	\$ 317,983.56	4.0	\$ 109,174	\$ 436,697.42	4.000	\$ 112,450	\$ 449,798.34
Teacher (History)	1.000	\$ 99,910	\$ 99,910.00	2.000	\$ 102,907.3	\$ 205,814.60	3.000	\$ 105,995	\$ 317,983.56	4.0	\$ 109,174	\$ 436,697.42	4.000	\$ 112,450	\$ 449,798.34
Teacher (World Language)	1.000	\$ 99,910	\$ 99,910.00	2.000	\$ 102,907.3	\$ 205,814.60	3.000	\$ 105,995	\$ 317,983.56	4.0	\$ 109,174	\$ 436,697.42	4.000	\$ 112,450	\$ 449,798.34
SPED ICT Teacher	3.000	\$ 59,397	\$ 178,191.00	3.000	\$ 61,178.9	\$ 183,536.73	3.000	\$ 63,014	\$ 189,042.83	3.0	\$ 64,905	\$ 194,714.12	3.000	\$ 66,852	\$ 200,555.54
SpEd teacher	3.000	\$ 61,285	\$ 183,855.00	3.000	\$ 63,123.6	\$ 189,370.65	3.000	\$ 65,017	\$ 195,051.77	3.0	\$ 66,968	\$ 200,903.32	3.000	\$ 68,977	\$ 206,930.42
SpEd Teacher (World Language)	1.000	\$ 60,770	\$ 60,770.00	1.000	\$ 62,593.1	\$ 62,593.10	2.000	\$ 64,471	\$ 128,941.79	2.0	\$ 66,405	\$ 132,810.04	2.000	\$ 68,397	\$ 136,794.34
SpEd Teacher (History)	1.000	\$ 60,770	\$ 60,770.00	1.000	\$ 62,593.1	\$ 62,593.10	2.000	\$ 64,471	\$ 128,941.79	2.0	\$ 66,405	\$ 132,810.04	2.000	\$ 68,397	\$ 136,794.34
SpEd Teacher (Science)	1.000	\$ 60,770	\$ 60,770.00	1.000	\$ 62,593.1	\$ 62,593.10	2.000	\$ 64,471	\$ 128,941.79	2.0	\$ 66,405	\$ 132,810.04	2.000	\$ 68,397	\$ 136,794.34
SpEd Teacher (Literature/Writing)	1.000	\$ 60,770	\$ 60,770.00	1.000	\$ 62,593.1	\$ 62,593.10	2.000	\$ 64,471	\$ 128,941.79	2.0	\$ 66,405	\$ 132,810.04	2.000	\$ 68,397	\$ 136,794.34
SpEd Teacher (Math)	1.000	\$ 60,770	\$ 60,770.00	1.000	\$ 62,593.1	\$ 62,593.10	2.000	\$ 64,471	\$ 128,941.79	2.0	\$ 66,405	\$ 132,810.04	2.000	\$ 68,397	\$ 136,794.34
Electives	5.000	\$ 46,350	\$ 231,750.00	7.000	\$ 47,740.5	\$ 334,183.50	9.000	\$ 49,173	\$ 442,554.44	11.0	\$ 50,648	\$ 557,126.86	11.000	\$ 52,167	\$ 573,840.67
Fitness & Wellness	1.000	\$ 46,350	\$ 46,350.00	1.000	\$ 47,740.5	\$ 47,740.50	2.000	\$ 49,173	\$ 98,345.43	2.0	\$ 50,648	\$ 101,295.79	2.000	\$ 52,167	\$ 104,334.67
Teacher Aides	5.000	\$ 46,350	\$ 231,750.00	6.000	\$ 47,740.5	\$ 286,443.00	7.000	\$ 49,173	\$ 344,209.01	8.0	\$ 50,648	\$ 405,183.17	8.000	\$ 52,167	\$ 417,338.67
Director of SEL	1.000	\$ 76,220	\$ 76,220.00	1.000	\$ 78,506.6	\$ 78,506.60	1.000	\$ 80,862	\$ 80,861.80	1.0	\$ 83,288	\$ 83,287.65	1.000	\$ 85,786	\$ 85,786.28
