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Executive Summary

Executive Summary

DC VOICE Empowerment Public Charter School

Tatum has been in Washington D.C. all of her life but has moved around from place to place with her mother, four siblings and now her 18-month old son. She is 16 and had already struggled in school academically before her son was born. While still a sophomore in High School, Tatum struggles to balance her commitments to her child and her education. Each day is harder than the last. She wakes up earlier than most teenagers her age to get her son ready for day care. On a typical school day she rushes out of the house to catch a bus South, down to U Street to drop her son off at daycare. She doesn't have much time to catch another bus that will take her back North, past her house, to attend school in Ward 4. By October, there had already been three days where she and her child went back home because she did not make the 7:33am bus. It's the only bus that will get her to her son's day care after it opens, yet early enough for her to be to school on time. Tatum can't imagine doing this for two more years. She wants to go to school but because she can't find daycare closer to where she attends school, her education depends on catching the bus to take her son to day care each day. But, it's not just a transportation issue. Tatum's mother was also a teenage mom and is unable to provide the academic support and guidance Tatum will need to achieve academically and professionally. Tatum knows very little about raising a child and doesn't have time to read to her son or think about getting him ready to start school in 18 months. Tatum requires a special school which can both accommodate AND educate her and her son through these turbulent years – a school that not only addresses the social needs in Tatum's life, but values the inputs and competencies required to drastically improve Tatum's literacy and begin to develop that of her son's. Tatum needs a DC VOICE Empowerment Public Charter School.

Community leaders and educators across the region have moved forward aggressively to fill the many gaps, which exist in high quality public education options for District of Columbia families. Despite these good faith, and in many cases successful efforts, there remains a shortage in many critical areas related to public education – particularly for the city's at-risk youth population.

We seek to form the DC VOICE Empowerment Public Charter School and submit this petition to open an **Alternative** High School and corresponding Early Childhood Center with the mission to provide an opportunity for at risk children and young adults to receive career and technical education, high school diplomas and early childhood services in a safe, nurturing environment that prepares them for college and careers.

DC VOICE Empowerment PCS brings an exciting and new mix of education, union, business and non-profit leadership to its plan for establishing an alternative school that is academically and socially enriching. DC VOICE Empowerment PCS will likely be located in Ward four and serve up to 250 students in pre-k and grades 9-12. DC VOICE Empowerment PCS will partner with the Washington Building Trades Council, Inspire DC Culinary Academy and Community Child Development Center to provide a literacy and skills-based learning environment targeted towards school-aged parents and their pre-school children and looks to expand our program to include a residential component which includes a boarding program in year two of operations..

DC VOICE Empowerment PCS will adopt the Creative Curriculum model for its pre-school, an Inquiry Based Instructional model for its pre-k, and an Experiential model combined with the APEX on-line curriculum for its upper-school located within the same facility.

According to the Center for Disease Control and Prevention, only half of teen mothers earn a high school diploma nationally by age 22 compared to 90 percent of women who do not become teen mothers. In D.C., less than two percent of teen mothers attain a college degree by age 30. The foundation of the DC VOICE Empowerment PCS model is that becoming a teen parent should signal neither an end to a parent's education nor the start of a path of mediocrity in life opportunities for the young child of a teen parent. This is accomplished through two foci:

1) Early wraparound services and educational opportunities for small children ages 6 weeks to 4 year old, and;
2) The continued engagement of young parents in literacy-focused learning and training that prepares them to be both, partners in their child's education and providers who are employable and self-sustaining.

This cradle-to-work philosophy is achieved through six key value implementations:

1) Extended School-day and summer school so that students spend more time in school focusing on their literacy and remediation;
2) Deep family and community engagement to ensure strong connections among families, the community, learning and students;
3) One-site, access to therapeutic social and emotional counseling and treatment;
4) Health and Wellness access and screenings;
5) Job-embedded, routine professional development of all school staff and instructional personnel; and
6) Consistent and relevant data use to drive assessment and instruction at all levels

The DC VOICE Empowerment PCS model is an alternative school designed to address the needs of some of this city's most vulnerable and in-need families and young people by ensuring that young parents and other at-risk students have a cause and incentive to stay in, or re-engage in, High School while making sure that their children get an early and healthy start in the learning process. DC VOICE Empowerment PCS will be the only school in the District to partner directly with the trades community to offer trades and skill-building curriculum to young parents while educating their children within the same facility. And, unlike previous attempts to reach this population, the DC VOICE Empowerment PCS enters its beginnings with a rich cadre of proven academicians, experienced clinicians and a research-based literacy focus that addresses both remediation and literacy development.

A. Educational Plan

This section was developed by steering and founding committee members: Dr. Dennis Campbell, Kia McDaniel, Sandra Rose, Karen Shaw, and Tamika Tasby

A. Education Plan
    1. Mission and Purpose of the Proposed Public Charter School
        a. Mission and Philosophy

The mission of the DC VOICE Empowerment PCS is to provide an opportunity for at risk children and young adults to receive career and technical education, high school diplomas and early childhood services in a safe, nurturing environment that prepares them for college and careers in the 21st century while promoting excellence in leadership, critical thinking skills and responsibility to their community.

DC Empowerment Public Charter School will be comprised of a lower school and an upper school.

| Lower School | Denotes the lower school | Upper School | Denotes the upper school |

Lower School

Lower School Summary

The Lower School is a high quality pre-kindergarten program for children ages 3 and 4. A segment of the population will include children whose parents are students in the Upper School. The Lower School will use an inquiry-based model of learning to foster and encourage students thinking and creativity. Our pre-K students will be prepared with cognitive, social, and developmental skills, and be ready to absorb elementary level education upon advancement.

Upper School

<u>Upper School Summary</u>

The Upper School is an Alternative High School for at risk youth and young adults ages 14 – 22. DC PCSB and its staff have recognized alternative schools as "any K-12, diploma-granting school that serves high percentages of students who have been in trouble with the law; have stayed back multiple times, causing them to be over-aged and under-credited; are homeless or in foster care; and/*or pregnant or mothering*." Our Upper School is designed to serve uncharacteristically high numbers of teen moms and over-aged and under credited youth. Our instructional model will incorporate expeditionary-based learning, along with a blended online curriculum and direct classroom instruction to provide students with individualized learning plans.

At the DC VOICE Empowerment PCS, we believe all students deserve the opportunity to be successful and this is apparent in our cradle to work philosophy. We will provide early wraparound services and educational opportunities for one to five year olds and continually engage our young parents in training that prepares them to be both, partners in their child's education and providers who are employable and self-sustaining.

This will be achieved through five key value implementations:

1. **Extended School-day and summer school year so that students spend more time in school**
   According to a report on the Massachusetts' Expanded Learning Time Initiative, teachers rank "time" as the learning condition that is most responsible for promoting student learning.[1] The school day will be extended by 90 minutes/day which provides students with more time to focus on academics, participate in growth-enhancing opportunities, and receive experiences that promote personal, social, and civic development. The DC VOICE Empowerment PCS will extend the school year for students by providing summer programs to all students. By continually engaging our students, we increase their total learning time by 339 hours/year.

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[1] Gosnell, T. (2009). *Listening to Experts: What Massachusetts teachers are saying about time and learning and the expanded learning time initiative.* Massachusetts 2020. http://www.mass2020.org/files/file/Listening_to_Experts_final.pdf

2. **Deep family and community engagement to ensure strong connections among families, the community, learning and students**

   The DC VOICE Empowerment PCS will partner with families and the community to collaborate in planning and implementing strategic interventions for our students. Secretary of Education, Arne Duncan, stated "When families learn together and where schools truly become the heart and center of a neighborhood—a community anchor—there are tremendous dividends for children".[2] An article published in the Journal of Counseling & Development, states that "Partnership programs can also create environments, relationships, and experiences that reduce risks, build social capital, increase academic achievement and attendance, decrease behavioral issues, enhance school climate, foster resilience, and create developmental assets for children and adolescents".[3] The robust set of partnerships which the DC VOICE Empowerment PCS brings to its plan provide the foundation on which high student achievement and career readiness are built.

3. **On-site, access to therapeutic social and emotional counseling and treatment**

   DC VOICE Empowerment Public Charter School will focus on having physically, socially, and emotionally healthy students. DC VOICE Empowerment PCS will provide services to address the whole student. We will use a case management approach to address their social, emotional and life needs which will include behavior screenings for children under age six, referrals for clinical treatments, mobile therapy services through our partners, and conflict management resolution.

4. **Job-embedded, routine professional development for all school staff and instructional personnel**

   The DC VOICE Empowerment PCS will ensure that all staff participate in continuous, job-embedded professional development that's data-driven and focused on student outcomes. Teachers are a critical factor in determining student success. Through professional development, coaching, and collaboration, teachers will be better-equipped to deliver high quality instruction.

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[2] www.communityschools.org/assets/1/AssetManager/CS_101.ppt

[3] Bryan, J and Henry, L. (October 2012). *A Model for Building School-Family-Community Partnerships: Principles and Process*. Journal of Counseling & Development, vol. 90, p. 409).

5. **Consistent and relevant data use to drive assessment and instruction at all levels**

High quality data and data systems will be used to drive decision making at the DC VOICE Empowerment PCS. We will effectively use student data to define needs, set goals, plan interventions, and evaluate progress. The DC VOICE Empowerment PCS will continually analyze the gaps between goals for student learning and student performance to define the actions of our schools. We will employ a robust student information system and data warehouse equipped with portals for administrators, teachers, parents, and students. Our web-based solution will include real-time access to data and reports on attendance, grades, assessments, interventions, discipline and scheduling. Systems that we are considering include Go.edustar, Pearson PowerSchool, and Alpine Achievement. The Scantron Achievement Series is also being considered for its extensive benchmark and assessment capabilities. This system includes standards-based formative assessments and diagnostic testing needed to measure student growth and teacher-effectiveness.

A. Education Plan
  1. Mission and Purpose of the Proposed Public Charter School
   b. Education Needs of the Target Student Population

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
Send these, the homeless, tempest-tossed, to me:
I lift my lamp beside the golden door.

- *Statue of Liberty*

Upper School

The target population for the DC VOICE Empowerment PCS are at-risk youth with a specific focus on teen moms. This includes teen parents, students with high-level special needs, adjudicated youth, and other at-risk designees.

This figure breaks down the anticipated enrollment percentages in particular areas for an Alternative school model like the DC VOICE Empowerment Public Charter School   The greatest percentage of our students will be teen moms (25%). As represented, these numbers are mutually *exclusive*. But, since we know there will certainly be overlap among different subgroups, we anticipate that more than a third of our population will also be special needs.

Education needs: At-Risk high school students possess a more intensive set of educational needs. Many within this group have become disengaged with school because their educational needs or interests are not currently being met.

According to data from Wider Opportunities for Women, 66 percent of families started by teens live in poverty and approximately one-quarter of teen mothers go on welfare within 3 years of the child's birth.[4] DC VOICE Empowerment PCS will change the trajectory for our students by preparing them for careers in building trades, culinary, and child development fields, where they will be licensed upon graduating and be able to support their families. Our students will also be prepared for college and some will even earn dual degree credits through our partnerships with UDC. Less than two percent of mothers who have children before age 18 complete college by the age of 30.[5] At DC VOICE Empowerment PCS, we will be the bridge between teen parenthood and educational attainment for our students.

DC VOICE Empowerment Public Charter School will partner with Community Child Development Center to operate the preschool for children ages six weeks to two years old. Teen parents, who attend the Upper School, will receive priority placement, and remaining seats will be open to children throughout D.C. The preschool will be housed on site at DC VOICE Empowerment Public Charter School. Community Child Development Center currently operates two locations in Ward 7, services over 150 children, and has been in operation for over forty years. The program will utilize Creative Curriculum to support active learning and development in our students. Community Child Development Center will also add before and aftercare for the Lower School.

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[4] (http://www.wowonline.org/documents/ TeenPregnancyataGlance_000.pdf)

[5] Hoffman, S.D., By the Numbers: The Public Costs of Adolescent Childbearing. 2006, The National Campaign to Prevent Teen Pregnancy Washington, DC

According to the most recent data available from the Centers for Disease Control and Prevention, and the National Center for Health Statistics, the District of Columbia averages well more than 1,000 teen births (15-19) per year. Here is a ward by ward breakdown of teen births from the most recent year available – 2008. [6]

Teen Births (15-19) by Ward, 2008	
1	124
2	38
3	6
4	141
5	172
6	78
7	215
8	308
Total	**1,307**

Source - Per 1,000 births. Source: Department of Health Statistics; Center for Policy, Planning and Evaluation

The highest concentrations of teen births in Washington, DC were in Wards 8, 7, 5, and 4 respectively. DC VOICE Empowerment PCS will be located in Ward 4, near the border of Ward 5. We will draw enrollment citywide so a centralized location was selected.

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[6] Department of Health Statistics; Center for Policy, Planning and Evaluation

Target Population for Lower School

"In states that make it a priority to educate our youngest children...studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind." President Barack Obama[7]

To support our target Upper School population of teen moms and to ensure greater access the literacy supports, therapeutic interventions and skills-building offerings which our school will ensure, DC VOICE Empowerment PCS will provide a pre-kindergarten for ages three and four. This will allow the children of our teen moms and opportunity to build foundational skills for early learners and make the aspirations of acquiring a High School diploma and work readiness skills more accessible for teen moms in the District. We are also contracting with Community Child Development Center to provide a nursery for six week to two year olds.

"While 39 states and the District of Columbia offer state funded pre-school, the Organization of Economic Cooperation and Development estimates that the United States ranks 28th out of 38 countries for the share of four-year olds enrolled in early childhood education. And just 3 in 10 four-year-olds are enrolled in high-quality programs that prepare kids with the skills they need for kindergarten".[8]

Each year hundreds of children in the District of Columbia show up to Kindergarten unprepared to learn. They haven't been read to. They don't recognize numerals or letter sounds. In many cases they are unfamiliar with classroom structures or teacher/students relationships.[9]

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[7] *State of the Union, February 12, 2013.*
[8] http://www.blogymate.com/frame/?http://www.whitehouse.gov/blog/2013/02/14/high-quality-early-education-all-children
[9] Ready Kids Project White Paper, Dr. Pierre Wright. 2013

According to Kidscount.org, there are more than 13,000 three and four year olds in Washington D.C. from year to year (based on years 2007 to 2011), and one fifth of this population is not enrolled in a nursery, preschool or kindergarten.[10]   Below is a ward by ward breakdown of the population for children under the age of 5 in Washington, D.C.

Child population under age 5, by ward, 2010	
1	3,480
2	2,021
3	3,377
4	4,783
5	3,735
6	3,902
7	4,748
8	6,557
Total	**32,613**

Source – Kidscount.org 2010

The highest concentrations of children, under the age of 5, are located in Wards 8, 4, and 7, respectively.

In 2011, the poverty rate of children under age 6 in Washington, D.C. was 30.60% (13,113) and the rate of extreme poverty for children under 6 was 18% (7,715). Additionally, the low-income rate of children under age 6 was 42.5% (18,217) in 2011.[11]

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[10] *Kidscount.org 2010*
[11] *CLASP,* clasrp.org/data

A. Education Plan
   **2. Educational Focus**

Upper School

The DC VOICE Empowerment PCS model is designed to address the needs of some of this city's most vulnerable and in-need families and young people by ensuring that young parents have a cause and incentive to stay in, or re-engage in, High School while making sure that their children get an early and healthy start in the learning process. The DC VOICE Empowerment PCS will be the only school in the District to partner directly with the trades community to offer trades and skill-building curriculum to young parents while educating their children within the same facility. Our building trades vocational program will be complimented by rigorous course offerings and certification programs in culinary trades and child development careers.

The Upper School will use a blended learning model to engage students. Blended learning is a teaching model that combines traditional brick and mortar classroom interaction with online project-based learning and instruction. This classroom time is flexible, allowing students and teachers to engage in direct instruction, small-group learning, problem-based learning sessions, and high quality digital content and instruction. The blended learning model allows the DC VOICE Empowerment PCS to focus on personalization that enables teachers to individualize learning plans for each student. Students will proceed at a self-determined rate of mastery and receive appropriate support at all times enabling them to successfully complete project-based learning expeditions and service-learning projects.

Based on the anticipated student population of at-risk teens, the students of the DC VOICE Empowerment Public Charter School will vary in proficiency and academic levels. The blended learning model for the Upper School provides students access to online core content to meet graduation requirements and offers a career focus within a program of study. Students will graduate, be prepared for college or obtain industry standard licenses, and be equipped with functional life skills for success.

DC VOICE Empowerment Public Charter School's Blended Learning Model
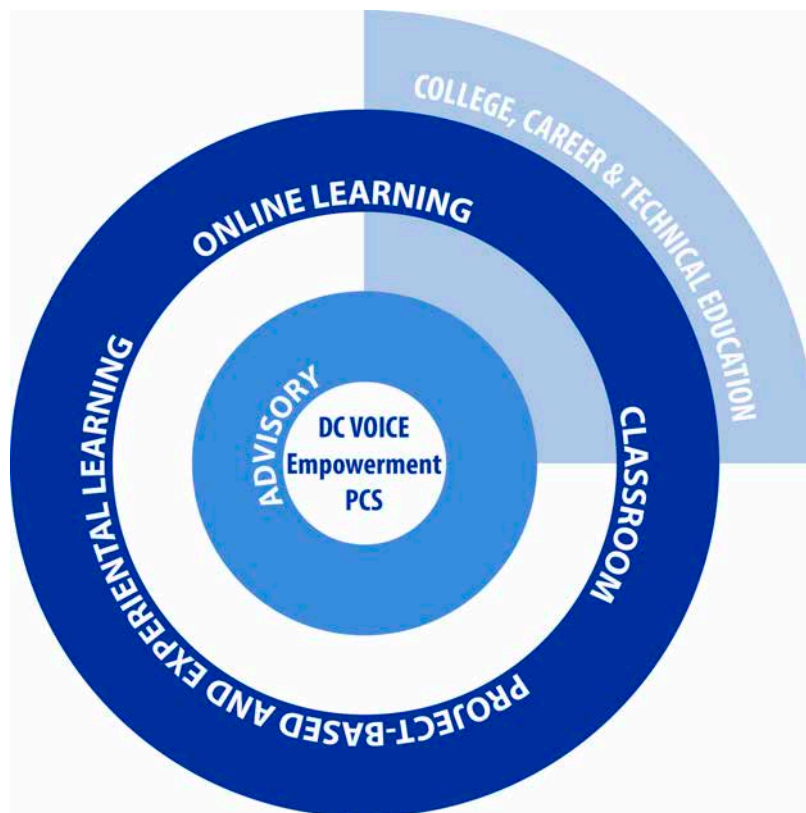
Career and Technical Education - "[W]e all know a high school diploma is no longer enough in our global economy. Yet only about one third of our high school graduates have enough of the skills required for success in college and the workforce. And only 10 percent of minority students who enroll in college will graduate. Just one in ten", said Alma Powell of America's Promise.[12] With the additional learning time, literacy supports and wraparound support services, DC VOICE Empowerment PCS students will graduate from high school and be equipped with the intellectual and cognitive skills needed to acquire gainful employment. According to the AMA 2010 Critical Skills Survey, "executives say they need a workforce fully equipped with skills beyond the basics of reading, writing and arithmetic (the three "Rs") in order to grow their businesses".[13] Skills such as

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[12] *Policy Brief: Preventing Teen Pregnancy is Critical to School Completion.* July 2010. The Nation al Campaign to Prevent Teen and Unplanned Pregnancy**.** www.americaspromise.org

[13] *AMA 2010 Critical Skills Survey - Executives Say the 21st Century Requires More Skilled Workers*. American Management Association.

critical thinking, communication, collaboration, and creativity (the four "Cs") will be at the core of the DC VOICE Empowerment Public Charter School. The jobless rate in Washington, DC is amongst the highest in the country. In 2011, Bloomberg News stated - "The jobless rate in the poorest part of the District of Columbia is higher than in any U.S. metropolitan area with a labor-force of comparable size, according to figures released by the city government".[14] Graduates of the DC VOICE Empowerment PCS will be industry licensed and skilled professionals who are able to make a living wage for their families.