Associate Dean SEL	2.000	\$ 73,903	\$ 147,806.00	2.000	\$ 76,120.1	\$ 152,240.18	2.000	\$ 78,404	\$ 156,807.39	2.0	\$ 80,756	\$ 161,511.61	2.000	\$ 83,178	\$ 166,356.96
Social Worker	2.000	\$ 68,238	\$ 136,476.00	2.000	\$ 70,285.1	\$ 140,570.28	2.000	\$ 72,394	\$ 144,787.39	2.0	\$ 74,566	\$ 149,131.01	2.000	\$ 76,802	\$ 153,604.94
Director of Special Populations	1.000	\$ 113,300	\$ 113,300.00	1.000	\$ 116,699.0	\$ 116,699.00	1.000	\$ 120,200	\$ 120,199.97	1.0	\$ 123,806	\$ 123,805.97	1.000	\$ 127,520	\$ 127,520.15
Special Populations Coordinator	1.000	\$ 113,300	\$ 113,300.00	1.000	\$ 116,699.0	\$ 116,699.00	1.000	\$ 120,200	\$ 120,199.97	1.0	\$ 123,806	\$ 123,805.97	1.000	\$ 127,520	\$ 127,520.15
Director of College	1.000	\$ 67,465	\$ 67,465.00	1.000	\$ 69,489.0	\$ 69,489.95	1.000	\$ 71,574	\$ 71,573.62	1.0	\$ 73,721	\$ 73,720.83	1.000	\$ 75,932	\$ 75,932.45
Director of Student Life/Dean	1.000	\$ 67,465	\$ 67,465.00	1.000	\$ 69,489.0	\$ 69,489.95	2.000	\$ 71,574	\$ 143,147.24	2.0	\$ 73,721	\$ 147,441.65	2.000	\$ 75,932	\$ 151,864.90
Director of Finance & Ops	1.000	\$ 118,450	\$ 118,450.00	1.000	\$ 122,003.5	\$ 122,003.50	1.000	\$ 125,664	\$ 125,663.61	1.0	\$ 129,434	\$ 129,433.51	1.000	\$ 133,317	\$ 133,316.52
Ops Managers/Associates	3.000	\$ 70,383	\$ 211,149.00	3.000	\$ 72,494.5	\$ 217,483.47	3.000	\$ 74,669	\$ 224,007.97	3.0	\$ 76,909	\$ 230,728.21	3.000	\$ 79,217	\$ 237,650.06
Director of Talent & Special Projects	1.000	\$ 82,400	\$ 82,400.00	1.000	\$ 84,872.0	\$ 84,872.00	1.000	\$ 87,418	\$ 87,418.16	1.0	\$ 90,041	\$ 90,040.70	1.000	\$ 92,742	\$ 92,741.93
Security	1.000	\$ 61,800	\$ 61,800.00	2.000	\$ 63,654.0	\$ 127,308.00	2.000	\$ 65,564	\$ 131,127.24	2.0	\$ 67,531	\$ 135,061.06	2.000	\$ 69,556	\$ 139,112.89
Special Assistant	1.000	\$ 77,250	\$ 77,250.00	1.000	\$ 79,567.5	\$ 79,567.50	1.000	\$ 81,955	\$ 81,954.53	1.0	\$ 84,413	\$ 84,413.16	1.000	\$ 86,946	\$ 86,945.56
Executive Director	1.000	\$ 242,050	\$ 242,050.00	1.000	\$ 249,311.5	\$ 249,311.50	1.000	\$ 256,791	\$ 256,790.85	1.0	\$ 264,495	\$ 264,494.57	1.000	\$ 272,429	\$ 272,429.41
TOTAL	78.00		\$ 4,692,690.00	88.00		\$ 5,555,943.60	105.00		\$ 6,942,105.24	114.00		\$ 7,916,839.90	114.00		\$ 8,154,345.09