In the 2013 State of the Union Address, President Obama stated "Let's also make sure that a high school diploma puts our kids on a path to a good job".[15] While enrolled in school, students will have internships and job shadowing opportunities to gain the necessary skills.   Not only is workforce readiness a priority for the DC VOICE Empowerment PCS, but it is also a national priority.

A robust set of business and education partnerships have been established to provide students with quality career tracked experiences in industries of building trades, culinary services and child development. These partnerships come together to provide actual classes for workforce development and apprenticeship programs. These offerings will prepare students upon graduation to enter lucrative careers in construction trades, culinary service, and early childcare. (Please see Section J. for full Career and Technical Education Curricula)

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[14] Homan, T. *Unemployment Rate in Washington's Ward 8 Is Highest in U.S*. March 30, 2011. www.bloomberg.com
[15] www.whitehouse.gov

Lower School

The Lower school will use an inquiry-based model of learning to foster and encourage students thinking and creativity. "Inquiry" is defined as "a seeking for truth, information, or knowledge - seeking information by questioning." The process of inquiring begins with gathering information and data through applying the human senses, including seeing, hearing, touching, tasting, and smelling. Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through grade levels. In traditional schools, students learn not to ask too many questions, and to only listen and repeat the expected answers. DC VOICE Empowerment PCS will not adopt this singular approach of "sit and get." Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer, because often there is none, but rather seeking appropriate resolutions to questions and issues. Inquiry-based instruction implies emphasis on the development of inquiry skills, and on the nurturing of inquiring attitudes or habits of mind, that will enable individuals to continue the quest for knowledge throughout life. DC VOICE Empowerment PCS will achieve our goals and outcomes through this model and approach.

A. Education Plan
>   **2. Goals**
>>   **b. Performance Management Framework Goals**

DC VOICE Empowerment PCS seeks to establish an Alternative PMF to measure student and school performance for the Upper School and portions of its lower school. This approach to measuring the achievement and progress of our school takes in to account the school's target student population as well as the Public Charter School Board's movement to modify the standard PMF framework to emphasize student progress, identify alternative gateway measures, weigh non-academic leading indicators and incorporate mission-specific goals when measuring alternative populations. DC VOICE Empowerment PCS is recommending the following measureable objectives for our students as a way of accurately measuring the achievements of the students who will attend this alternative school.

Goal 1: DC VOICE Empowerment PCS will optimize academic achievement for all students
Objectives – Lower School
• 80% of preK parents surveyed biannually report being satisfied with the school on the parent survey.
• 80% of pre-kindergarten families will score 5 or above on the Family Reading Journal Rubric using the Read for the Record Initiative.
Objectives – Upper School
• 80% of eligible students will earn a high school diploma
• 80% of student who complete the school year will progress at least 1 grade level in Mathematics
• 80% of student who complete the school year will progress at least 1 grade level in Reading
• 80% of students participating in the State Assessment (PARCC-ALT) will achieve mastery level in Reading.
• 80% of students participating in the State Assessment (PARCC-ALT) will score mastery level in Math.
Goal 2: DC VOICE Empowerment PCS will prepare its students for school readiness
Objectives – Lower School
• 80% of pre-kindergarten students will show mastery of foundational/readiness skills based on the pre-K/K readiness checklist, as measured by benchmark assessments
• On average, preschool through pre-kindergarten will attend school 80% of the days, as defined by the academic school year.
Goal 3: DC VOICE Empowerment PCS will prepare its students for career and college readiness
Objectives – Upper School
• 80% of students enrolled in either Culinary Arts Program, the Construction Trades Program, or the Child Development Program will obtain certification in that respective area upon graduation from DC VOICE Empowerment Public Charter School.
• 80% of students who graduate will be hired into the workforce or be attending a post-secondary education institution within 6 months of completing the school year
• Students will attend school 90% of the days in the academic school year
• 80% re-enrollment and retention among eligible students

DC VOICE Empowerment PCS Student Assessment

To assess student progress and measure their performance, the school will use a blend of formative and summative assessments. This complement of assessments include: DCCAS, classroom observations, developmental screening, reading and math pre - and post-testing, and an assessment of adult basic education skills.

Assessment	Area Assessed	Purpose/Goal	Age/Grade	Frequency
Star - Reading	ELA	Periodic progress monitoring assessment of reading comprehension and overall reading achievement that can be administered to individuals or groups of students in grades	Grade 9 - 12th	Ongoing classroom based assessments
Star – Math	Math	Mathematics computation, mathematic application, and mathematics concepts can be assessed.	Grade 9 – 12th	Ongoing classroom based assessments
DC-CAS/PARCC Reading	Reading comprehension/ Composition	To assess Common Core State Standard based performance in Reading Comprehension and Writing	10th	Annually
DC-CAS /PARCC Math	Algebra and Geometry content skills	To assess Common Core State Standard based performance in math	10th	Annually
KinderComer content Assessment	Listening Speaking Phonological awareness Emergent literacy Emergent writing Number concept, math skills	To assess developmentally appropriate content knowledge	PreK 3-4	Ongoing classroom based assessments
Comprehensive Adult Student Assessment System	Literacy	Evaluate adult basic skills in literacy and reading ability	Students 17 and older	Beginning of the school year

A. Education Plan
      2. Goals
            c. Further discussion around goals

DC VOICE Empowerment PCS student progression and achievement will be measured throughout the school year using formative and summative assessments. Baseline measurements will be captured at the start of the school year to inform each student's Personal Education Plans. The school will monitor progress using data tracking and reporting to ensure accountability and target interventions.

This includes a student information system that will be used to track attendance levels, assessment data, and test scores. All student data related to attendance will be analyzed and reported according to disaggregated categories that will support the development and implementation of strategies to reduce school absences. A bi-weekly dashboard will be used to share this information with all appropriate stakeholders.

A. Education Plan
      3. Charter School Curriculum
            a. Student Learning Standards:

The DC VOICE Empowerment Public Charter School has elected to use modified Early Learning standards from the DC Office of the State Superintendent with elements of the New York State Prekindergarten Foundation for the Common Core, for Pre-kindergarten and the Common Core State Standards (CCSS) for the high school program. Although these standards are directly aligned to the achievement practices of the local school system, the usage of the modified Standards will allow the DC VOICE Public Charter School the opportunity to maximize our students potential by increasing the instructional rigor and facilitate expeditionary based learning; therefore, increasing our student's skill sets through a variety of diverse and differentiated methods that allow learners to explore and solidify learning at their own pace and style while providing various levels of rigor that will foster individual academic achievement and progress.

The DC VOICE Empowerment Public Charter School has researched and selected standards that were directly in line with the development of the Common Core State Standards (CCSS). These standards, as proposed by national trends, will allow our students the ability to successfully graduate using the skills and thought processes required to become literate, productive citizens who can transition to post-secondary schools and career pathways.

A. Education Plan
    3. Charter School Curriculum
        a. Resources and Instructional Materials

Lower School

DC VOICE Empowerment PCS instructors will use content focused learning centers, which foster an inquiry-based model of instruction. Teachers, using thematic units provide cross-curricular instruction that allows students to learn at their own pace. Students use hands on learning to demonstrate their understanding of specific skills while teachers use ongoing formal and informal assessments to gage student learning and the need for more intensive instruction. Teachers use a variety of authentic texts and materials to support learning through Read Alouds, questioning, manipulatives and experiments.

The DC VOICE Empowerment Public Charter School Lower School would benefit from the following materials to support instruction. This list of items is a representation and not exhaustive:

- Classroom libraries
- Big books (aligned to academic themes)
- Manipulatives – teddy bear counters, unfix cubes
- Elmo, Smartboard/SmartTable, LCD, Screen (only if no Smartboard is purchased)
- Blocks, tabletop puzzles, materials for centers (house center, may have a sand table (textures), water table, etc.)
- Pre-k tables and chairs, cubbies, shelves, letter press/letter maker, classroom rugs

Upper School

The DC VOICE Empowerment Public Charter School will use Apex Learning digital curriculum to provide students with an active learner experience. This standards-based digital curriculum offers Math, Science, English, Social Studies, World Languages, and Advanced Placement. APEX will be used in our blended environment to integrate technology, and supplement classroom instruction– not supplant the traditional teacher student relationship. Students will be able to access content for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Our Math and English Language Arts courses are fully aligned, and will incorporate the instructional intent of the CCSS. This includes rigorous instruction, active learning experiences and meaningful assessments.

Our curriculum with its resources directed by teachers who employ reflective professional practices will facilitate instruction based on the needs of their students. The materials chosen will reinforce and supplement skills for success. Trained teachers will implement instructional strategies targeted throughout the Apex Online Curriculum as well as for Positive Behavior Interventions to create a supportive learning environment. The online curriculum will serve as the primary curricular resource for the upper school as integrated with school-wide service learning projects and career and technical skill-building. The curriculum offers five pathways to meet individual students at their level of academic readiness. They pathways are:

1. Developmentally appropriate to the students age and grade level
2. Content rich while allowing for an inquiry based model of instruction
3. Correlated to the Common Core State Standards
4. Multiple modes/paths to learning and student engagement
5. Inclusive learning opportunities for gifted students, special needs students, and English language learners.

A. Education Plan
    3. Charter School Curriculum
        a. Methods of Instruction

Lower School

The resources and instructional materials used by the DC VOICE Empowerment Public Charter School Lower School program encompass a blended model of national and state standards. The Lower School curriculum will align to a combination of the DC Early Learning Standards as well as strategic components of the New York Early learning standards. The rationale being that New York is the only state, to date, who has developed Common Core Standards for Pre-K. This standards-based Early Learning model in conjunction with the Lower School curriculum scope and sequence provide a structured framework for teachers to use thematic units to develop and create lessons in core subject areas. Ultimately students will partake in a multidisciplinary approach to inquiry based learning that fosters creativity, exploration, and independence. Students are taught foundational skills that will set the foundation for fluent readers and writers.

Upper School

In our blended instructional model, classroom time is flexible, allowing students and teachers to engage in direct instruction, small-group learning, problem-based learning sessions, and includes high quality digital content and instruction. The blended learning model allows DC VOICE Empowerment PCS to focus on personalization that enables teachers to individualize learning plans for each student.

Our core academic curriculum will provide the basis for inquiry, build content knowledge and teach skills. (See draft curriculum and scope and sequence in Section J) At its core, this model is designed around creating an engaged group of students to become literate productive citizens. Students at DC VOICE Empowerment PCS will embark upon an orientation process facilitated within our network of teachers, practitioner and partners. Through this process, students will learn their specific areas of need, and collaborate to develop an inclusive personal educational plan (PEP) that is equipped with wraparound services to support success (see Wraparound section of Education Plan).

Once a PEP is developed, students will matriculate into their educational program to gain content knowledge and apply their learning. Coursework requires students to explore content, employ skills, practice and assess learning. Building these routines and rituals allows the teacher to serve as a facilitator, monitoring student progress through the online student-progress portal and components management system. Through this management system, teachers are able to check the progress and proficiency of their students and identify troubled areas where re-teaching and/or intervention may need to happen. This type of monitoring will provide for on the spot support as the student continues to work through the online curriculum component. Depending on their proficiency level, interests and needs, each student's personal education plan will encompass targeted interventions and supports to ensure their success. Mornings will start with a morning check-in and the day will end with an "advisory wrap-up." These moments will allow students time to set goals and debrief on their learning.

Throughout the day, students rotate between small group instruction, collaborative group work, online learning lab time, advisory, internships, project labs and ongoing meetings with industry experts and lecturers. The blended learning model for the Upper School provides students access to online core content to meet graduation requirements and offers a career focus within a program of study. Our students will work in collaborative teams to develop interdisciplinary, real-world projects. Partnerships with Community Child Development Center, University of the District of Columbia, Inspire Development Agency L.L.C., Washington Building Trades Council, and extended partners will offer a unique opportunity to allow our students to explore, apprentice and solidify learning. These partnership pipelines allow students to practice workplace behaviors in the classroom, and receive contextualized instruction focused on employability skills as they prepare for

the world of work and college. For example, students interested in Culinary Arts will develop the nutritional plans for the on site Day Care and lower and upper school cafeteria menus as well as harvest an urban rooftop garden which will be featured on the menu. One aspect of this type of STEMcentric learning expedition would require students to apply core learning to research their region and determine the climate necessary for cultivating locally grown organic urban crops. Core courses will be offered in various ways depending upon the proficiency levels of students entering the program.

To address the various ages and education levels of students, DC VOICE Empowerment PCS will provide a pathway for students ages 20-22 to receive a GED and enter into the UDC Workforce Development Program (WDP). Through the WDP partnership, students will receive job skills and training in trades high demand industries for the D.C. region.

Based on the anticipated student population of at-risk youth and teen parents, the matriculating students of DC VOICE Empowerment Public Charter School will vary in proficiency and academic level. The blended model of learning which the DC VOICE Empowerment Public Charter School will offer, provides students with the necessary access to online core content to meet the graduation a career focus for a program of study as well as opportunities for employability and apprentice hours for licensure, equipping students with an education as well as functional life-skills for success. Below, please find a chart depicting the grouping of Upper School students and an explanation of their combined access to on-line and teacher-delivered instruction.
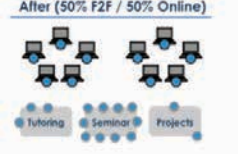
DC VOICE Empowerment Public Charter School Instructional Model
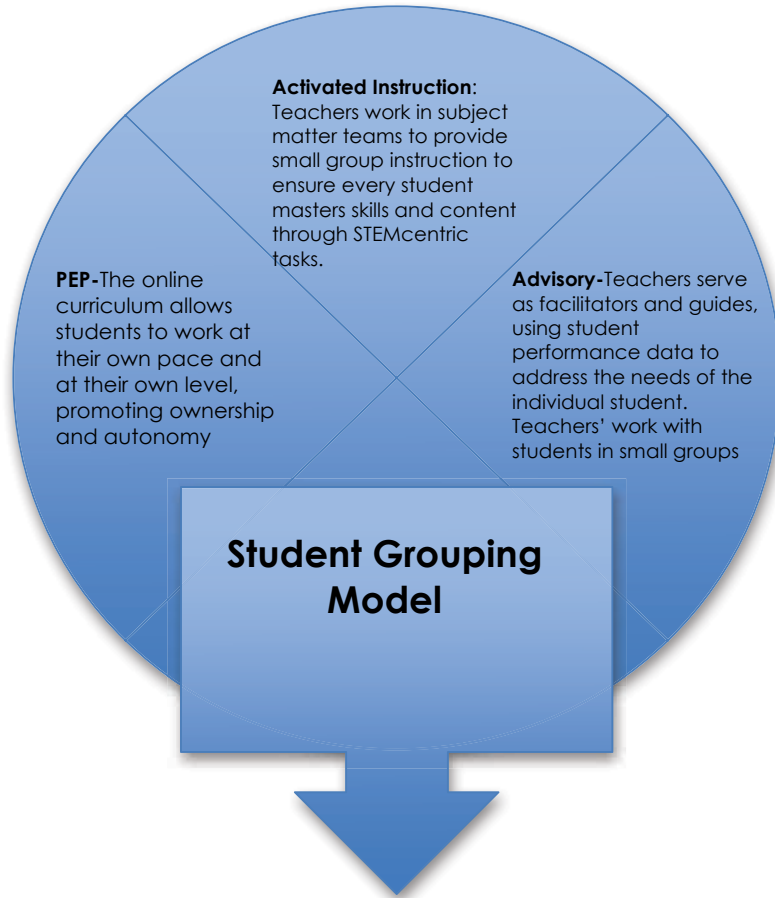
Activated Instruction: Teachers work in subject matter teams to provide small group instruction to ensure every student masters skills and content through STEMcentric tasks.

PEP-The online curriculum allows students to work at their own pace and at their own level, promoting ownership and autonomy

Advisory-Teachers serve as facilitators and guides, using student performance data to address the needs of the individual student. Teachers' work with students in small groups

Student Grouping Model

14-16 Years Old	17-19 Years Old	20-21 Years Old
Traditional Blending	**Accelerated Blending**	Workforce Development (GED)
50% Face to Face/50%Online	40% Face to Face/60%Online	60% Face to Face/40%Online
Students rotate through content area learning blocks managed by an advisor to pursue personalized learning plans via online and offline lessons.	Students rotate through longer content area learning blocks managed by an advisor to pursue personalized learning plans via online and offline lessons.	Students access GED digital curriculum to pursue personalized learning plans via online and offline lessons.
Enrichment focus on building college & career readiness	Content learning blocks offer accelerated program options for credit recovery & accelerated coursework, workforce development certification courses.	Workforce Development Areas • IDA Food Services Training • Basic Carpentry • Basic Plumbing • HVAC Installation • Introduction to Nutrition
Advisory Session focus include study groups, lab teams, tutoring	Advisory Session focus include study groups, tutoring, apprenticeship training (Washington Building Trade, Inspire Development Agency, DC Greenworks)	Child Development Associate of Family Day Care, Infant/Toddler and Preschool classrooms.

Within our blended learning model, there are two curricular pathways – one for college preparedness and another for career development. DC Empowerment Public Charter School will also offer a credit and dropout-recovery program that employs a model where the Apex online program delivers curriculum and teachers provide face-to-face support on a flexible, adaptive, content basis. Teachers must remain active in this model to monitor, assist, assess and prescribe. Teachers will not assume the software is delivering the lesson. The software will provide the content by which the teacher must facilitate the learning. This helps maintain consistency in content delivery, not withstanding a teachers experience in the given area. Through classroom involvement, in a team-teaching environment, teachers will use student-learning data; individual and small-group sessions as well as a full-class experience to allow students to apply content learning.

As a school with an innovative program, we will offer a range of professional development opportunities, especially during the first year of a teacher's tenure at the school. As a new school, whose target population includes disenfranchised youth who we know can achieve with the proper wraparound services DC VOICE Empowerment Public Charter School's professional development will focus on both academic guidelines, strategies for working with adolescent learners and the development of Personal Education Plans (PEP).

Each July, we will host a summer institute for new and returning teachers of the upper and lower schools. The focus of the summer institute will include, but not be limited to:

- Team Building
- School procedures, policies and expectations
- Curriculum guidelines, standards and assessments
- Models of blended learning and maintaining engagement
- Special education policy and implementation
- Policies and procedures regarding English language learners and effective strategies for meeting the needs of students at various levels of language proficiency
- Developing Personal Education Plans (PEPs) for students

On a weekly basis, while students are participating in career focused classes, core academic teachers will come together for 90 minutes of professional development which includes data analysis, teacher or administrator led professional development sessions and small group professional development.

Data Utilization

Each quarter, during a half day session teachers and administrators will review student data in order to inform instruction and modify teacher methods to meet the needs of students. (For full explanation of school data systems, use and protocols, please see section C.4.b, page 129)

External Opportunities

In addition to school based professional development activities, teachers will also have the opportunity to attend local learning conferences, visit model classrooms and schools that exemplify the mission and vision of the DC VOICE Empowerment Charter school and other related external professional development opportunities.

A. Education Plan
      4. Charter School Curriculum
            d. Students with Disabilities

It is the belief of DC VOICE Empowerment Public Charter School that all students will learn at their own pace and instructional level. Using the Child Find Process along with Parental and Teacher referrals, students with disabilities will be assessed and referred for special education services.

The department of special education at DC VOICE Empowerment Charter School will provide full educational opportunities to all students with disabilities. DC VOICE Empowerment School plans, develops, implements and evaluates each special education student program to meet their individual needs. The special education department works in collaboration with the school administrative staff to ensure that all students with disabilities receive Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE).

Students who have been identified with a disability will be afforded the opportunity to participate in one or more of the following options to increase their level of learning. This list is not inclusive of all opportunities available to students:

- Small class sizes
- Multiple modes of communication
- Multiple modes of engagement through inquiry-based learning
- Instruction directed by the Common Core State Standards and supported by teachers
- Ongoing formal/informal and formative/summative assessments
- Certified Special Education and General Education Teachers
- Heterogeneous grouping
- Special Education services that align directly with the Individuals with Disabilities Education Act
- Students requiring 504 plans will be identified through a multidisciplinary School Improvement Team, (SIT). This team will discuss the student as an individual and provide a plan of action that completes the steps of identifying a 504 student.

Based on Federal Laws and regulations surrounding 504 Plans, students will be serviced by their general education and special education teachers. Together teachers will discuss and implement instructional strategies that will be beneficial to the individual student.

A. Education Plan
    4. Charter School Curriculum
        a. English Language Learners

Our model of experiential learning will lend itself to developing the four domains of language for any English language learners (ELLs) enrolled in DC VOICE Empowerment PCS. Through an initial orientation, project-based learning and blended curriculum will provide ELL students with a variety of opportunities to engage in learning with their peers as they develop their English language proficiency.

All students will receive instruction in the core content areas in the content area classroom; however, teachers will scaffold instruction for students to develop both language and content area concepts for the students' language level. Flexible ongoing professional development will be provided to all staff on research-based, effective strategies to meet the needs of ELLs based on our ELL enrollment each year.. Resource support will be provided for students of lower proficiency levels by certified ESOL personnel and/or ESOL consultants.

The DC VOICE Empowerment Public Charter School will take the following steps to identify ELL students and implement services:

- A "Home Language Survey" will be included in each student's enrollment packet. Parents will be required to fill out the survey and return it to school to enroll their children at DC VOICE Empowerment Public Charter School. Students who indicate that a language other than English is spoken in the home will be administered the WIDA-ACCESS English Language Proficiency assessment (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

- Any student scoring an overall composite score of 5 or less on the WIDA-ACCESS assessment will be identified as limited-English proficient and will require ELL services — in the general education setting, in small group instruction, or on an individual basis in a separate setting, depending on the student's needs.

- Those scoring 5 or higher will be monitored by an ELL Specialist who will notify the Principal if a student is not making appropriate academic progress.

- We will carefully evaluate bilingual students who struggle academically to ensure accurate assessment of their difficulties and determine whether ELL and/or special education services are required.

- According to NCLB Title III requirements, we will notify parent(s) of identified ELL students (if under 18) no later than 30 days after the beginning of the school year, in a letter that will include the following information:
    1. The reasons for identification
    2. The child's level of English proficiency and how the level was assessed
    3. The method of instruction used in the program

4. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation

5. The specific exit requirements for the program

6. The right of the parents to have their child immediately removed from supplemental Title III programs upon request

Students receiving ELL services will be given the WIDA-ACCESS assessment every spring to determine eligibility for the subsequent academic year. ELL students will also participate in other formal and informal assessments, and will receive the appropriate accommodation in class and on the DC-CAS in accordance with their level of English language proficiency level. Results from formal and informal assessments will be monitored by the director of student services, to ensure ELL students are making progress in our program. Instruction will be modified and the number of hours of direct services will be modified accordingly if needed.

A. Education Plan
    4. Charter School Curriculum
        f. Strategies for Providing Intensive Academic Support:

Using Response to Intervention, (RtI) students will be afforded the opportunity to work with interventions that are directly related to their areas of needs. This process is something that will be used by the school's School Improvement Team to provide and track the use of any interventions and/or strategies used by students and teachers. As the SIT team meets they will use the following process to review and evaluate a students progress. A screening process will be used to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

A Multi-level prevention system will be used to identify root causes of concerns. It will include three levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for students who

show minimal response to secondary prevention. Progress monitoring will be used to assess the students' academic performance, to quantify the student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with an individual student or an entire class. Finally, data analysis and decision making occur at all levels of RtI implementation and instruction. The school team will use screening and progress-monitoring data from varied intervention programs, to make decisions about instruction and movement within the multi-level prevention system, and disability identification (in accordance with state law).

Examples of intervention programs being considered for reading are iStation, Read180, Wilson Reading and SPIRE (The later 2 would only be used for students who are significantly below grade level). Examples of intervention programs being considered for math are Mathscore.com, AMP Math, and Scholastic Math Intervention. All parts of the RTI process should focus on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

In addition to the RtI process, DC Voice Empowerment Public Charter School will use Positive Behavior Interventions & Support (PBIS) to support a positive school wide culture. PBIS is an application of a behaviorally based system used to enhance the capacity of schools, families, and communities. Attention is focused on creating and sustaining a positive school-wide (lower and upper school) culture and an individual system of support that improves lifestyle results (personal, health, social, family, work, recreation) for all children and youth, hence making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

A. Education Plan
    4. Charter School Curriculum
        g. Strategies for Meeting the Needs of Accelerated Learners:

Through the use of inquiry based learning, students with accelerated learning needs are able to take charge of their own learning through research and exploration. Students will be guided using the common core state standards. Through the DC Voice Empowerment Public Charter program, students will participate and engage within advisory sessions during the instructional day. Accelerated students have the opportunity to take Honors and Advanced Placement courses.

Students will also have advisory sessions, which will focus on the Realizing the College Dream curriculum framework. Realizing the College Dream is a curriculum created by ECMC Foundation and the University of California, Berkeley, Center for Educational Partnerships that supports teachers, counselors and community-based organization staffs in their work to increase expectations for attending college by low-income, first-generation students and their families. The lessons and workshops provide students with an opportunity to think of themselves as future college students and to debunk the myth that they cannot go to college. DC VOICE Empowerment PCS will utilize this curriculum as the foundation in building a college readiness culture within our schools. The instructional strategies will be used in classrooms, after-school programs, Saturday programs, and community programs. Realizing the College Dream has three main components:

1. Thinking of Yourself As a College-Bound Student: Lessons and Workshops for Students
2. Debunking the Myth: Lessons and Workshops for Students
3. Getting Involved and Staying Involved: Workshops and Presentations for Families of College-Bound Youth

Although the main focus of this program is on students, we will also be incorporating the module targeted at families as part of the schools family engagement plan. As determined by students' PEP, accelerated students matriculating through upper school are afforded coursework for Honors and Advanced Placement. Additionally, an accelerated student pathway can potentially earn an Associates Degree upon graduation from High School through a planned DC Voice Empowerment Public Charter partnership with the University of the District of Columbia.

A. Education Plan
      4. Graduation/Promotion Requirements

Lower School

Using the DC VOICE Empowerment Prekindergarten/Kindergarten Readiness Checklist in conjunction with student work and teacher observation, teachers recommend students who have shown consistent and steady growth in all academic and developmental areas for advancement to kindergarten.

Upper School

High School Subject Area	District of Columbia Credit Requirements	DC Voice Empowerment Public Charter Curriculum Offerings (Course levels range Foundations, Literacy Advantage, Core, Honors, Advanced Placement) ***Course credits acquisition may vary depending on enrolled students personal education plans; proficiency levels and acceleration model.
English	4.0	English Foundations I English Foundations II English I: Introduction to Literature and Composition English II: Critical Reading and Effective Writing English III: American Literature English IV: British and World Literature English Language and Composition English Literature and Composition Creative Writing* Media Literacy* *N* Reading Skills and Strategies* Writing Skills and Strategies*
Math	4.0	Math Foundations I Math Foundations II Introductory Algebra Algebra I-A Algebra I-B Algebra I Algebra II Calculus AB Geometry Pre-calculus Integrated Math I Integrated Math II Financial Literacy*
Science	4.0	Science Foundations Earth Science Physical Science Biology Chemistry Physics *N* Physics B

High School Subject Area	District of Columbia Credit Requirements	DC Voice Empowerment Public Charter Curriculum Offerings (Course levels range Foundations, Literacy Advantage, Core, Honors, Advanced Placement)
Social Studies	4.0	World History World History to the Renaissance World History since the Renaissance U.S. History U.S. History to the Civil War* U.S. History since the Civil War U.S. Government and Politics DC. History
World Languages	2.0	French I French II Spanish I Spanish II
Physical Education	2.0	Physical Education and Activity
Health	0.5	Skills for Health
Music	0.5	Music Appreciation *
Visual Performing Arts	0.5	Art Appreciation
Electives	3.5	Geography and World Cultures U.S. and Global Economics* Microeconomics Multicultural Studies Sociology Spanish III Spanish Language Liberal Arts Math Mathematics of Personal Finance Probability and Statistics Statistics Psychology College and Career Preparation I College and Career Preparation II **Construction Employment Readiness **Food Services Management & Hospitality
100 Hours of Community Service to be Completed in collaboration with DC VOICE Empowerment Partners. Culminating Project focus areas Habitat Restoration, Sustainable Agriculture, Early Childhood Development and Mentoring.		
Total Credits	**25.5**	

A. Education Plan
    5. Support for Learning
        a. Family Involvement

At DC VOICE Empowerment PCS, literacy is at the core of our mission. As part of our family engagement plan, we will focus on family literacy for the Upper and Lower Schools through the implementation of the Keenan Model for Family Literacy.[16]

The Keenan Model for Family Literacy is a national model for family literacy. The components of the model are:

- ABE/GED/ESL for Adults
- Early Childhood Education for 3 to 5 year olds
- Parent and Child Together (PACT) Time
- Parent Time
- Parents as Volunteers
- Career Education

It was first funded by the Kentucky Legislature in 1986, and the model is the cornerstone of the National center for Family Literacy (NCFL). NCFL's mission is to ensure that families at the lowest ends of both the literacy and economic continua will have opportunities to improve their education and economic and social well-being through quality family literacy programs.

NFCL defines the essential elements of effective family literacy programs as:

- **Adult Education** – teaches adults to think critically and creatively, set goals and achieve them, solve problems, and acquire successful interpersonal skills
- **Children's Education** – develop cognitive, physical, social and emotional skills; develop through active exploration and investigation, personal discovery, reorganization of the physical environment, verbal interaction with peers and adults, and support from adults

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[16] http://wvde.state.wv.us/abe/wvfli/literacy.html

- **Parent and Child Together (PACT) Time** – This time together is a regular scheduled session, a quality one-on-one time for children with their parents, interaction between parent and children with their parents, and child-centered
- **Parent Time –** This key to success will:
  - Provide information on effective life skills, issues critical in the lives of families, literacy and child development, parenting skills, and work-readiness
  - Connect parents with a wide array of community resources
  - Provide parents with opportunities to network and develop mutual support systems with others in the program

By using this 4 step model which directly aligns with DC VOICE Empowerment Public Charter School's mission, we will are investing in parents and children. As a result, families will have confident parents with the social skills, character and tangible job-skills to succeed in a career.

Family engagement is central to ensuring the success of all DC VOICE Empowerment PCS students. The school defines family engagement in terms of building robust links between school, family and community. Several key strategies will be employed to support effective engagement:
- Build Relationships
- Representation and Accountability
- Communication

Build Relationships

First, all parents who have students enrolled at the school will be asked to sign a pledge of engagement. The pledge outlines 10 principles of responsibility and commitment that parents agree to honor and act on as partners in supporting the academic success and personal development of their son or daughter.

In addition, building on the approaches used to by DC VOICE to build relationships with parents and the community, DC VOICE Leadership will develop a Parent Action Group (PAG) to strengthen ties between school and community.

Representation and Accountability

As stated by the bylaws, two officers of the Board of Trustees will be parent members. This will support our community connections, and ensure that the parent perspective is reflected in all areas of decision making.

Communication

Clear and consistent communication, as well as access to the school, will facilitate the objective of keeping all stakeholders involved, informed, and engaged. Ongoing communication with students, families, and the community is tantamount to the school's success.

For families of college going students, Realizing The College Dream curriculum will be deployed as an additional family engagement strategy.

A. Education Plan
      6. Support for Learning
            b. Community Participation

The DC VOICE Empowerment PCS community engagement plan incorporates a model highlighted in Harvard's Family Research Project "Partnerships for Learning: Community Support for Youth Success". This model lists the seven elements below as important in establishing partnerships for learning.[17]

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[17] Harris, E and Wilkes, Shani (January 2013). *Partnerships for Learning: Community Support for Youth Success*

- **Shared vision of learning:** Partners share a common understanding of the goals and resources needed to support a child's learning needs.
- **Shared leadership and governance:** Partners have an equal say in leading efforts to support children and families.
- **Complementary partnerships:** Partners share complementary skills and areas of expertise to create a seamless and comprehensive set of learning supports for children.
- **Effective communication:** Partners communicate effectively and frequently to ensure they are aligning their activities and are working in harmony with one another.
- **Regular and consistent sharing of information about youth progress:** Partners have access to crucial data that help them better understand the youth they serve.
- **Family engagement:** Families serve as key partners to help address the complex conditions and varied environments where children learn and grow.
- **Collaborative staffing models**: Schools and community organizations create staffing structures that intentionally blend roles across partners, so that staff work in multiple settings to provide adult support spanning school and non-school hours.

Using this model, the DC VOICE Empowerment PCS will engage the community in the planning, development and implementation of our school.

Planning

The school site team, which will include a site resource coordinator, will plan 3-5 community meetings, focused on identifying the needs and assets of the host community. Student data, both academic and non-academic (ie., health indicators, attendance, etc.), for the incoming student body, will be shared at these meetings. From this series of meetings, a community steering committee will be selected for the school. This steering committee will work with the school site team in helping to guide the policy and vision of the school.

Development

The planning process will help with the development of what supports for students and families will be available before, during, and after school for students and families. The steering committee will utilize the needs assessment and asset map to hold a meeting of the community based organizations, faith based organizations, relevant industry partners and universities/colleges, business partners in the community. They will be brought together to understand in what supports and services are needed for the applicable student and family population. These partners will have the opportunity to identify how they can contribute. During this time, MOAs will be developed with partners who will be a part of the implementation.

Implementation

Community partners and families will be offered significant opportunities for fluid or consistent participation in the implementation of the school. They will participate in monthly community meetings to discuss results, needs, and assets. This is an on-going process, since is the needs of the students will be changing as time progresses. There will eventually be a need to bring in new partners.

DC VOICE Empowerment PCS - Community Partnership Opportunities

To facilitate neighborhood involvement and robust community participation, the DC VOICE Empowerment Public Charter School will develop four strands of community participation opportunities across three sectors of critical stakeholder groups. The figure below demonstrates how.

Health and Wellness	
Walk-a-thon	Swimming pool
Gym	Fitness classes
Health and wellness classes	Therapeutic counseling

Community	Youth	Seniors
Community Pantry	Movie night	Technology and Computer skills
Farmers Market	Art class	Sewing Classes
Community Garden	Art exhibits	Tutoring
Media Center	Concert series	
Cooking class	Family night – games, moon bounce, arts & crafts, story telling, face painting	
Mentorship program		
Pottery class		
Music class		
Poetry classes		

A. Education Plan
      6. Support for Learning
            c. School Organization and Culture

This section was developed in large part by founding committee members: Dr. Maia Coleman-King and Dr. Katherine Marshall Woods

Organizational Philosophy

DC VOICE Empowerment PCS believes that the work of Ross, Grenier and Kros (2005) provides an enlightened innovative perspective on reaching our nation's at-risk youth. These educators have coined the term "*Transformation Education*," which is an organizational philosophy that focuses on culture as a conduit for transmitting the values and life skills necessary for achieving life success and fulfillment. As such, *Transformation Education* is a value-based operational culture that uses integrated messages to create a culture of pro-social values, thinking and behavior. What sustains and feeds the culture is transmitted through the employees, operational systems, physical environment and curriculum/program.[18]

It is important to emphasize the novel approach that *Transformation Education* takes in reaching at-risk youth. That is, this perspective mandates that the mindset of the organization as a whole, along with that of its staff, shifts in its socialization and education of at-risk youth, who often arrive with a host of emotional, behavioral and learning challenges. The population that we hope to serve will come to our doors with significant needs that have gone unmet for some time, and as such, will require a new approach to making better life decisions that are both rewarding and satisfying to them.

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[18] Ross, A., Grenier, G., & Kros, F. (2003). Creating The Upside Down Organization: Transforming Staff To Save Troubled Children. Baltimore, MD: The Children's Guild.

Because *Transformation Education* begins with the premise that life is a journey of personal growth and enlightenment that comes from continuous struggle and search for meaningful responses to life's challenges[19], we believe that by creating a culture that supports children's capacity to connect to the world community in a meaningful productive manner, our team of educators can provide an environment that is warm, nurturing and attentive. In addition, the school culture will set out to establish clear boundaries, high expectations and promotion of pro-social values and thinking that will engender positive relationships among and between students and staff alike. Even further, the school culture will provide opportunities for students to mature, take responsibility of their lives and set goals that are specific, measurable, attainable, realistic and time-oriented.[20]

Bandura's Social Learning Theory (1977) posits that much of the behavior, thinking and propensity for emotional control (including moral thinking and behavior) is learned by reading the cues and messages in the environment, which can lead to idealizing the persons and ideas found attractive by children.[21] As a result, it is imperative that our school culture support staff in their demonstration of behaviors and interactions in which they would desire our students to mirror. Ross and colleagues (2003) explain that children thrive and grow within a culture of adults who model positive values, demonstrate meaningful relationships skills and show the effective problem solving methods necessary to solve everyday challenges. Our school culture, which will incorporate the tenets of *Transformation Education*, will cultivate opportunities for students to learn these essential skills for success. We believe that through the immersion in a culture where adults believe and behave in ways that are consistent with the demonstration of positive values, our students will be transformed and ultimately thrive.