	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense	Rate/ Per Employee Expense	Total Expense
	Health Insurance	\$4,252.50	\$ 331,695.00	\$ 4,380.1	\$ 385,446.60	\$ 4,511.5	\$ 473,705.11	\$ 4,646.8	\$ 529,737.66	\$ 4,786.2
Retirement Contributions	\$2,207.17	\$ 172,159.41	\$ 2,273.4	\$ 200,058.06	\$ 2,341.6	\$ 245,866.81	\$ 2,411.8	\$ 274,949.34	\$ 2,484.2	\$ 283,197.82
Social Security	6.2%	\$ 4.84	6.2%	\$ 5.46	6.2%	\$ 6.51	6.2%	\$ 7.07	\$ 0	\$ 7.07
Medicare	1.5%	\$ 1.13	1.5%	\$ 1.28	1.5%	\$ 1.52	1.5%	\$ 1.65	\$ 0	\$ 1.65
Unemployment	2.7%	\$ 2.11	2.7%	\$ 2.38	2.7%	\$ 2.84	2.7%	\$ 3.08	\$ 0	\$ 3.08
Other Employee Benefits	\$ 815.78	\$ 63,630.94	\$ 840.3	\$ 73,942.41	\$ 865.5	\$ 90,873.54	\$ 891.4	\$ 101,622.59	\$ 918.2	\$ 104,671.26
		\$ 567,493.42		\$ 659,456.18		\$ 810,456.33		\$ 906,321.38		\$ 933,510.67