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[19] Ross, A., Grenier, G., & Kros, F. (2003). Creating The Upside Down Organization: Transforming Staff To Save Troubled Children. Baltimore, MD: The Children's Guild.

[20] Meyer, P. (2003). *Attitude Is Everything: If You Want to Succeed Above and Beyond*. The Meyer Resource Group, Inc.

[21] Bandura, A. (1977). Social Learning Theory. General Learning Press.

Highly Qualified and Compassionate Staff

The DC VOICE Empowerment Public Charter School will build a team of educators, staff and service providers who are not only compassionate, nurturing and highly motivated to serve children, but who are also dedicated to the philosophy that all children have the potential to learn, grow and achieve at the highest levels attainable when given the supports, opportunities and nurturance required to achieve such success. Our process for building a team of educators and staff will ensure that all candidates are highly qualified to teach in his/her respective subject areas. A rigorous staff application and interview process will be implemented that includes an assessment of subject area competency, flexibility and openness to PCS's teaching philosophy and school culture. Teachers will be required to demonstrate his/her skills and abilities through engaging in an opportunity to teach a sample lesson. Teachers will be asked to provide background regarding their cultural perspective along with their personal philosophy to ensure compatibility with our innovative culture and philosophy. Teachers and staff will need to arrive with a demonstrated commitment and passion for reaching our most vulnerable at-risk youth in order to be considered for inclusion at PCS.

Our team will be actively involved in on-going professional development and training with a particular focus on the *Transformation Education* model *,* as we believe that students learn best through example. Our weekly schedule, which will include one day/week early dismissal for students, will provide ample opportunities for teachers to be engaged in not only professional development, but also consultation and collaboration with peers, staff and community agencies who will also be working towards a common goal of cultivating the success of our young people. In addition, teachers and staff will be supported by leadership who conduct weekly staff meetings, frequent classroom observations and consistent feedback regarding his/her provision of educational services.

School Philosophy/Culture In-Action – Implementation in the Classroom

DC VOICE Empowerment Public Charter School will take a student-centered approach to learning. As such, prior to each student beginning his/her matriculation at the school, a comprehensive strategy to evaluate and best understand each student's unique learning and socio-emotional needs will be implemented. Upon entry, students will be evaluated in the following areas:

- Cognitive Functioning
- Academic Functioning
- Emotional/Behavioral Functioning
- Parenting Capacity
- Vocational Aspirations
- Vision/Hearing Screening
- Early Childhood Screening
- Speech/Language and Occupational Functioning (as required)

Our staff of related service providers will produce comprehensive evaluation reports based upon the data gathered in the above mentioned areas of functioning. These reports will serve to provide guidance and recommendations to teachers, staff and students regarding education, vocational and treatment planning. Data found within these assessments will serve as pre-screeners for identifying students with special needs and to determine whether such students require special education, other related services or 304 plans.

Residential Program

The DC VOICE Empowerment Public Charter School looks to include a year round boarding program for our most distressed student-parents. This Residential component will come on line in year two of school programming - year three of the charter - and allow, space, time and capacity for the provision of comprehensive social service interventions. This program will be pivotal in stabilizing the lives of distressed teens so that they are better prepared to actively participate in their education.

This program allows for an "around the clock" learning model by providing intensive time-management supports. With help from Building Hope Inc., we have identified and secured a suitable educational space within the District to house both our Boarding and Day School programs.

The residential portions of this facility will be organized with apartments and supporting common areas such as group living rooms and common kitchens. Students will have responsibilities associated with their own living quarters and the larger facility to assist in furthering life skills development and accountability.

Residential Counselors supervised by a Dean of Student Life will serve as mentors and advisors and be on hand to mentor, discipline, safety, adherence to rules and child interactions where applicable

<u>Wraparound Services</u>
DC VOICE Empowerment PCS believes that taking a holistic approach to transforming the lives of children is essential. Such an approach requires consideration of the multiple factors that impact child development and success. We plan to conduct a number of evaluations, screenings and assessments in order to be best equipped to meet the needs of our youth. Upon completion of evaluations, a "growth" plan will be created in order to drive the student's matriculation at DC VOICE Empowerment PCS (including selection of vocational track, need for specialized instruction and other supports). Below please find the areas of assessment that will be conducted at the onset of each student's enrollment at DC VOICE Empowerment PCS.

DC VOICE Empowerment PCS will employ professionals, contracted agencies, and will utilize free healthcare services offered to the District's residents (including but not limited to the Department of Health and Human Services, DC Department of Mental Health, Children's Hospital Mobile Health Unit, Mary's Center) in order to provide assessment and intervention services for our students. Case Managers (Social Workers) will be assigned to each student/family. Case Managers will be responsible for conducting home visits,

completing a record review, completing a parenting assessment/evaluation, writing a social history and providing an assessment for the needs of each student. Psychologists will be employed to provide Comprehensive Psychological Evaluation reports, along with Vocational Evaluations. A complete scope of the evaluations to be provided is listed below.

Medical Screening Services

Students attending both the upper and lower schools will have access and be referred to free medical screenings as provided by a number of local agencies located in the District. Medical services provided are agency based, and include the following services: Adolescent and Pediatric Care, Vision & Dental Screenings, Prenatal Care and assistance with the Women Infants & Children (WIC). Referrals for services will be primarily made to the following agencies that provide medical services free of charge to the city's youth:

Children's National Medical Center

The Children's Health Project of the District of Columbia provides free, comprehensive health and dental care to children from birth to age 22. Children's has established a mobile unit, which is called, "Medicine on the Move." Children's doctors and healthcare professionals staff the mobile units, providing medical physicals and check-ups, screenings, treatments, and behavioral counseling for a wide variety of conditions. Programs and services include:

- Well child care
- Case management
- Community health and parent education projects
- Community outreach and referrals
- Early periodic screening, diagnosis, and treatment (EPSDT) program visits
- On-call emergency acute care (available 24 hours a day, 7 days a week)
- Immunizations

- Family crisis management
- Grandparent support group
- Laboratory services
- Lead screening
- Referrals to specialists
- School physicals
- Tuberculosis screening
- Walk-in (same day) care for sick children

Additionally, Children's provides a state-of-the-art mobile dental unit that is equipped to provide comprehensive dental care for children. Services include:

- Cleanings and preventative care
- Digital X-rays
- Fluoride treatments
- Elective surgical procedures
- Periodontal care
- Sealant application
- Fillings and restorations

The Children's mobile unit also can assist with referrals to hospital specialists for orthodontics and oral surgery.

Mary's Center

The Mary's Center provides health care for adolescents as a part of a comprehensive program serving adolescents. Additionally, Mary's Center offers a session in which teens receive primary care, including physical exams, pregnancy testing, family planning, and other supportive services. At these sessions teens are encouraged to bring their friends and classmates for care. They are also encouraged to bring their parents. Mary's Center is now affiliated with a Charter School however Educations Strengthens Families (ESF) targets language minority households. We will look to work with them to identify English dominant teen moms with healthcare needs.

Mary's Center Mama & Baby Bus

Mary's Center's community outreach van, also known as the Mama & Baby Bus, is a mobile health unit that travels throughout the region providing families with health care and related services such as health screenings, insurance enrollment, pregnancy and STD/HIV testing, domestic violence screenings and referrals, health education, vaccinations, dental exams, and referrals to other health and social services.

Upper School – Intake Interview/Assessment

Review of Records

A review of previous records (including report cards, attendance records, IEP documents, standardized testing results, and other previous evaluation reports – if available) will be thoroughly reviewed and considered as a part of each student's intake assessment. Such a review of background information will allow our staff to gain a strong understanding of each student's prior history. It is our hope that DC VOICE Empowerment PCS will allow students who have struggled in traditional school settings to have an opportunity to re-write their history and begin on a new path.

Social History

A Comprehensive Social History will be conducted by the school Case Manager. This evaluation is completed via interviews with both the student, as well as parents and guardians in order to gain a picture of the student's school history (i.e., institutions attended, retention/advancement, etc…), home/family life (i.e., significant family members involved in student's life, family relocations, etc…), court/legal involvement, health history (including current medical conditions, significant illnesses/surgeries, etc…), early developmental history, peer relationships, extra-curricular interests and activities, as well as information regarding the student's work history. Additionally, a "needs assessment" for the household will be conducted via a home visit as a portion of the social history data collection. This portion of the overall assessment for DC VOICE Empowerment PCS will allow the teachers and staff the best opportunity meet the individual and complex needs of the students we plan to serve.

Comprehensive Psychological/Educational Evaluation

Comprehensive Psychological Evaluations provide rich information regarding a student's overall functioning. Specifically, each DC VOICE Empowerment PCS student will be evaluated by a trained psychological evaluator in order to provide an estimate of a

student's cognitive/intellectual abilities, academic functioning, social-emotional/behavioral functioning, perceptual/visual-motor functioning, as well as current mental status (including present orientation to time/place/person, assessment of thought processes, speech, posture, appearance, affect and mood).   This evaluation will be essential for educational and treatment planning for each of DC VOICE Empowerment's students, as it will guide teachers and staff with regards to each students' individual strengths and weaknesses.

Vocational Evaluation

Because DC VOICE Empowerment PCS is an alternative educational campus that focuses on providing real-world options for its graduates, we hope to assist our student body in the selection of a career or educational track. As such, an integral part of the initial assessment includes an evaluation of each student's vocational aspirations, interests and talents. This information is gathered via use of tools such as the Interest, Determination, Exploration & Assessment System (IDEAS) and the Washington State Children's Administration Life Skills Inventory. Vocational Evaluations are also performed by psychological evaluators.

Parenting Assessment/Evaluation

The mission of DC VOICE Empowerment PCS is to serve the District's teen parents who have found traditional educational institutions unable to meet their unique challenges and needs. As such, we believe it is of utmost importance to give the teen parent's off-spring a good chance of ending this cycle. In order to achieve this goal, we intend to fortify our teen parents with strong nurturing and parenting skills, which begins with a base-line assessment of their parenting skills. The following measures, which are to be administered by the clinical staff (a trained mental health professional), will be administered: (1) Parent Awareness Skills Survey (PASS) (which assesses ability to handle conflict with children), (2) Parent Perception of Child Profile (PPCP) (which determines potential for parent to become irritable with his/her child and respond positively or negatively, (3) Perception of Relationships Test (PORT) (which looks at the desire for closeness from child to parent).

Lower School – Intake Interview/Assessment

DC VOICE Empowerment PCS will maintain trained psychological evaluators to provide each student in the lower school with screeners to determine the need for intervention services upon entry. Each student matriculating in the lower school, ages 3 to 5, will receive a battery to measure cognitive abilities (i.e., Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition-WPPSI-IV), a measure of adaptive functioning (i.e., Adaptive Behavior Assessment System-Second Edition Infant/Preschool) and a pre-academic assessment (i.e., Young Children's Achievement Test-YCAT). Supplementary scales will be added based upon the need to rule out the presence of Developmental Delays and/or Pervasive Developmental Spectrum Disorders. This assessment will allow teachers and support staff to develop an educational plan that can specifically address each student's strengths and weaknesses.

A. Education Plan
      6. Support for Learning
            d. Extracurricular Activities

DC VOICE Empowerment PCS is focused on complimenting the school's curriculum while developing leaders through extracurricular and enrichment activities. By extending the school day, some extracurricular activities will be included in the school day, while others may occur after school and on weekends. Former U.S. Secretary of Education, Richard W. Riley, commented, "Children's minds don't close down at 3pm.". The extracurricular and enrichment activities at DC VOICE Empowerment Public Charter School will provide youth with a safe, supportive, adult-supervised environment and offer them various growth-enhancing opportunities, including activities and experiences that promote academic, personal, social and recreational development. To ensure quality programs that are beneficial and promote positive learning environments, Empowerment PCS will include: 1) access to and sustained participation in programs, 2) quality programming and staffing, 3) and strong partnerships.

DC VOICE Empowerment PCS will provide extracurricular activities in the areas of service and leadership, academics, fine arts, fitness and recreation, and apprenticeships. Civic leadership, for our students, is at the core of DC VOICE Empowerment PCS's mission. This will begin with the high school students designing and building a playground for the early childhood students (a nearby community playground will be used in the meantime). Students will also create a community resource center that will be used by the school and the community. A draft list of extracurricular and enrichment activities are included below. The final list of activities, offered in the school, will be decided in conjunction with students based on their areas of interests.

Year 1		
Service & Leadership		
• Student Council • JROTC	• Young Gentleman's Leadership Club • Young Entrepreneurship Club	• Young Ladies Leadership Club • Community Service
Apprenticeships		
• Culinary & Café Club	• Building Trades Club	• Child Development
Year 2		
Academics		
• Math Club • Spanish Club	• History Club • Book Club	• Chess Club • Creative Writing
Fine Arts		
• Glee Club • Art Club	• Jazz Band • Drama Club	• Orchestra • Dance Club
Year 3		
Fitness & Recreation		
• Basketball • Yoga Club	• Cross Country • Cheerleading	• Fitness Club • Martial Arts

A. Education Plan
    6. Support for Learning
        e. Safety, Order, and Student Discipline

The DC VOICE Empowerment PCS is invested in creating an academic environment of engagement and enrichment that will promote emotional and physical safety. DC VOICE Empowerment PCS will ensure that the school's facilities are those which are intellectually stimulating and interactive so students remain engaged in their environment. Students will have a myriad of opportunities to demonstrate their strengths for academic and vocational study to focus upon their individual talents in order to promote success. As such, students will have the opportunity to identify and hone their strengths while experiencing the schools' learning environment as one that holds them in positive regard.

Behavior and Discipline Philosophy

DC VOICE Empowerment PCS will be considered active agents in constructing a safe, orderly, intellectually enriching environment. Using the first six weeks of attendance to introduce staff expectations and staff and students rules is critical to assist in the reinforcement of our school's culture. Capitalizing upon the first weeks of school entrance will help crystallize the beliefs and actions that are necessary to continue the promotion of our orderly, positive school environment while advancing students long term commitment and investment to the school mission and purpose.

Classroom rules and expectations that are created by shared collaboration between teachers and students are agreed upon at the onset of the academic year. Teachers and supportive staff modeling desirable behaviors provide the students with continuous cues of conduct that maintain the safe school environment.

Within the classroom, we trust that our academic and vocational instruction, school culture and staff/student interaction will minimize behaviors that hinder growth and success. In the event that behaviors arise that impact student-learning, teachers and staff will implement changes within the classroom milieu using Transformation Education techniques to reengage the student. (See Section 6c). Each classroom and teacher will be equipped to handle the demands of the student within their environment. Having an identified location in the class that engages all senses for "solitude and reflection" will allow students to determine the need for self-regulation. Allowing students to use this space within the classroom will encourage a temporary "time out" for contemplation and emotional change to be better able to make decisions regarding one's actions.

As the year progresses, students are expected to internalize the culture and rules of the school. Decisions regarding the school and how it functions are communicated with the students; as they are active, invested agents to the school (Ross, Grenier, Kros, 2005).

Non-Violence and Anti-Drug Policy

Students who violate school rules are provided with a meeting with the staff to discuss the challenges they experience with being able to uphold expectations and the school's culture. Students who continue to breach school rules face extended therapeutic interventions whereby students are removed from the school-wide education setting as necessary. DC VOICE Empowerment PCS will employ a non-violence and anti-drug policy. As a result, students who demonstrate violent acts and/or possess drugs on their person will be addressed in collaboration with the DC Metro Police Department and the appropriate therapeutic staff.

Global School Monitoring

DC VOICE Empowerment PCS will ensure that all persons are granted access to the school by being "buzzed" into the school at designated and secured access points. Access will be monitored by office staff and on-site security. Each guest to the school will be required to "sign in" where purpose of their visit is noted. Guest identification is scanned and a visitor pass is created for the guest to have displayed on their person in clear view while in the building.

Social and Behavioral Supports Through Special Education Services

DC VOICE Empowerment PCS is aware that in some circumstances student's behaviors and resistance to the school environment is based upon socio-emotional and/or behavioral complexities that are related to developmental and cognitive challenges. All DC VOICE Empowerment PCS students will receive entrance assessments to determine their individual needs (See 6c). Behavior Support Plans and Functional Behavior Assessments will be implemented as needed in order to support individual student's behavior problems. At a time when a student is expected to manifest behaviors that are due to the presence of a disability, staff will begin to collect data to begin to support the referral to the Student Support Team (SST). Thereafter, behavioral plans are implemented for further data to be collected for a duration of six weeks. At the conclusion of six weeks, the SST will convene to determine whether the structures have been successful in re-acclimating the student into the academic environment or whether a referral is needed for Special Education Services.

Student and Staff Rules of Conduct

DC VOICE Empowerment PCS will develop a handbook describing overall rules of conduct for students and staff and disseminate it to all teachers that inform them of PCS guidelines regarding teacher professionalism, school culture, and student discipline. PCS's guidelines will clarify each safety policy of the school and consequences when they are violated. The handbook will also provide steps to be taken in case of emergencies involving bullying, drugs, violence, reporting of parental abuse or neglect and documentation needed, fire and/or other events requiring evacuation. We will review these guidelines with staff on a regular basis and practice necessary procedures, such as fire drills.

A. Education Plan
    6. Support for Learning
        f. Professional Development for Teachers, Administrators, and Other School Staff:

As a school with an innovative program, servicing at-risk youth, we plan to offer a range of professional development opportunities for the teachers and support staff at DC VOICE Empowerment Charter School, especially during the first year of operation. Professional development will focus on academic guidelines, best practices for blended learning, strategies for working with high-risk adolescent learners and developing Personal Education Plans (PEP).

Each July we will host a two week summer institute for new and returning teachers of the upper and lower schools. The focus of the summer institute will include, but not be limited to:

- Team Building
- Meeting the needs of our diverse population
- Transformation Education
- School procedures, policies and expectations
- Curriculum guidelines, standards, assessments and
- Models of blended learning and maintaining engagement
- Special education policy and implementation
- Policies and procedures regarding English language learners and effective strategies for meeting the needs of students at various levels of language proficiency
- Developing Personal Education Plans (PEPs) for students

Professional development will be provided through face to face trainings, collaborative planning, and the use of Teacher Compass. Online professional development will take place in a blended learning environment in order to serve as a model of instruction for teachers to transfer into their work with students at DC VOICE Empowerment Public Charter School.

Ongoing Professional Development

Weekly professional development sessions

On a weekly basis, while students are participating in career focused classes, core academic teachers will come together for 90 minutes of professional development that may include, data analysis, teacher or administrator led professional development sessions, small group professional development

Data Utilization

Each quarter, during a half-day session teachers and administrators will review student data in order to inform instruction and modify teacher methods and or APEX online curriculum to meet the needs of students. (For full explanation of school data systems, use and protocols, please see section C.4.b, pg 129)

Guest Administrator Technical Assistance Series

We will implement a guest administrator Technical Assistance Series featuring active and retired DCPS, DC Charter, PGPCS, Baltimore City Principals. Guest speakers will provide half day trainings to school staff in areas such as urban education, data driven decision making, educator/student relationship, teacher effectiveness, academic rigor, familial relationships.

External Opportunities

In addition to school based professional development activities, teachers will also have the opportunity to attend conferences, visit model classrooms and schools that exemplify the mission and vision of DC VOICE Empowerment Charter school and other related external professional development opportunities.

Collaborative Planning Time

On a weekly basis, teachers will meet to as a team to write lesson plans for the upcoming week, collaborate with content and/or grade level colleagues, discuss prerequisites for success to include differentiation for the entire class and diverse learners, such as English Language learners, students with IEPs and 504 plans. School leadership at DC VOICE Empowerment Charter will support collaborative planning by attending these sessions and providing feedback on lesson submitted weekly for review.

Technology Training

All teachers will receive technology training in order to efficiently use interactive classroom tools and a blended model of instruction. Teachers will participate in training that utilizes these technologies during professional development so that they can serve as a model of how to structure instruction with students. In order to minimize costs, ChromeBooks will be used to connect teachers and students to online content.

A. Education Plan
      6. Support for Learning
            g. Structure of the School Day and Year

The school year and school day schedule for DC VOICE Empowerment is designed to maximize student's opportunity to learn and increase teacher's overall quality and effectiveness as educators. The school year consists of 189 days, and the school day is 8:30 am – 5:00 pm.

Lower School

Sample Prekindergarten - 3 Daily Schedule

Time	Monday - Friday
8:00 – 9:00	Arrival/Free Play/ Toileting/Breakfast Prep
9:00 – 9:30	First Circle
9:30 – 9:45	Bathroom Time
9:45 – 10:15	Breakfast time
10:15 – 10:45	Second Circle
10:45 – 11:15	Center Time
11:15 – 11:45	Lunch Time
11:45 – 12:30	Physical Engagement – Indoor/Outdoor Play
12:30 – 12:45	Bathroom Break
12:45 – 2:00	Rest Time
2:00 – 2:15	Bathroom Breaks
2:15 – 2:30	Read Aloud
2:30 – 3:00	Music and Movement
3:00 – 3:30	Math Time
3:30 – 3:45	Snack Time
3:45 – 4:15	Social Studies/ Science/Health
4:15 – 5:00	Clean up, Review and Prep for Dismissal

Sample Prekindergarten - 4 Daily Schedule

Time	Monday
8:00 – 9:00	Arrival/Structured Play
9:00 – 9:30	Physical Engagement
9:30 – 10:15	Morning Meeting/Word Wall
10:15 – 11:15	Reading Workshop
	Writing Workshop
	Reading/Writing Learning Centers
11:15 – 11:45	Lunch Time and Bathroom Breaks
11:45 – 12:45	Rest Time
12:45 – 1:15	Recess/Free Play
1:15 – 2:15	Math Workshop
	Math Workshop Learning Centers
2:15 – 2:45	Social Studies
2:45 – 3:15	Snack Time and Bathroom Breaks
3:15 – 4:15	Science/Health
	Social Studies/Science/Health Learning Center
4:15 – 5:00	Clean Up, Review and Prepare for Dismissal

Descriptions:
- Structured Play: An organized time set up by the classroom teacher to select areas or items for individual students to review and increase awareness around specific skills and/or concepts previously taught.
- Morning Meeting/Word Wall: Includes ABC/Word Work
- Reading Workshop: Includes read aloud, mini-lesson, independent reading, share and guided reading.
- Writing Workshop: Independent writing, Handwriting, and Descriptive drawings.
- Learning Centers: Application and practice for each content area.

Sample High School Schedule Ages 14-16

Time	Course	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00		Morning Check-In	Elective	Morning Check-In	Elective	Morning Check-In
9:00-9:50	Math	Core	Core	Core	Core	Core
9:50-10:40	ELA	Core	Core	Core	Core	Core
10:40-11:30	SS	Core	Core	Core	Core	Core
11:30-12:20	Sci	Core	Core	Core	Core	Core
12:20-1:00	Lunch					
1:05-2:15	Exploration/Collaboration	PBL Session	PBL Session	PBL Session	PBL Session	PBL Session
2:15-3:15	Wrap-Up	Advisory	Advisory	Advisory	Advisory	Advisory
3:15-5:00	Enrichment/Internship/Community Engagement/Credit Recovery					

Sample High School Schedule Ages 17-19

Time	Course	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50		Morning Check-In	Morning Check-In	Morning Check-In	Morning Check-In	Morning Check-In
8:50-10:40	Math, ELA,SS,Scie Literacy Advantage Credit Recovery	Core	Core	Core	Core	Core
10:40-11:40	Skill based Sessions	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention
11:40-12:20		Lunch				
12:25-2:25	Partner Connect	Career Pathway	Career Pathway	Career Pathway	Career Pathway	Career Pathway
2:25-3:15	Wrap-Up	Advisory	Advisory	Advisory	Advisory	Advisory
3:15-5:00		Enrichment/Internship/Community Engagement				

Sample High School Schedule Ages 20-22

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:50	Onsite Morning Check-In			Virtual Check-In	
8:50-10:00	GED/Certification	GED/Certification	GED/Certification	Onsite Field Work Experience	Onsite Field Work Experience
10:00-2:30	Workforce Development/Career Development	Workforce Development/Career Development	Workforce Development/Career Development		
Lunch/Break	Lunch/Break 30 Minutes				
	Workforce Development/Career Development	Workforce Development/Career Development	Workforce Development/Career Development		
2:30-3:15	Advisory/Transition Services	Advisory/Transition Services	Advisory/Transition Services		

Draft School Calendar 2014-2015

DC VOICE Empowerment PCS will offer an extended school year for students by providing summer learning opportunities. Every Wednesday, teachers will have collaboration time built in to their schedules. Teachers have eight professional development days included within the school year.

Draft School Year Calendar 2014-2015

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend:
- Professional Development, No School for Students
- Full day for Students
- Holidays, No School for Staff or Students
- Professional Development Day - Full Day for Teachers, Half Day for Students (Experient
- Summer Program

A. Education Plan
  6. Support for Learning
      h. Technology Plan

At the Upper School, DC VOICE Empowerment PCS will be using a blended teaching model, which includes APEX online coursework for high school students. The school will also have a computer lab, equipped with desktops for students in the early childhood program and high school. During our exploratory phase, we heard from Greg Klein, Director of Blended Learning at the Rogers Family Foundation, and he recommends that schools engineer their network with the next 10 years in mind. In order to make sure the equipment operates efficiently and technology does not become a barrier to student learning, we will build a network infrastructure that is forward thinking and takes into consideration the growth plans of the school.

DC VOICE Empowerment PCS will have a robust student information system and data warehouse equipped with portals for administrators, teachers, parents, and students. The role-based security will allow only the designated user to view the data assigned to them. Our web-based solution will include real-time access to data and reports on attendance, grades, assessments, interventions, discipline and scheduling. Systems that we are considering include Go.edustar, Pearson PowerSchool, and Alpine Achievement. The Scantron Achievement Series is also being considered for its extensive benchmark and assessment capabilities. This system includes standards-based formative assessments and diagnostic testing needed to measure student growth and teacher-effectiveness.

B. Business Plan

B. Business Plan
      1. Planning and Establishment
            a. Profile of Founding Group

Our Founder's Committee possesses a vast array of experience in urban teaching, school administration, mental health, financial management, non-profit and private sector management, child advocacy and parenting. The Committee consists primarily of D.C. residents with more than a century in educational experience here in the District. The Founder's Committee formed at the invitation of a DC VOICE sub-committee on establishing a charter school, to develop a school which could serve some of the Districts most vulnerable young people. There were no paid consultants to this founder's group during the application process so that this application would be authored solely by the same educational leaders who will be charged with running the ensuing school.

Dr. Dennis Campbell

Dr. Dennis Campbell is a Professor and Director of the Collaborative for Urban Education, Research and Development at American Universities' School of Education, Teaching and Health. He brings to this Founder's team more than twenty years of progressive leadership experience in educational and nonprofit settings with a focus on implementing, managing, evaluating and securing resources to support program goals. Dr. Campbell also possesses a wealth of Charter School and Charter School Association leadership experience in both Washington, D.C. and the Los Angeles Unified School District. Dr. Campbell played an active and important role in the passage of the 2004 D.C. three-sector education legislation which revolutionized funding and supports for Charter Schools in the Nation's Capital. He has taught elementary school in the District of Columbia and earned his Ed.D. in Educational Leadership from the University of Pennsylvania. He has studied and conducted significant research on cognitive abilities in children and literacy supports for at-risk youth. Dr. Campbell assisted in the planning and writing of this application and plans to remain involved with the DC VOICE Empowerment School as a trustee or faculty after its founding.

Maia Coleman King, Ph.D.

Dr. Maia Coleman King is a licensed clinical psychologist in the District of Columbia, with five years of experience working as a Certified School Psychologist in the District of Columbia Public School System with and over ten years of experience in the psychological assessment of children, adults and forensic populations. She recently worked as a Psychology Program Manager for the District of Columbia where she developed an acute knowledge of the social and emotional needs of this city's young people. Dr. Coleman King earned her Ph.D. at Howard University in Clinical Psychology in 2004. She is also a graduate of the University of Michigan, Ann Arbor where she earned a Master's degree in Developmental Psychology. Dr. Coleman King and completed a Post-Graduate Fellowship with the Washington Chapter of the New York Freudian Society. Dr. Coleman performed as the lead author for the Special Needs and Wraparound sections of the Academic Plan and will perform the duties of Therapeutic Clinical Director for the DC VOICE Empowerment Public Charter School if approved.

James Reid

James Reid is the founder and CEO of Scientia Marketing and in that role currently works with more than 30 District Public Charter Schools around their marketing plans, engagement strategies and printing needs. This is the first charter school which James has joined as a founder, and like other founders, he has done so because of his first-hand account of the need for better business practices and strategic aforethought in school enrollment planning for many local schools. Mr. Reid contributed to the marketing and enrollment strategies within this application and looks forward to working with the DC VOICE Empowerment Public Charter School to help develop its branding strategies and fulfill its annual enrollment targets.

Rich Tagle

Richard Tagle has been a leader in the D.C. School Reform movement for nearly two decades. As Deputy Director for Advocacy Planning and Evaluation Program (APEP) at the Aspen Institute, Richard Anthony Tagle works on all aspects of program activities and administration, including the development of new projects. Richard has over 25 years of non-profit management, policy development, and advocacy experience. Previously, Richard was the CEO of Higher Achievement (2006-2012), a national academic program serving middle school students. Previous educational experience also includes being the Chief of Staff at the Public Education Network (1994-2006) and a senior program officer at the US Conference of Mayors' Health Program (1990-1994). He has provided guidance and advice to various federal, state, and local government commissions on youth development, education reform, health, and community development. He serves on a number of national and local boards including Nonprofit Roundtable for Greater Washington, National Summer Learning Association (Chair), DC VOICE (Chair), and the Community College Preparatory Academy. His extensive experience and expertise in the area of non-profit governance was relied upon in shaping the governance structure and expectations for the DC VOICE Empowerment Charter School.

Steve Courtien

As the Legislative Director for the Washington D.C. Building Trades Council, Steve Courtien has performed as the lead facilitator in bringing more nine separate Unions to the table to help plan the delivery of workplace readiness and jobs training strategies to the DC VOICE Empowerment Charter School. The Washington D.C. Building Trades Council is comprised of unions for Ironworkers, Plumbers, Elevator inspectors, Electricians, Steamfitters, Painters, Drywall finishers, Operating engineers, Roofers, Cement masons, and Brick layers. For years these organizations have sought to partner with DCPS to develop an apprentice pipeline for area students. Steve Courtien's history and relationship with this founding team has allowed him to help operationalize this vision through this plan for the DC VOICE Empowerment Charter School.

Sandra Rose

Mrs. Sandra Rose has extensive experience teaching public school in an urban setting and developing curriculum for public high-school students in the Washington Metropolitan region. Mrs. Rose is a certified teacher and holds a Bachelor's Degree in Secondary Education as well as a Masters in Technology in Special Education, Assistive Technology from Johns Hopkins University. Mrs. Rose is the mother of three young children and holds Graduate certificates in School Administration and Supervision, in Partnership with International Society for Technology in Education. Mrs. Rose has written and developed curriculum in several areas for various school districts – most recently Prince Georges County where she is currently a full-time Instructional Supervisor for the K-12 Department of Curriculum and Instruction. Mrs. Rose is one of the chief architects of the Academic plan and structure for this application. If approved, the DC VOICE Empowerment Public Charter School will hire Sandra Rose as the Director of Curriculum and Instruction.

Arielle Etienne-Edmonson

Ms. Arielle Etienne-Edmondson brings to the DC VOICE Empowerment Public Charter School more than seven years in non-profit management and operations experience in the District of Columbia having conducted procurement, facilities management, and audit preparation and compliance reporting for mid-sized District-based organizations. She has extensive budgeting experience, managing organizational program grants as large as $550,000.

A former teacher in Montgomery County Public Schools, Ms. Etienne-Edmonson has functioned as Deputy Director for Operations and Management with DC VOICE since 2005. She received her Bachelors degree from Trinity University, focusing on elementary education. Ms. Etienne-Edmondson plans to vacate her role at DC VOICE and assume the role of Chief Operating Officer for the DC VOICE Empowerment Public Charter School upon approval.

Tamika Tasby

Tamika Tasby is a Doctoral student in the Education Leadership and Policy program at the University of Maryland, College Park. She will be the recipient of a Masters Degree in Educational Leadership at the Eli Broad Center (May 2013), and received her Masters in Business Administration (MBA) in 2003 from the University of Michigan. Currently, Ms. Tasby directs strategic initiatives for college readiness, full-time as a Broad Resident in Urban Education, where she assists with Federal and local regulatory compliance, grant management and program tracking. Tamika Tasby is a long-time District of Columbia resident and brings extensive private and public sector experience in data-analysis, project management, budget management, business development, and strategic planning. If approved for charter, the DC VOICE Empowerment Public Charter School will hire Ms. Tasby as its Director for Data and Accountability.

Karen Shaw

Ms. Karen Shaw is currently an Educational Specialist whose focus is on Reading/English Language Arts with a concentration on Special Education. As an Educational Specialist, her focus has been on finding and providing Early Literacy Intervention services for students who range from Early Childhood through Adulthood by helping them close the achievement gap and becoming independent learners. Ms. Shaw holds a Bachelor's of Science Degree from Long Island University – C.W. Post Campus in the area of Elementary Education with a minor in Curriculum and Instruction, a Master of Education in Reading Education from Towson University and a Post Graduate Certificate in the Education of Students with Autism and other Pervasive Disorders from Johns Hopkins University. Ms. Shaw is also a fully certified Administrator who has extensive experience working in urban public school systems, such as Baltimore City Public Schools and Prince George's County Public Schools, writing curriculum, providing systemic professional development, and individual teacher support.

Kia McDaniel

Kia Myrick McDaniel is a Professor for Curriculum Instruction at Trinity University here in Washington, D.C. and holds a Masters in Curriculum from the George Washington University School of Education. She has extensive experience as a School District administrator, an urban school teacher and a professional developer for urban teachers. Ms. McDaniel is a noted expert in the realm of bi-lingual instruction, and has given professional presentations at various US conferences in Philadelphia, Fort Worth, Anaheim, Towson, and Washington DC.

Ms. McDaniel is a certified Administrator and is also a Fully Certified Observer for Framework For Teaching. Ms. McDaniel has previously served as an Instructor at Bruce Monroe Elementary in Washington, D.C., and a Professional Development Coach and Consultant for the National Association for Bilingual Educators.

Paul Jackson

Paul Jackson is currently the Director of Development and Communications for the William E. Doar Public Charter School for the Performing Arts. He has successfully developed the charters mission through formulating conservatory partnerships with the Kirov Academy of Ballet, The National Philharmonic, Corcoran College, Shakespeare Theater Group, and the Duke Ellington School. Mr. Jackson has extensive experience in developing educational institution's STEM programs and enhancing students' access to technology through fund development and the leveraging of partnerships

Mr. Jackson brings added financial expertise to the founder's group given his background in Health Care and Finance and his history with Wachovia Securities as a Licensed Financial Specialist. He served as the Chief Marketing Officer for the Uplifting Neighborhood Students Foundation (Project UNS) in Washington, D.C. and assisted in developing the Business Plan for this application. If approved the DC VOICE Empowerment Public Charter School will employ Mr. Jackson as the Director of Development and Communications.

Thomas Byrd

Thomas Byrd is the family engagement expert of the Founder's Committee. He has over 30 years of school-community engagement experience in the District of Columbia. His family and community engagement work has focused on wards seven and eight of the District. For years Mr. Byrd worked as the Ward 8 Parent Empowerment Specialist for the DC Parent Information Resource Center (DC PIRC). Now he hosts the Education Town Hall radio show on 1480 AM. Throughout his career, Mr. Byrd has endeavored to insure the implementation of successful, effective parent involvement policies and programs that fostered improved student achievement and strengthened partnerships among parents, teachers, principals, administrators and other school system personnel. He has provided leadership, information and resources to those aforementioned as well as to several Local Education Agencies and the legislative branch of DC Government. Mr. Byrd helped oversee the formation of community engagement strategies that informed this application. If approved Thomas Byrd plans to remain involved with the DC VOICE Empowerment School as a trustee or faculty after its founding.

Jeff Smith

Jeff Smith brings extensive knowledge of local school communities and educational policies across the District. Mr. Smith is a former classroom teacher within DCPS and is currently an administrator at Options Public Charter School in NE Washington. Prior to leaving DC VOICE, Jeff Smith served as Executive Director there for nearly six years earning leadership awards and grants from the Ford Foundation and the Bill and Melinda Gates Foundation. Jeff formerly served as an elected member of the DC Board of Education and has also served as a trustee for individual D.C. Charter Schools. He received a Law Degree from Howard University School of Law and attended Elementary, Middle School and High School in the District of Columbia. Jeff Smith is a decorated Army Veteran and Father. His daughter's current experience in public school drives his passion to see more educational opportunities ushered in for her peers and classmates. Jeff Smith aided in the facilitation, planning and writing of this application and plans to remain involved with the DC VOICE Empowerment School as a trustee or faculty after its founding.