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten 3					
Pre-Kindergarten 4					
Kindergarten					
Grades 1					
Grades 2					
Grades 3					
Grades 4					
Grades 5					
Grades 6	120	120	120	120	120
Grades 7	120	120	120	120	120
Grades 8	114	114	114	114	114
Grades 9	114	114	114	114	114
Grades 10	0	108	108	108	108
Grades 11	0	0	103	103	103
Grades 12	0	0	0	98	98
Alternative					
Adult					
Total Enrollment	468	576	679	777	777

	Year 1	Year 2	Year 3	Year 4	Year 5
Special Education - Level 1	39	48	57	65	65
Special Education - Level 2	31	38	45	52	52
Special Education - Level 3	4	5	6	6	6
Special Education - Level 4	6	7	8	10	10
Subtotal for Special Ed	80	98	116	133	133
English Learners	0	0	0	0	0
At-Risk	294	362	427	489	489

Special Education Extended School Year (ESY)	Year 1	Year 2	Year 3	Year 4	Year 5
Level 1 ESY					
Level 2 ESY					
Level 3 ESY					
Level 4 ESY	59	72	85	97	97
Subtotal for Special Ed - ESY	59	72	85	97	97

Only schools offering a residential (boarding) program should project the following:

	Year 1	Year 2	Year 3	Year 4	Year 5
Residential - Total Enrollment					

SpEd Level 1 Residential					
SpEd Level 2 Residential					
SpEd Level 3 Residential					
SpEd Level 4 Residential					
<i>Subtotal for SpEd Residential</i>	0	0	0	0	0
English Learners Residential					