Diana Vilmenay-Hammond

Diana Vilmenay-Hammond's is Legal Counsel to the Founder's Committee. She drafted legal portions of this application including the by-laws and governance structure and has reviewed the application for legal sufficiency.   Diana is licensed to practice law in the Virginia, District of Columbia, United States District Courts of the District of Columbia, Maryland and E.D. Virginia and has practiced at Nixon Peabody LLP since 2006. Mrs. Vilmenay will continue to provide legal counsel to the DC VOICE Empowerment Public Charter School if approved.

Katherine Marshall Woods, Psy.D

Katherine Marshall Woods, Psy.D. is a licensed clinical psychologist with a rich clinical background. Her study and training have included work with children, adolescents and adults who experience mental illness, life transitions and interpersonal difficulties. Dr. Marshall Woods earned her Bachelors of Arts degree in psychology from The George Washington University in 1998. Thereafter, she continued her education at The George Washington University where she obtained her doctoral degree in 2004.

Today, Dr. Marshall Woods also holds certification for school psychology. She is a partner with the Psychological Group of Washington in private practice and an Assistant Clinical Psychology Professor for The George Washington University. Dr. Marshall is currently authoring her first children's publication geared to assist children in coping with mental illnesses.

The Founders Group for the DC VOICE Empowerment Public Charter School was also aided by an Advisory Group which aided in the planning and development of this application. The Advisory Group consists of community members of various backgrounds and areas of expertise. The Advisory Group members are:

- Furard Tate – H St. Business Association, DCPS Parent (Business Operations and Curriculum)
- Reverend James Coleman – Pastor, All Nations Baptist Church (Community ad Partnership Engagement)
- Diana Vilmenay-Hammond – Contract Attorney, Nixon Peabody, LLP (Legal Counsel)
- Omar Karim - President, Banneker Ventures (Facilities Development)
- Evelyn Bourne – DCPS Parent, Grandparent (Community Engagement)
- T.N. Tate – State Committeewoman, Ward 7 Education Council (Community and Partnership Engagement, Founding Process)
- Pierre Wright – Professor, Howard University (Curriculum, Data-Driven Instruction)
- Brendalan Jackson – Case Worker, Department of Human Services (Wraparound Services)

B. Business Plan
      1. Planning and Establishment
            b. Planning Process

The DC VOICE Empowerment Public Charter School is the product of seven years of action research data and 11 years of continuous community engagement by core founding group members and advisors in their collective affiliation with DC VOICE. DC VOICE was founded in 1999 to hold schools and communities accountable for ensuring high quality education outcomes for all young people in the District. Since then, DC VOICE has conducted nearly 60 community meetings and more than 450 action research interviews with education stakeholders to ascertain needs, support levels and trends in critical educational areas impacting Washington, D.C.

In 2012, the DC VOICE Board of Directors and its staff underwent strategic planning discussions that examined how DC VOICE could better fulfill our mission. What resulted was a unanimous vote to form a new organization that could design a new charter school that meets the needs of some of this city's most vulnerable youth and at-risk students. After that a Special Ad Hoc Committee of the Board was formed with the charge of formulating a rich and diverse founding group for the new school.

Over the subsequent months a founding committee was formed consisting of four committees:

- Education and Curriculum
- Facilities and Business Operations
- Finance and Fund Development, and
- Community Partnership and Engagement

Finally, various meetings around the topic of forming a new charter school were held by each committee. Some meetings included a broader group of stakeholders and advisers. Other committee meetings were limited to committee members and functioned as planning meetings and work sessions. One planning meeting was televised on DC Channel 16. Another was broadcast live and re-aired on 1480 AM.

B. Business Plan
1. Planning and Establishment
c. Corporate Structure and Nonprofit Status of the School

In February 2013, DC VOICE Empowerment Inc was formed as a Nonprofit Corporation in the District of Columbia. Articles of Incorporation and receipts of incorporation for the organization can be found in Section I. The school has drafted by-laws that are included in Section I.

The Founder's Committee, led by Diana Vilmenay-Hammond, Esq., has initiated the application process of obtaining a 501(c)(3) tax exempt status from the IRS. Upon conditional approval, the school will immediately apply for tax exempt status with the District of Columbia and the IRS.

B. Business Plan
    2. Government and Management
        a. Board of Trustees

The Board of Trustees of the DC VOICE Empowerment Public Charter School will be responsible for ensuring that the school is committed to, focused on, and able to able to fulfill the mission set out in The Charter. The Board, as the governing body of the school, will have oversight of the school's performance and that of the Head of School provide strategic visioning and planning, provide support in securing the appropriate financial resources through fundraising and proper oversight.

As the DC VOICE Empowerment Public Charter School was born of the DC VOICE Board of Directors, the following chart shows how this relationship is governed and managed moving forward.

Governance Structure

Advisory Group

Furard Tate – H St. Business Association, DCPS Parent

Diana Vilmenay-Hammond – Contract Attorney, Nixon Peabody, LLP

Dr. Katherine Marshall Woods – Licensed Clinical Psychologist, Psychological Group of Washington

Omar Karim - President, Banneker Ventures

Evelyn Bourne – DCPS Parent, Grandparent

T.N. Tate – State Committeewoman, Ward 7 Education Council

Pierre Wright – Professor, Howard University

Brendalan Jackson – Case Worker, Department of Human Services

Shana Greene – Charter School Parent and Graduate

Founding Members

Dr. Dennis Campbell – Professor, School of Education, Teaching, and Health, American University

Dr. Maia Coleman King - Licensed Clinical Psychologist, Psychological Group of Washington

James Reid - President, Scientia Marketing

Richard Tagle - Deputy Director for Advocacy Planning and Evaluation Program, Aspen Institute

Steve Courtien – Legislative Representative, Washington Building Trades

Sandra Rose – Curriculum Supervisor, Maryland

Arielle Etienne-Edmonson – Director of Operations, DC VOICE

Karen Shaw, Education Specialist, Maryland

Tamika Tasby – Strategic Initiatives, Prince Georges County Schools

Kia McDaniel - Professor, Trinity University

Paul Jackson – Development Officer

Thomas Byrd - DC PTA, WeAct Radio

Dr. Katherine Marshall-Woods - Licensed Clinical Psychologist, Psychological Group of Washington

Jeff Smith – Director of Family Engagement & Recruitment, Options PCS

DC VOICE Empowerment PCS Board of Trustees

Richard Tagle - Deputy Director for Advocacy Planning and Evaluation Program, Aspen Institute

Reverend James Coleman – Pastor, All Nations Baptist Church

Jane Thompson – Independent Consultant, Non-Profit Management

Steve Courtien – Legislative Representative, Washington Building Trades

Evelyn Bourn DCPS Parent, Grandparent

Pierre Wright – Professor, Howard University

Jonay Veney – Student, D.C. Charter School

DC VOICE Board of Directors

Richard Tagle (Board Chairman) - Deputy Director for Advocacy Planning and Evaluation Program, Aspen Institute

Reverend James Coleman (Vice Chairman) – Pastor, All Nations Baptist Church

Jane Thompson (Treasurer) – Independent Consultant, Non-Profit Management

Steve Courtien – Legislative Representative, Washington Building Trades

Terry Salinger (Secretary) - Managing Research Analyst, American Institutes for Research

Arnold Fege – President, Public Advocacy for Kids

Martin Blank - President, Institute for Educational Leadership

Ron Hampton - Executive Director, National Black Police Association, Inc

Maree Sneed – Partner, Hogan Lovells, LLP

Board of Trustees

Currently, DC VOICE has a Board of Directors consisting of seven voting members and one ex-officio member. Its By-Laws provide for up to fifteen voting members. The Founders Committee for this school consisted of a hybrid of Directors from the pre-existing DC VOICE Board and a host of DC VOICE advisers with specific subject matter expertise – particularly in the areas of literacy, urban teaching and school/district leadership. If the DC VOICE Empowerment Public Charter School Application is approved, The initial Charter School Board of Trustees will be comprised of the existing Board of Directors and several additional members from the Planning Group of Advisers.

Board Selection and Succession

The Board of Directors shall elect directors by the affirmative vote of a majority of the Board of Directors then in office at the annual meeting of the Board of Directors. Each director shall hold office until the third annual meeting of the Board subsequent to his or her election. Directors may be re-elected for additional terms. The Board of Directors shall have the power to amend the length of director terms if the Board deems such change necessary. If a director's term expires and a successor has not been elected, such director shall continue to serve until a successor is elected or the number of directors is reduced.

Board of Trustees and Accountability

In the course of our decade of operations, DC VOICE has successfully managed millions of dollars in restricted and unrestricted grant funds from the world's largest foundations (Institutions such as the Gates Foundation, Ford Foundation and the Kellogg Foundation) as well as local and federal grant monies while regularly receiving clean independent audits.

Involving some of the same Board and staff leadership from DC VOICE in the DC VOICE Empowerment Public Charter School will help ensure similar and immediate success in fiscal oversight and accountability of the ensuing school.

The Board of Directors for DC VOICE has prided itself on the thoughtful selection of quality Board members. In doing so it has prioritized the following values:

- Reputation in the Community
- Demonstration commitment to the service of others
- Willingness to work hard and remain committed as a Volunteer

Throughout our twelve-year history, DC VOICE has consistently engaged all sectors of public education in its programs, thinking and oversight responsibilities. We will extend this philosophy to the governance and management of the DC VOICE Empowerment Public Charter School.

B. Business Plan
      2. Government and Management
            b. Rules and Policies

The goals and responsibility of the Board of Trustees are outlined in the by-laws and are further contained in the Charter School Board of Trustees Job Descriptions. Following approval of the Charter, a Board of Trustees manual will be developed with the consultation of our legal counsel. The manual will outline the rules and policies as they relate to personnel and human resources; legal documents; academic programs; financial accountability; strategic plans; Board organization, operations, school discipline and other areas required by federal or District of Columbia law.

B. Business Plan
　　2. Government and Management
　　　　c. Administrative Structure

Administrative Structure - Planning Year and Year 1

(An Organizational Chart for Planning Year-Year 5 included in section C.2.a)

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            ┌──────────────┐
            │   Board of    │
            │   Trustees    │
            └──────┬───────┘
     ┌─────────────┤
┌────┴─────┐        │
│ Executive │        │
│ Director  │        │
└──────────┘        │
           ┌────────┴────────┐
    ┌──────┴──────┐   ┌──────┴───────┐
    │Chief Academic│   │Chief Operating│
    │    Office     │   │    Officer     │
    └──────────────┘   └───────────────┘
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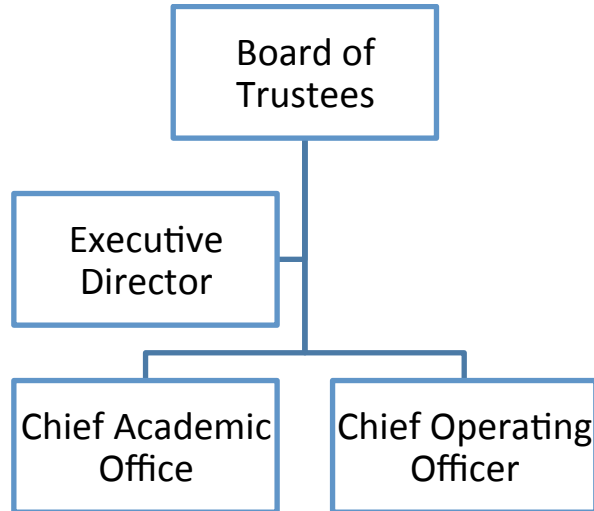
The Board of Trustees will communicate with the school staff and the broader school community primarily through the Executive Director.

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

Executive Director
Responsibilities include the following:
- The Executive Director shall be a member ex officio of all standing committees of the board.
- He or she shall be the representative of the board in its relations with the faculty, staff, students and the patrons of the corporation.

- The Executive Director shall select and hire properly qualified persons to serve as members of the faculty and administration (including the some members of the board in an advisory role for those key hires of other administrators who interface regularly with the board, such as admissions, finance, development officers in particular).
- The Executive Director shall have direct supervision of the faculty and staff and shall coordinate the activities of the entire organization. The Executive Director shall hold regular meetings of the faculty and staff and see that the general policies of the board are understood and followed.

General duties of the Executive Director include (but are not restricted to) the following:
- To embody, manifest, and advocate the mission of the school.
- To articulate the vision for the school and its future.
- To monitor and address all matters of school climate and culture.
- To manage the sometimes competing demands of the various constituencies of the school.
- To provide to the board of trustees various scenarios and possibilities for the board to consider as it does its work focusing on the strategic future of the school.
- To work with the board of trustees, its chair, and its committees in carrying out established school policies; to review those policies and make recommendations for changes; to attend meetings, prepare reports, maintain board records, and keep trustees informed on all aspects of the school's operation.
- To supervise the all programs of the school (academic, ethical, and other extracurricular programs); to monitor curriculum, grading, testing, and reporting to parents; to prepare for and conduct periodic program evaluations; to submit reports to external agencies as required; to establish disciplinary policies and standards of conduct.

- To collaborate with the school's Chief Academic Officer to establish a visions for, build systems around, monitor implementation of, and ensure continuous improvement and curriculum development, instructional practice and student achievement.
- To supervise the Chief Operating Officer in the preparation of preliminary and final budgets; to monitor income, expenditures, collections, and cash flow; to maintain appropriate financial records; to oversee the employee benefit program.
- To supervise the Chief Operating Officer in determining programs for the recruitment of students, including marketing and outreach and information dissemination.

Chief Academic Officer

The Chief Academic Officer of the School reports to the Executive Director.

Responsibilities include the following:

- To maintain congruency between the school's board-approved mission statement and all academic activities.

- To act as the academic leader of the school, responsible for its day-to-day operation: scheduling of students, overseeing of the academic advising and college counseling programs; monitoring student academic progress; convoking "swat" teams to address student academic emergencies; coordinating the efforts of department heads and the academic affairs committee, etc.

- To observe, supervise, and help evaluate the staff in the development and implementation of curriculum; to supervise the teaching process, and to review and evaluate the academic programs.

- To ensure compliance with legal requirements of government regulations and agencies; to maintain the educational standards established by the District of Columbia.

- To make recommendations to the Executive Director regarding the hiring and retention, and the assignment of staff.

- To establish programs for the orientation of new teachers, for in-service training of all teachers, and for the evaluation of classroom teachers, to ensure that teachers are familiar with and adhere to school policies in all areas of the school operation.

- To conduct regular meetings with faculty which will deal both with routine school matters and with the stimulating exchange of ideas on issues of educational/philosophical interest and concern.

- To provide for the academic guidance of students; to maintain complete academic records on all students; to oversee the grading and the reporting of standards and methods used by teachers in measuring student achievement.

- To prepare a master school class schedule and to assign teachers and students to classes and other obligations.

- To serve as a consultant to teachers in matters of classroom management, teaching methods, and general school procedures;

- To perform other duties as assigned by the Executive Director.

- To support the school and its leadership.

Chief Operating Officer (COO)

The Chief Operating Officer reports to the Executive Director. Responsibilities include the following:

- To supervise the work of business office personnel and use standard accounting and bookkeeping procedures, to keep an accurate continuous record of the cash and financial position of the school and manage the financial operation of the school so that the School remains financially stable.
- To prepare a monthly operating statement for the Executive Director and the board of trustees.
- To provide a monthly report of expenditures for use of each individual budget center within the school.
- To provide for the securing of an annual audit of the school's financial records and financial positions.
- To oversee all school purchasing, financial investments, banking activities, payroll and benefits program.
- To provide staff support, in conjunction with the Executive Director, to the Finance Committee and the Executive Committee of the Board of Trustees.
- To manage risk at the school to ensure the safety of personnel and students in their use of the facilities and to maintain appropriate levels of insurance to protect the property and to cover the liability of the school.
- To oversee school transportation, including transportation routes, schedules and contracts and to assess the performance of the transportation companies.
- To oversee and coordinate the work of the secretarial staff and support staff.
- To ensure the effective management of the food-service operation and any other auxiliary enterprises of the school.
- To assist the Executive Director with decisions regarding salaries and benefits for all personnel, including the evaluation of support staff.
- To perform other duties as assigned by the Executive Director.
- To support the school and its leadership.

B. Business Plan
    3. Finance
            a. Anticipated Sources of Funds

Ninety-five percent of our school budget is expected to come from local and federal per student funding. Our five-year financial plan calls for setting aside 7% of our annual budgets for reserve savings and 7% of our annual budget towards an annual contingency fund.

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

B. Business Plan
     3. Finance
          b. Planned Fundraising Efforts

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

In additional to federal entitlements and Planning Year grant funding, the school will apply for multiple funding opportunities. The school identified foundation and corporations that have targeted initiatives focused on one of the following: education, cultivation of 21st century skills, cultivation/instruction of civics, community-based efforts in high-need communities; blended learning; early childhood development; literacy-based initiatives.

These targeted funding sources include:

- The City Bridge Foundation
- The Cafritz Foundation
- Raikes Foundation
- American Express Foundation
- Amerigroup
- The Bauman Foundation
- The Anderson Foundation
- The Buffet Early Childhood Foundation
- The Consumer Health Foundation and
- The Bill and Melinda Gates Foundation

Contingency Plan for Funds

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

- Subleasing building space to non-profit agencies and youth serving organizations
- Nursery – as there will be a nursery within our site, we will expand the number of nursery slots should enrollment in the school provide for nursery expansion
- Salary cuts – all staff for the DC VOICE Empowerment Public Charter School will be advised of 10% across the board salary cuts in year one should enrollment shortfalls mandate a reduction in personnel expenditures.
- DC VOICE Empowerment Inc. will also seek to establish a line of credit with its existing bank.

B. Business Plan
    3. Finance
        c. Financial Management and Accounting

The DC VOICE Empowerment Public Charter School will establish and maintain its financial accounting system on an accrual basis using Generally Accept Accounting Principles (GAAP). We will guarantee the integrity of the school financials by working with the finance committee of the board of directors and the Executive Director to establish financial checks and balances and a free flow of transparent financial data on which financial managers and board members can make fact-based decisions.

Segregation of Fiscal Duties					
Cash Management	Board of Trustees	Board of Trustees Finance Committee	Executive Director	Chief Operating Officer	Business Manager
Investment Policy	Decides how to invest cash	Decides how to invest cash	Makes recommendations to Board of Trustees and Finance Committee on how to invest cash		
Check Signing	Authorized signatory	Authorized signatory	Authorized signatory (Board will designate maximum amount without two signatures required)		
		Receives bi-weekly copies of payroll registers directly from payroll processing company			
Bank Reconciliations			Opens monthly bank statements, conducts initial review of cleared	Performs bank reconciliation in Intuit's QuickBooks software	

Segregation of Fiscal Duties

Cash Management	Board of Trustees	Board of Trustees Finance Committee	Executive Director	Chief Operating Officer	Business Manager
			checks of greater than $2500		
Petty Cash Fund			Approves any disbursements over $20	Reviews expense vouchers	
			Makes monthly counts of petty cash fun (jointly with COO)	Makes monthly counts of petty cash fun (jointly with ED)	
				Ensures petty cash fund is locked and secured.	
Receipts				Verifies accuracy of information	Forwards all mail to appropriate addresses and all original checks to COO
Fixed Assets	**Board of Trustees**	**Board of Trustees Finance Committee**	**Executive Director**	**Chief Operating Officer**	**Business Manager**
Acquisition	Approves acquisitions	Approves acquisitions over $2500	Approves acquisitions up to $2500		
Dispositions			Approves Asset Disposition	Upon ED's approval, lists	

Segregation of Fiscal Duties

Cash Management	Board of Trustees	Board of Trustees Finance Committee	Executive Director	Chief Operating Officer	Business Manager
			requests	assets for sale	
			Conduct physical inventory annually	Maintain list of all capital assets, assesses adequacy of insurance coverage (jointly with ED)	

Debt and Other Liabilities	Board of Trustees	Board of Trustees Finance Committee	Executive Director	Chief Operating Officer	Business Manager
Authorization of Debt	Authorizes debt and documents in board minutes	Maintains loan documents	Maintains loan documents		
Accrued Liabilities			Review adequacy of accrued expenses at fiscal year end	Maintains list of all common expenses that need to be accrued	
				Performs journal entries to ensure proper match with expense recorded	

B. Business Plan

3. Finance
        d. Civil Liability and Insurance

DC VOICE Empowerment Public Charter School will procure an insurance policy with DC VOICE's existing business liability insurance provider, The Hartford Insurance Group.

Type Estimated Amount	
General Liability	$1 million per occurrence, $2 million aggregate
Directors and Officer Liability	$1 million
Educators Legal Liability	$1 million
Student Accident	Per-student basis
Umbrella Coverage	$3 million
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	$1 million (if appropriate), or actual loss
Auto Liability Insurance	$1 million
Worker's Compensation	As required by law

B. Business Plan
    3. Finance
        e. Provision for Audit

DC VOICE Empowerment Public Charter School understands the importance of conducting an annual audit as part of its system of financial controls. The auditor will be chosen from the list of pre-approved firms provided by the D.C. PCSB. The audit process will be fully supported by the board Finance Committee and the school staff. A copy of the audit will be provided to the D.C. PCSB by the published deadlines. Every year, a full audit of the school's financial systems and transactions will be undertaken by an outside certified public accountant who is otherwise unaffiliated with DC VOICE Empowerment Public Charter School and overseen by the Board of Directors finance committee.

B. Business Plan
    4. Facilities
        a. Identification of a Site

The DC VOICE Public Charter School Team has assembled a facilities advisory group. This group consists of two local developers with public school building experience as well as a commercial realtor, an attorney, representatives of the Washington Building Trades Council and Real Estate non-profit Executives. As part of our exploratory process, this team has visited three potential building sites in the District and met with ANC Commissioners of these neighborhoods to receive feedback on the prospect of a new school opening within their Single Member

District (SMD). With help from Building Hope Inc., we have identified and secured a suitable educational space within the District to house both our Boarding and Day School programs. On February 12th, the Facilities Advisory Group came to terms with a developer to lease and occupy a building at 6000 New Hampshire Avenue, NE. We have preliminarily negotiated occupancy terms for 6000 New Hampshire Avenue, NE. The negotiated lease rate of $10 per square foot is equivalent to one third of the square footage market rate for comparable education facilities in D.C.

B. Business Plan
   4. Facilities
      b. Site Renovation

The facilities advisory group has established a partnership with the Washington Building Trades Union to undertake a significant portion of the Site Renovation at 6000 New Hampshire Avenue NE.   The proposed school site currently needs moderate levels of rehabilitation and cosmetic improvements.

Site Renovation Budget

	Estimated Cost	In-Kind/Donated
General Construction	$0	$100,000
Plumbing	$20,000	$40,000
Heating and Air Conditioning (HVAC)	$25,000	$50,000
Electrical	$30,000	$60,000
Estimated Total	$75,000	$250,000

Facilities Planning and Implementation Timeline

Stage	Date	Description
Facilities Needs Assessment/ Initial Space Programming	Completed Nov '12	
Identify Facilities Options/ Tour Top Options	Completed Jan '13	
Select Final Location for Concurrent Negiotations (2-3)	Completed Jan '13	
Develop Space Plans/Construction Pricing	Currently	
Secure Property-Lease, Buy or Building-to-Suit/ Implementation-Financing Plan	May '13	
Internal School Approvals/ Finalize Construction Documents	Jun-Jul '13	
Construct/ Renovate	Sept-Dec '13	
Occupy	Feb '14	

B. Business Plan

    4. Facilities

        c. Financing Plans for Facilities

Implement Financing Plan: 3 – 6 month

Create Investment Package	Request for Proposals from Financial Partners	Select Financial Partner- Investment Bank, Landlord, Bank	Secure Financing	Internal School Approval
May 2013				Jun-Jul 2013
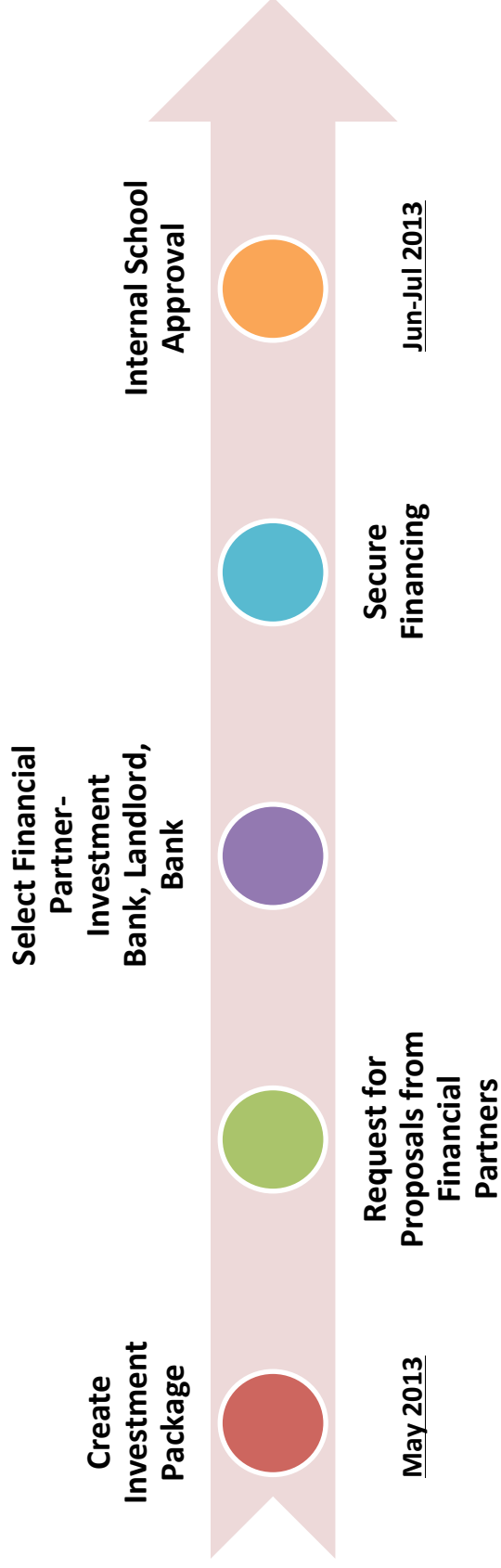
B. Business Plan
     4. Facilities
          d. Building Maintenance

The school leaders at the DC VOICE Empowerment PCS emphatically believe that a safe, healthy, aesthetically pleasing facility is an essential support for learning. Building maintenance will consist of two elements: upholding the cleanliness and hygiene of the facilities and ensuring the proper operation of the building's various systems. In Years 1 through 5, the operating budget has designated funds for building maintenance and repairs as well as contracted building services.

B. Business Plan
     5. Recruiting and Marketing
          a. Outreach to the Community

Upon approval from the PCSB, DC VOICE Empowerment PCS will focus its efforts on Washington DC's at-risk youth. This will include teen mothers and their children, teen father's, adjudicated youth, special needs, and wards of the state. There have been some efforts by other schools to serve in limited capabilities students in these demographics, but fewer have had this clear focus and mission.

The school's marketing team will enter into partnership with a marketing agency in a limited capacity, as well as additional support staff located in the Development, Partnership, Academic, Operating, and Student Life departments. All stakeholders will be part of the school's marketing efforts just as they are for the academics. There will be a primary stakeholder, most likely in the Development office that will be the main point of contact with an agency.

DC VOICE Empowerment PCS has several marketing goals related to recruitment and enrollment. These are all in relation to the school opening in August 2014, and building a stable recruitment model.

- **Goal #1** - Increase enrollment to 200 by school opening in August 2014.
- **Goal #2** - Develop partnerships with community based organizations, including but not limited to charter schools, health centers, support groups to facilitate referrals for enrollment and student services.
- **Goal #3** - Implement Strategic Enrollment Marketing Plan that leads to stable enrollment and predictable enrollment growth.

Traditional Marketing Efforts (Outbound Marketing)

Community Engagement Activities

One of the most important groups to engage will be the local Advisory Neighborhood Commission (ANC). They will be very beneficial in the mutual promotion of the neighborhood and the school. Some activities that benefit both groups are a Health Fair and Local Food Drive. Both are low on cost, and will greatly engage residents.

Another activity will be that of Open Houses. These can be scheduled in line with the building maintenance plan, and ideally will be in the spring and summer leading up to opening in 2014.

Partnerships

- Charter Schools - DC VOICE Empowerment PCS will work with other Charter Schools to serve students on referral basis. This will help struggling students in more traditional academic environments. We will also work with Charter Schools to identify at-risk youth on waiting lists who could best be served at DC VOICE Empowerment PCS.

- Community Support Organizations - DC VOICE Empowerment PCS will seek to work with organizations such as Advocates for Justice & Education, Catholic Charities, Far Southeast Family Strengthening Collaborative, and East of the River in identifying and referring at-risk youth.

- Health Centers - DC VOICE Empowerment PCS will to work with organizations such as Mary's Center, Unity Health Care, Community of Hope, and Anacostia Healthcare Center in identifying and referring at-risk youth. Additional benefits such as offsite health care training and screenings for students will also exist.

Enrollment Pipeline for DC VOICE Empowerment PCS
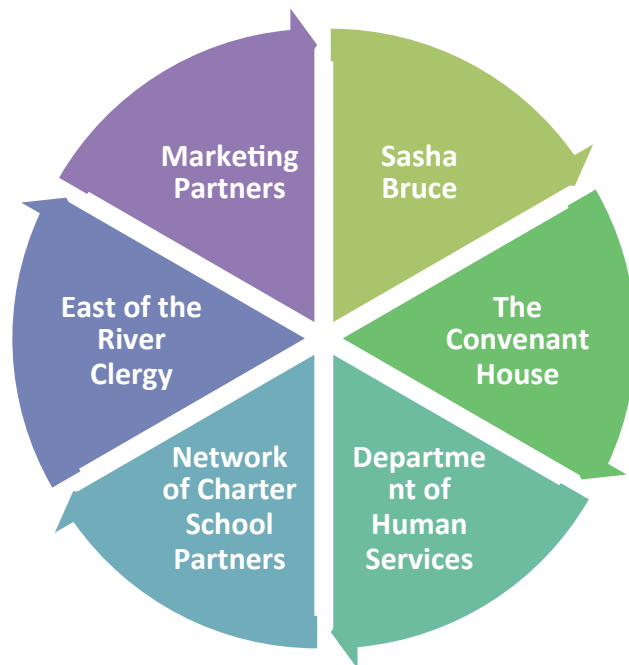
Teacher Recruitment

Recruitment of quality staff and teacher's is pivotal for the school to not only function, but to meet academically and socially charged mission. The Chief Academic Officer and Staff Development Director will work together in this recruitment process. Communication with such groups as Teach for America, The New Teacher Project, and New Leaders for New Schools will be used for assistance.

Direct Mail

Targeted direct mailings are valuable for the ramp up to the school opening. Some of the targets that will be applied are for geographical proximity to the school, and for households with children in the desired age range of the students. Further study will go into this process, however the goal will be to bring the recipients to the school website for in depth information. Budgeting on this will not be the lion share of the budget, as the awareness level will be high, but historically it brings a low conversion rate for the cost incurred.

Door to Door Handouts

These will be utilized for Community Engagement activities. This will bring in community volunteers, be targeted for local residents, and save on cost vs. mailing and incurring postage.

Expositions

Expo's such as the DC Public Charter School Board Expo in January will be valuable. These will offer the ability to recruit staff and students in the same venue, as well as network with potential vendors for the school.

Radio Advertising

This marketing channel will remain an option, but not a preferred one. The conversion rate is very low for the value. Only in cases of a budget surplus or in kind donation would this channel be strongly pursued.

<u>General Signage</u>

Signage on the school advertising the opening date will be important on day one. Additional signage around the bordering neighborhood and community will also be utilized. The preference for this would be with yard signs as they are a low cost investment. Having these out during the planning process will help in passively building community awareness.

B. Business Plan
      5. Recruiting and Marketing
            b. Recruitment of Students

DC VOICE Empowerment PCS has a strong competitive advantage being recognized in the D.C. school community as an industry and thought leader. One of the clearest differentiations is that of the school being alternative in nature to facilitate the education of at-risk youths. Another notable difference is that of the school boarding component for the highest risk students. Only one other charter school in DC provides this, and no DCPS schools do.

A well-defined value proposition will assist DC VOICE Empowerment PCS get straight to the point of why prospective enrollees should consider our school, and will be carried out across all of our marketing channels. Our value proposition is – DC VOICE Empowerment PC will provide at-risk youths with a personalized education that gives them needed life skills, makes them job ready, and helps them transform their lives to become productive, contributing members of their community.

<u>Demographics</u>

An integral part of all the school's marketing efforts will be to the demographics it serves and recruits. This however, includes more than just students. Recruiting quality staff and teachers is a major component for the school's success.

The primary enrollment groups the school anticipates serving are:

1. Teen Mothers – 25%
2. Children (3-4 year olds) – 20%
3. Special Needs Students – 20%
4. Adjudicated Youth – 10%
5. Not At-Risk – 10%
6. Wards of the State – 10%
7. Teen Fathers – 5%

It is acknowledged that the percentages of these groups are estimates, and the makeup of the student population can never with certainty be ascertained for the future. The marketing efforts and initiatives in place will be focused on the groups above, and the estimates of student make up are based on historical data collected.

Website Campaign Development (Inbound Marketing)

<u>Campaign Standards</u>

Below are a series of tasks and strategies that will assist in improving DC VOICE Empowerment PCS's online presence, with the end result being the ability to meet the desired enrollment goal, and to recruit high quality staff and teachers. These actions and strategies will be tracked on a weekly basis, and reviewed on a monthly basis with a system review every quarter. This internal review process will include all relevant stakeholders from every applicable department in the school.

Keyword Analysis

Keyword research is an integral part of any Search Engine Optimization (SEO) strategy. This will be monitored with SEOmoz, and Google Analytics to ensure that an industry standard approach is enabled, ensuring that relevant online searches find the DC VOICE Empowerment PCS website.

Website Optimization & Transition

The website structure will be that of a responsive design, so that site visitors can interact with the site. This will enable the school to readily include site visitors in marketing programs, as well as cleanly follow up with interested students and teachers.

Video Creation

Video is one of the most weighted items in search engine prioritization. DC VOICE Empowerment PCS will create promotional videos that will be hosted through YouTube, and also embedded on the new website.

Social Media Profile Creation & Optimization

Utilizing various social media profiles will allow the school to communicate with various demographics on their terms, increasing overall level of engagement and retention.

Initial Visual Content Creation

The school will develop its logo and color schemes, and incorporate those into a new branding & style guide. This will create standardization for the school's logo, fonts, colors, and imagery. An additional component that will be used heavily on the website is professional photography. The goal of the photography will be to show the human side of the school.

Initial Creation of Landing Pages

Landing pages are where you get leads. Prospects such as students and teacher learn what the school has to offer and fill out a form to receive that offer. Not all landing pages will require a form to fill out. Pages that would affect a student are that of an open house, where data is needed. These landing pages will be created, reviewed and accepted by the stakeholders they are relevant to. A/B testing will also be performed to optimize the landing pages.

Initial Creation of Calls to Action

Calls to Actions (CTAs) are items that intrigue a visitor to click on a button to do a desired action. This will help convert site visitors to leads that can be used for marketing purposes. Without these CTAs, site visitors remain anonymous. The initial CTAs will be based on expected visitor behavior, the monitor and adjusted as new data is presented. This will be an ever evolving and strategic process to convert visitors to leads and eventually student & staff.

Initial Import of Contacts / Contact Database Setup

This will make a central contact center for existing contacts. These will come from existing staff and board members, as well as Constant Contact, which has been used for email marketing.

Marketing Analysis

All of the marketing initiatives will start with a focus based on data that is currently available. However, as new data is presented changes will be necessary to ensure success of new student enrollment, and teacher recruitment.

The timeline for monitoring and changing marketing initiatives will be:

Weekly: Monitoring and Tracking of Data

Monthly: Reporting of Campaign progress with collected data.

Quarterly: Stakeholder Meetings that will review marketing progress in relation with objectives. Strategic changes will occur at these meetings, and then be re-assessed at the new quarter's meeting with stakeholders.