Planning Year and First Year Financial Projections

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
REVENUE										
1 Per Pupil Charter Payments - General Ed	1,045,035	1,045,035	1,045,035	1,045,035	4,180,141	1,518,378	1,518,378	1,518,378	1,518,378	6,073,510
2 Per Pupil Charter Payments - Categorical	401,919	401,919	401,919	401,919	1,607,675	623,212	623,212	623,212	623,212	2,492,850
3 Per Pupil Facilities Allowance	306,753	306,753	306,753	306,753	1,227,013	407,508	407,508	407,508	407,508	1,630,033
4 Federal Funding	29,813	245,733	129,552	129,552	534,651	374,927	374,927	374,927	374,927	1,499,707
5 Other Government Funding/Grants	31,468	382,849	265,469	262,608	942,394	3,191	3,191	3,191	3,191	12,766
6 Private Grants and Donations	300,156	300,156	300,156	300,156	1,200,624	312,500	312,500	312,500	312,500	1,250,000
7 Activity Fees	68	203	203	135	609	7,302	7,302	7,302	7,302	29,209
8 In-kind revenue					-					-
9 Other Income	4,976	7,446	7,446	6,211	26,079	2,434	2,434	2,434	2,434	9,736
10 TOTAL REVENUES	2,120,188	2,690,095	2,456,533	2,452,370	9,719,186	3,249,453	3,249,453	3,249,453	3,249,453	12,997,811
FUNCTIONAL EXPENSES										
<i>Personnel Salaries and Benefits</i>										
10 Principal/Executive Salary	81,250	81,250	81,250	81,250	325,000	134,930	134,930	134,930	134,930	539,720
11 Teachers Salaries	424,960	622,879	622,879	822,920	2,493,638	784,218	784,218	784,218	784,218	3,136,872
12 Special Education Salaries	70,333	105,500	105,500	140,667	422,000	166,474	166,474	166,474	166,474	665,896
13 Other Education Professionals Salaries	198,125	198,125	198,125	198,125	792,500	238,446	238,446	238,446	238,446	953,782
14 Business/Operations Salaries	110,120	110,120	110,120	110,120	440,480	103,000	103,000	103,000	103,000	411,999
15 Administrative/Other Staff Salaries	58,750	58,750	58,750	58,750	235,000	34,763	34,763	34,763	34,763	139,050
16 Employee Benefits and Payroll Taxes	253,985	231,791	226,760	296,707	1,009,243	414,791	414,791	414,791	414,791	1,659,165
17 Subtotal: Personnel Expense	1,197,523	1,408,415	1,403,384	1,708,538	5,717,861	1,876,621	1,876,621	1,876,621	1,876,621	7,506,484
<i>Direct Student Expense</i>										
18 Educational Supplies and Textbooks	101,276	32,500	32,500	32,500	198,776	71,775	71,775	71,775	71,775	287,101
19 Student Assessment Materials/Program	881	881	881	881	3,526	1,273	1,273	1,273	1,273	5,093
20 Contracted Student Services	39,233	89,167	98,083	94,517	321,000	115,909	115,909	115,909	115,909	463,635
21 Food Service	37,407	85,017	93,518	90,118	306,060	110,514	110,514	110,514	110,514	442,056
22 Other Direct Student Expense	32,314	36,412	35,776	41,799	146,302	52,828	52,828	52,828	52,828	211,310
23 Subtotal: Direct Student Expense	211,112	243,977	260,760	259,815	975,664	352,299	352,299	352,299	352,299	1,409,195
<i>Occupancy Expenses</i>										
24 Rent	239,955	239,955	239,955	239,955	959,821	638,785	638,785	638,785	638,785	2,555,140
25 Depreciation (facilities only)	12,051	12,051	12,051	12,051	48,202					-
26 Interest (facilities only)	7,918	7,902	7,853	7,805	31,478					-
27 Building Maintenance and Repairs	9,125	9,125	9,125	9,125	36,500	12,236	12,236	12,236	12,236	48,946
28 Contracted Building Services	44,050	44,050	44,050	44,050	176,201	59,070	59,070	59,070	59,070	236,281
29 Other Occupancy Expenses	57,091	57,091	57,091	57,091	228,364	76,558	76,558	76,558	76,558	306,230
30 Subtotal: Occupancy Expenses	370,190	370,174	370,125	370,077	1,480,566	786,649	786,649	786,649	786,649	3,146,597
<i>General and Administrative Expenses</i>										
31 Office Supplies and Materials	12,419	12,419	12,419	12,419	49,675	14,751	14,751	14,751	14,751	59,004
32 Office Equipment Rental and Maintenance	6,688	6,688	6,688	6,688	26,752	7,944	7,944	7,944	7,944	31,776
33 Telephone/Telecommunications	7,082	7,082	7,082	7,082	28,326	8,411	8,411	8,411	8,411	33,645
34 Legal, Accounting and Payroll Services	48,925	48,925	48,925	48,925	195,700	58,112	58,112	58,112	58,112	232,450
35 Insurance	7,500	7,500	7,500	7,500	30,000	8,908	8,908	8,908	8,908	35,634
36 Transportation					-					-
37 Professional Development	66,875	66,875	66,875	66,875	267,500	89,024	89,024	89,024	89,024	356,096
38 PCSB Administrative Fee	19,167	19,167	19,167	19,167	76,667	22,766	22,766	22,766	22,766	91,064
39 Management Fee					-					-
40 Interest Expense (non-facility)					-					-
41 Depreciation and Amortization (non-facility)	48,885	48,885	48,885	48,885	195,539	65,075	65,075	65,075	65,075	260,301
42 Other General Expense	56,340	56,340	56,340	56,340	225,359	74,999	74,999	74,999	74,999	299,998
43 Subtotal: General Expenses	273,879	273,879	273,879	273,879	1,095,518	349,992	349,992	349,992	349,992	1,399,967
44 TOTAL EXPENSES	2,052,705	2,296,446	2,308,149	2,612,309	9,269,608	3,365,561	3,365,561	3,365,561	3,365,561	13,462,244
Operating Revenue/Expense	67,483	393,649	148,384	(159,939)	-	(116,108)	(116,108)	(116,108)	(116,108)	-
CASH FLOWS										
<i>Operating Activities</i>										
45 Change in Net Assets	67,483	393,649	148,384	(159,939)	449,578	(116,108)	(116,108)	(116,108)	(116,108)	(464,433)
Adjustments										
46 to reconcile change in net assets to change in net cash					-					-
47 (Increase)/Decrease in Current Assets	167,392	167,371	167,350	406,328	908,441	121,855	121,855	121,855	121,855	487,419
48 Increase/(Decrease) in Current Liabilities	723,178	490,805	(606,992)	(606,992)	(0)					-
49 Cash Flows from Operations	958,053	1,051,825	(291,258)	(360,603)	1,358,019	5,746	5,746	5,746	5,746	22,986
<i>Investing Activities</i>										
50 Purchase of property, plant and equipment	(295,000)				(295,000)	(153,137)				(153,137)
51 Purchase of investment securities					-					-
52 Other investing activities					-					-

Planning Year and First Year Financial Projections

	Q1	Q2	Q3	Q4	Planning Year	Q1	Q2	Q3	Q4	Year 1
53 Cash Flows from Investing	(295,000)	-	-	-	(295,000)	(153,137)	-	-	-	(153,137)
Financing Activities										
54 Proceeds from loans					-					-
55 Repayment of loans	(108,402)	(113,364)	(113,410)	(113,457)	(448,633)	(42,675)	(42,675)	(42,675)	(42,675)	(170,700)
56 Other financing activities					-					-
57 Cash Flows from Investing	(108,402)	(113,364)	(113,410)	(113,457)	(448,633)	(42,675)	(42,675)	(42,675)	(42,675)	(170,700)
NET CHANGE IN CASH	554,652	938,462	(404,668)	(474,060)	614,386	(190,066)	(36,929)	(36,929)	(36,929)	(300,852)
Cash, Beginning Balance	768,514	2,261,627	2,795,421	1,916,693	1,442,634	1,442,634	1,215,639	1,141,782	1,067,924	1,030,996
Cash, Ending Balance	1,323,166	3,200,089	2,390,753	1,442,634	1,442,634	1,252,568	1,178,710	1,104,853	1,030,996	1,030,996

Charter Application

Digital Pioneers Academy

Planning Year and First Year Financial PD

G J M P

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
REVENUE						
1 Per Pupil Charter Payments - General Ed	6,073,510	7,836,535	9,624,493	11,435,033	11,778,084	
2 Per Pupil Charter Payments - Categorical	2,492,850	3,139,413	3,814,186	4,516,386	4,651,878	
3 Per Pupil Facilities Allowance	1,630,033	2,050,330	2,470,143	2,888,845	2,952,399	
4 Federal Funding	1,499,707	1,921,552	2,352,700	2,792,604	2,876,382	
5 Other Government Funding/Grants	12,766	16,357	20,027	23,771	24,484	
6 Private Grants and Donations	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000	
7 Activity Fees	29,209	37,425	45,822	54,390	56,022	
8 In-kind revenue						
9 Other Income	9,736	12,475	15,274	18,130	18,674	
10 TOTAL REVENUES	12,997,811	16,264,087	19,592,645	22,979,159	23,607,923	-
FUNCTIONAL EXPENSES						
Personnel Salaries and Benefits						
10 Principal/Executive Salary	539,720	555,912	676,398	696,690	717,591	
11 Teachers Salaries	3,136,872	3,905,711	4,767,029	5,625,863	5,794,639	
12 Special Education Salaries	665,896	685,873	1,028,804	1,059,668	1,091,458	
13 Other Education Professionals Salaries	953,782	1,030,136	1,181,786	1,267,888	1,305,924	
14 Business/Operations Salaries	411,999	424,359	437,090	450,202	463,709	
15 Administrative/Other Staff Salaries	139,050	206,876	213,082	219,474	226,058	
16 Employee Benefits and Payroll Taxes	1,659,165	1,929,056	2,348,423	2,633,488	2,712,493	
17 Subtotal: Personnel Expense	7,506,484	8,737,921	10,652,612	11,953,274	12,311,872	-
Direct Student Expense						
18 Educational Supplies and Textbooks	287,101	366,784	447,950	530,493	545,758	
19 Student Assessment Materials/Program	5,093	6,506	7,946	9,410	9,681	
20 Contracted Student Services	463,635	592,313	723,387	856,684	881,335	
21 Food Service	442,056	564,746	689,719	816,812	840,316	
22 Other Direct Student Expense	211,310	269,958	329,697	390,450	401,685	
23 Subtotal: Direct Student Expense	1,409,195	1,800,307	2,198,698	2,603,849	2,678,775	-
Occupancy Expenses						
24 Rent	2,555,140	2,975,438	3,395,250	3,813,952	3,877,507	
25 Depreciation (facilities only)	48,202	60,315	72,659	85,218	87,549	
26 Interest (facilities only)	31,748	39,726	47,856	56,128	57,664	
27 Building Maintenance and Repairs	48,946	60,241	71,013	81,262	81,262	
28 Contracted Building Services	236,281	290,807	342,809	392,287	392,287	
29 Other Occupancy Expenses	306,230	376,899	444,296	508,421	508,421	
30 Subtotal: Occupancy Expenses	3,226,547	3,803,426	4,373,883	4,937,268	5,004,690	-
General and Administrative Expenses						
31 Office Supplies and Materials	59,004	75,380	92,061	109,025	112,162	
32 Office Equipment Rental and Maintenance	31,776	40,595	49,578	58,714	60,403	
33 Telephone/Telecommunications	33,645	42,983	52,495	62,168	63,957	
34 Legal, Accounting and Payroll Services	232,450	296,964	362,680	429,510	441,870	
35 Insurance	35,634	45,523	55,597	65,842	67,737	
36 Transportation						
37 Professional Development	356,096	445,581	536,773	629,552	646,778	
38 PCSB Administrative Fee	91,064	116,338	142,083	168,264	173,106	
39 Management Fee						
40 Interest Expense (non-facility)	91,064	113,948	137,268	160,994	165,400	
41 Depreciation and Amortization (non-facility)	260,301	325,713	392,373	460,193	472,785	
42 Other General Expense	267,678	341,970	417,645	494,604	508,836	
43 Subtotal: General Expenses	1,458,712	1,844,997	2,238,552	2,638,866	2,713,032	-
44 TOTAL EXPENSES	13,600,938	16,186,651	19,463,745	22,133,257	22,708,369	-
Operating Revenue/Expense	(603,128)	77,436	128,900	845,903	899,555	-

Charter Application

Planning Year and First Year Financial P D

Digital Pioneers Academy

G J M P

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
CASH FLOWS						
Operating Activities						
45 Change in Net Assets	(603,128)	77,436	128,900	845,903	899,555	-
Adjustments						
46 to reconcile change in net assets to change in net cash						
47 (Increase)/Decrease in Current Assets	487,419	576,146	666,363	757,904	754,357	
48 Increase/(Decrease) in Current Liabilities						
49 Cash Flows from Operations	(115,708)	653,583	795,263	1,603,806	1,653,911	-
Investing Activities						
50 Purchase of property, plant and equipment	(153,137)	(195,640)	(238,933)	(282,961)	(291,103)	
51 Purchase of investment securities						
52 Other investing activities						
53 Cash Flows from Investing	(153,137)	(195,640)	(238,933)	(282,961)	(291,103)	-
Financing Activities						
54 Proceeds from loans						
55 Repayment of loans	(170,700)	(21,488)	(22,305)	(736,881)	-	
56 Other financing activities						
57 Cash Flows from Investing	(170,700)	(21,488)	(22,305)	(736,881)	-	-
NET CHANGE IN CASH	(439,546)	436,456	534,025	583,965	1,362,809	-
Cash, Beginning Balance	1,442,634	1,003,087	1,439,543	1,973,568	2,557,533	
Cash, Ending Balance	1,003,087	1,439,543	1,973,568	2,557,533	3,920,342	-