Recruitment Outreach Timeline

Timeline	Process	Activity
April 2013	Community Engagement	Signage for School
April 2013	Community Engagement	Meet with local ANC's
April 2013 - June 2013	Student Enrollment & Teacher Recruitment	Website Development Campaign
April 2013 - June 2013	Partnerships	Discuss partnership opportunities with existing Charter Schools
April 2013 - June 2013	Community Engagement	Meet with Community Support Groups
June 2013	Community Engagement	Social Media Profile Creation & Optimization
June 2013 - Dec 2014	Community Engagement	Various local meetings, and website engagement
January 2014	Student Enrollment & Teacher Recruitment	DC Public Charter School Expo
March 2014 – Aug 2014	Student Enrollment	Open Houses on bi-weekly basis
April 2014	Community Engagement	Health Fair
May 2014	Community Engagement	Food Drive / Culinary Class?
August 2014	Student Enrollment	Enrolling remaining student population prior to school opening

B. Business Plan

    5. Recruiting and Marketing

        c. Future Expansion and Improvements

	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20
Age	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	10	15	20	20	20	20
2	10	15	20	20	20	20
Total Nursery	**20**	**30**	**40**	**40**	**40**	**40**
3 Pre-K	24	32	40	40	40	41
Total Pre-K	**24**	**32**	**40**	**40**	**40**	**41**
4 Pre-K	24	32	40	42	40	41
Total Pre-K	**24**	**32**	**40**	**42**	**40**	**41**
Total Lower School	**48**	**64**	**80**	**82**	**80**	**82**
14 (9th)	18	18	26	36	42	48
15 (10th)	18	18	26	33	42	48
16 (11th)	18	18	26	33	42	48
17 (12th)	18	18	25	32	42	48
Total grades 9-12	**72**	**72**	**103**	**134**	**168**	**192**
18 (Ungraded HS)	12	15	25	35	38	45
19 (Ungraded HS)	6	10	25	30	38	45
Total ungraded high school	**18**	**25**	**50**	**65**	**76**	**90**
20 (A)	6	5	11	12	15	20
21 (A)	6	5	12	13	16	21
22(A)						
Total Adult	**12**	**10**	**23**	**25**	**31**	**41**
Total Upper School	**102**	**107**	**176**	**224**	**275**	**323**
Total school population	**150**	**171**	**256**	**306**	**355**	**405**
Total Spec. Ed	**30**	**34**	**51**	**61**	**71**	**81**
Special Ed: Level 1	**9**	**10**	**15**	**18**	**21**	**24**
Special Ed: Level 2	**9**	**10**	**15**	**18**	**21**	**24**
Special Ed: Level 3	**6**	**7**	**10**	**12**	**14**	**16**
Special Ed: Level 4	**6**	**7**	**10**	**12**	**14**	**16**

LEP/NEP: 10% of total students	15	18	26	31	36	41
Summer school: 50% ages 14-19, 80% early childhood	65	75	109	132	154	174
Special Ed ESY(extended school year): level 1, ages 14-21, 40%; ages 6-8, 20%	41	43	71	90	110	130
Residential/Boarding	0	35	45	55	70	71

C. Operations Plan

C. Operations Plan
    1. Student Policies and Procedures
        a. Timetable for Registering and Enrolling

Month	Activity
Upon Conditional Approval-May 2013	Implementation of recruitment plan, open houses
August 1st	Develop student application
November 1st	Applications distributed, deadlines/lottery publicly announced
March 1st	Confirm lottery date and arrange public forum (if applicable)
March 15th	Application Deadline
March 17	Lottery held if necessary
March 24	Notices mailed to admitted students and those on waitlist (if applicable)
April 1	School begins collecting verifications of DC residency and additional Information
April 30	Intent to enroll forms due
May 1	Students admitted off waitlist as needed
May-June	Parents complete registration information; parent-school conferences
August 8	Orientation of all families 5-7 p.m.
August 11	School year begins

C. Operations Plan
      1. Student Policies and Procedures
            b. Policies and Procedures for Enrollment and Withdrawal of Students
            Enrollment

Every year, students must be re-enrolled in school regardless of prior year enrollment and attendance. Parents must take advantage of the early enrollment opportunity and submit residency verification information in early April to ensure that their children have slots reserved. Otherwise, students may lose their slots.

<u>Transfer or Withdrawal of a Student</u>

Parents/guardians of record are required to come to the school and sign the necessary forms for the withdrawal from Friendship. Students are responsible for reporting to the main office on their last day of attendance. Transfer or withdrawal papers will be processed at that time. Withdrawal will not be granted unless the parent/guardian completes the forms in person. Grades and transcripts will not be released until all accounts/fees are cleared.

C. Operations Plan
2. Human Resource Information
a. Key Leadership Roles

Denotes positions that will be filled during the Planning Year	
Denotes positions that will be filled in Year 1	
Denotes positions that will be filled in Year 2	
Denotes positions that will be filled in Year 3	

Organization Chart

Board of Trustees

Executive Director

Chief Operating Office/Chief Financial Officer
- Business/HR Manager
- IT Support
- Building Maintenance
- Food Service
- Fund Development Director

Director of Student Life
- Residence Life Director

Chief Academic Officer

Data and Accountability Director

Principal
- Assistant Principal for Early Childhood
- General Education Instructors
- SPED Instructors
- SPED Coordinator
- Instructional Coach
- Security

Clinical Director
- Social Worker
- Psychologist

Staff Development Director

Office of College, Career and Technical Education
- CTE Instructor(s)
- Transition Coordinator
- Guidance Counselor

Student Support/At-tendence Officer

Director of Partnership Coordination and Assessment
- Family Recruitment, Engagement and Retention Coordinator

C. Operations Plan
2. Human Resource Information
b. Qualification of School Staff

The qualifications of all identified, potential school staff are listed in Section B.1.a. (page 69)

C. Operations Plan
2. Human Resource Information
c. Staffing Plan

	Salary Assumption	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served		0					
Expected Enrollment		0					
Executive Leadership Team							
Chief Executive Officer	$120,000	.5	1	1	1	1	1
Chief Academic Officer	$120,000	.5	1	1	1	1	1
Chief Operating/Financial Officer	$80,000		1	1	1	1	1
Business and Operations Team							
Director of Partnership Coordination and Assessment	$80,000				1	1	1
Business Manager	$50,000				1	1	1
Curriculum and Staff Development Director	$60,000				1	1	1
Marketing and Fund Development Director	$65,000			1	1	1	1
Building Maintenance	$30,000		1	1	1		1
Food Service	$60,000		1	1	1	1	1
Intake and Security	$25,000		1	1	1	1	1
Data and Accountability Director	$120,000			1	1	1	1
College, Career and Technical Education	$80,000						

Role	Salary						
Director							
IT Support	$25,000				1	1	1
Student and Family Support Team							
Student Support/ Attendance Officer	**$30,000**				**1**	**1**	**1**
Social Workers/ Psychologist	**$65,000**			**1**	**1**	**1**	**1**
Director of Student Life	$80,000			**1**	**1**	**1**	**1**
Transition Coordinator	$50,000						
Residential Counselors (2)	$40,000				**1**	**1**	**1**
Instruction Leadership Team							
Principal	$120,000	**.5**	**1**	**1**	**1**	**1**	**1**
Assistant Principals	$70,000				1	1	1
Early Childhood Director	$80,000				1	1	1
Instructional Coach	$70,000			1	1	1	1
Teaching Staff							
General Ed. Instructors	$52,000		10	12	15	15	15
SPED Instructors	$52,000		4	4	5	5	6
SPED Coordinator	$50,000			2	4	4	5

C. Operations Plan
    2. Human Resource Information
        d. Employment Policies

Policies on Equal Employment Opportunities and Maintaining a Drug-Free Workplace

Diversity is highly valued at DC VOICE Empowerment PCS; the school will be an equal opportunity workplace. The school will not discriminate on the basis of age, sex, race, color, religion, national origin, pregnancy, marital status, disability, personal appearance, sexual orientation, gender, identity or expression, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of interfamily offense, place of residence or business, or any other protected category. DC VOICE Empowerment PCS will be a drug-free environment.

Evaluation Philosophy

Teachers

Teachers will be evaluated across at least two cycles annually. For each cycle, teachers will receive regulation, ongoing feedback from members of the schools instruction leadership.

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

Administrative Leadership Evaluation

DC VOICE Empowerment PCS will develop a framework for each administrative leadership position outlining a vision for excellent performance for the position. Staff in these positions will be evaluated twice annually and will receive regular ongoing feedback on their performance against their respective framework.

Executive Director Evaluation

Prior to the August 2014 opening of the school, evaluation criteria and protocols for the Head of School will be developed by the Board of Trustees. Evaluations will take place at least annually. Compensation will be informed by performance and benchmarked against compensation for school leasers at similarly-sized institutions in accordance with IRS from 990 guidance.

C. Operations Plan
 3. Arrangements for Meeting District and Federal Requirements
  a. Health and Safety

Health and Safety

DC VOICE Empowerment PCS will adhere to all applicable heath and safety laws and regulations, pursuant to §38-1802.0. (11) and §2204(c)(4) of the D.C. School Reform Act, and will comply with all required or requested health and safety inspections by government officials. In addition, DC VOICE Empowerment PCS's staff will be trained in first aid and CPR to maintain the health and safety of students and staff.

Safety

DC VOICE Empowerment PCS will comply with the Americans with Disabilities Act and all requirements

Transportation

DC VOICE Empowerment PCS will inform all students' parents/guardians of the eligibility for reduced fares on the Metrobus and Metrorail Transit System on the same terms and conditions as are applicable to any student attending a D.C. public school. Staff will arrange for the transportation of students with disabilities through the D.C. Public Schools. We will

also maintain a limited internal capacity for meeting the transportation needs of identified students.

C. Operations Plan
      3. Arrangements for Meeting District and Federal Requirements
          b. Enrollment Data

DC VOICE Empowerment PCS will maintain accurate daily enrollment and attendance records for all students. The school will record and compile this information and provide copies to the appropriate authorities in accordance with §2204(c)(12) of the D.C. School Reform Act.

C. Operations Plan
      3. Arrangements for Meeting District and Federal Requirements
          c. Maintenance and Dissemination of Student Records

DC VOICE Empowerment PCS will use a computerized student information system to maintain student data and records. This system will be used for internal purposes and to record and report student information in accordance with the D.C. School Reform Act, Parts B and D, and other applicable laws, including D.C. Code §31-401 et seq. (Compulsory School Attendance); D.C. Code §31- 501 et seq. (Immunization of School Students); D.C. Code §31-601 et seq. (Tuition of Non residents); D.C. Code §29-501 et seq. (Nonprofit Corporations).

C. Operations Plan
   3. Arrangements for Meeting District and Federal Requirements
      d. Compulsory Attendance Laws

Compulsory Attendance Laws

DC VOICE Empowerment PCS will be vigilant in keeping enrollment and attendance records to ensure that every student is accounted for every day. School leaders will take appropriate steps to address persistent violations of school and D.C. requirements.

Individuals with Disabilities Education Act and Rehabilitation Act of 1973:

DC VOICE Empowerment PCS will comply with all federal regulations concerning special education. The school's special education programs and services will be developed by professionals who are thoroughly familiar with the requirements of federal law pertaining to students with special needs.

Title I of the Improving America's Schools Act

Any funds DC VOICE Empowerment PCS receives through this program will be used to provide intensive academic support programs within the school in accordance with D.C. and federal requirements.

Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

DC VOICE Empowerment PCS will comply with all federal and D.C. civil rights regulations to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

C. Operations Plan
    3. Arrangements for Meeting District and Federal Requirements
        e. Title I of the Elementary and Secondary Education Act

Given our target population, it is stipulated that the DC VOICE Empowerment Public Charter School will be a Title I school since well over 35 percent of our students will arrive from low-income families and qualify for free lunch according to Federal guidelines. As such, the Director of Data and Accountability will also fill the role of Title I officer at DC VOICE Empowerment Charter School for NCLB Federal reporting and implementation requirements. As such, she will ensure the thorough and timely filing and submission to all state, charter and Federal authorities of any reporting requirements. To ensure we are able to leverage available local and Federal resources we will regularly monitor and respond to Federal, state, charter and private funding opportunities. We will also ensure an infrastructure and testing protocols that align annual testing with state academic standards and test the appropriate grades in our Upper School in the appropriate subjects. We will ensure the hiring of teachers who are highly qualified to teach core academic subjects and notify the State, Chartering Authority and parents promptly where this does not happen. We will collaborate to ensure school report cards information is available and published for our school and that it contains relevant and required data for specified demographic subgroups including major ethnic/racial groups, economically disadvantaged students, limited English proficient (LEP) students and students with disabilities.

C. Operations Plan
    3. Arrangements for Meeting District and Federal Requirements
        f. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:

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

C. Operations Plan
    3. Arrangements for Meeting District and Federal Requirements
        g. Other:

The public charter school will meet any other applicable Federal and District of Columbia requirements**.**

C. Operations Plan

    4. Implementation of the Charter

        a. Timetable and Tasks for Implementation of Charter

	Started	6/13-8/13	9/13 - 12/13	1/14 - 3/14	4/14 - 8/14
PRE-APPROVAL TASKS					
A. Accountability					
Develop 1 & 5 year academic and non-academic goals and outcomes	X	X	X	X	X
Identify data collection needs and reporting requirements	X	X	X	X	X
Research and choose software to manage student records	X		X	X	
B. Admissions					
Complete design of application form packet			X	X	X
Define student application period			X	X	X
Develop equitable lottery for selecting students if applications exceed seats			X	X	X
Research best practices, discuss and develop parent handbook	X		X	X	X
C. Marketing & Recruitment					
Develop briefs about school design and curriculum	X		X	X	X
Hold series of meetings with key community stakeholders and leaders	X	X	X	X	X
Implement community outreach strategy and initiate dissemination of informational materials	X	X	X	X	X
Initiate design of school brochures and other marketing collateral (print upon approval)	X	X	X	X	X
D. Development					
Apply for private, corporate, foundation and govt. grants		X	X	X	X
E. Facilities					

Identify and select a school site/facility	X	X			
Ensure facility meets school's occupancy requirements	X	X	X	X	
Complete lease negotiation and signing	X		X	X	
Schedule all relevant facility inspections (e.g., fire, etc.)	X			X	
Obtain building occupancy permits as needed		X		X	
F. Personnel					
Design employee benefit package (retirement, health, tuition reimbursement)	X	X			
Develop personnel policies and procedures manual	X	X			
Review examples of employee handbooks and initiate development of one for school		X			
Determine staffing needs, including special education, multilingual and additional services as needed	X	X	X		
Design school's employment applications		X			
Develop job descriptions and timeline for hiring faculty & staff	X	X			
Design school's employment contracts	X	X	X		
Contact D.C. Police about background check procedures		X	X	X	
POST APPROVAL ACTIVITIES					
A. Accountability					
Acquire student, staff, and school assessment instruments (academic and non-academic)			X	X	
Design satisfaction survey and measurements		X	X	X	
Purchase software for managing student, personnel and financial information				X	X
XFinalize student records templates				X	X

B. Admissions					
Initiate admissions process by accepting student applications and acknowledging receipt			X	X	X
Enter application information into student information system			X	X	X
Adhere to application deadline					X
Conduct lottery and establish wait list (if applicable)				X	
Send confirmations of admission and/or waitlist status, notify parents of deadline for completing admission				X	X
Initiate student registration, use checklist to ensure receipt of all required information due from parents				X	X
Make sure parents receive all school information (calendar, parent handbook, etc.)				X	X
If necessary, move applicants from waitlist status and continue registration until full enrollment is achieved					X
Conduct parent and student orientation					X
Establish system for recording and compiling enrollment & attendance information				X	X
C. Board of Directors Organization and Procedures					
Finalize Board membership	X	X			
Hold orientation and training for new Board members re: school issues	X		X	X	
Hold first Board retreat: Role and function Relationship to School Director, School Advisory Council, and Community Advisory Group Governance Model: decision making methods, meeting and committee				X	

structure					
D. Marketing & Recruitment					
Issue release announcing planned school and opening date				X	X	
Initiate recruitment process to hire faculty and staff		X	X		
Hold open houses and community/parent forums			X	X	X
Initiate advertising, distribute literature and promote school in targeted neighborhoods			X	X	X
Develop and implement strategy to elicit parent and community and college student volunteers			X	X	X
E. Development					
Refine fundraising strategy and long-term funding plan	X	X	X	X	X
Continue to research and apply for various grants	X		X	X	X
F. Education Program Development					
Hold summer training institute for faculty and staff					X
Develop plans for after-school, enrichment and summer		X	X	X	X
G. Facilities					
Complete all inspections (fire, health, building, etc.)				X	X
Obtain certificate of occupancy				X	X
Acquire furniture and materials (see N. Procurement)					X
Manage installation of communications (telecom/fax)					X
Install school's hardware and software				X	X
Move in furniture, organize classrooms, office, activity centers, meeting and other space					X
Finalize faculty prep via punch list of identified needs				X	X
Hire custodian				X	X
H. Financial Management					
Establish school bank accounts & banking relationship			X	X	X
Develop financial management systems,			X	X	X

policies and establish internal controls					
Obtain insurance policies		X	X	X	X
Establish (or use 3rd party) payroll system		X	X	X	X
Implement internal accounting, expenditures vs. budget monitoring and financial reporting procedures		X	X	X	X
Acquire software for managing finances and generating all required financial reports (monthly, annual, etc.)		X	X	X	X
Select independent auditor from PCSB's Approved Auditor List	X				
I. Food Services					
Ensure facility meets and food service requirements		X	X	X	X
Select food services vendor			X	X	X
Ensure multiple staff members acquire safe food handler certification			X	X	X
J. School Governance (see Section C.)					
Finalize Board of Trustees			X	X	X
Set up School Advisory Council			X		
Set up Community Advisory Group				X	
K. Health & Safety					
Have parents complete medical information forms				X	X
Check forms to ensure they are filled out completely, conduct follow-up as necessary				X	X
Establish policy for addressing noncompliance by parents to ensure school receives all medical and health information as required			X		
Ensure all staff receives First Aid and CPR certifications			X	X	
Establish fire evacuation routes, fire drill procedures and a schedule of fire drills			X		
Orient families and staff on code of conduct, behavior requirements, suspension and expulsion policies				X	X
Update risk management plan for emergencies/disasters				X	
Review emergency/disaster plan					X

with staff & families					
L. Legal & Organizational					
Receive approval of charter petition	X				
Negotiate and sign contract with chartering authority	X				
File application with IRS for 501(c)(3) status	X				
File application for D.C. tax-exempt status	X				
M. Parent Involvement					
Interview parents		X			
Carry out process for choosing parent trustees on Board		X			
Inform parents about Community Advisory Group and encourage parent participation		X			
N. Procurement					
Order and manage receipt of textbooks and other instructional materials					X
Order and manage receipt of desks, furniture, and classroom equipment				X	X
Order and manage receipt of office equipment and supplies					X
Order and manage receipt of computers, software, etc.				X	X
Order and manage receipt of kitchen, recreational and other necessary equipment and supplies				X	X
O. Special Education					
Obtain any existing special education records, including IEPs, any entering students already have				X	X
Identify students requiring IEPs				X	X
Create SPED record-keeping process, records to be held in locked cabinet to ensure confidentiality			X	X	X
Hire full time special education staff, establish contract with outside special education provider, and/or enter into agreement with school				X	

district for appropriate SPED service delivery				
Develop a description of the school's special education program and service delivery approach for parents and external entities (e.g., PCSB)			X	
Establish pre-referral and referral process for students with special needs	X			X	

P. Personnel				
Finalize personnel policies, procedures & employee handbook		X	X		
Develop professional development plan for the year, including pre-opening training during the summer		X	X		
Advertise for staff openings, conduct interviews and hire staff	X	X	X	X	
Have employment contracts and acknowledgement of having read handbook signed by employees and on file	X			X	
Finalize salary scale/compensation plan		X			
Conduct background checks as required	X	X	X	X	X
Create personnel files	X	X	X	X	X
Assign classrooms and distribute curricular materials, furniture and supplies					X
Conduct employee orientation and pre-opening professional development activities			X	X	X
Establish staff evaluation policies and forms			X	X	X
Ensure staff is represented on Community Advisory Group			X	X	X
Distribute class lists and relevant student records to teachers					X

C. Operations Plan
    4. Implementation of the Charter
        b. Maintenance and Reporting of Academic and Non-Academic Performance Data

DC VOICE Empowerment PCS will have a robust student information system and data warehouse equipped with portals for administrators, teachers, parents, and students. The role-based security will allow only the designated user to view the data assigned to them. Our web-based solution will include real-time access to data and reports on attendance, grades, assessments, interventions, discipline and scheduling. Systems that we are considering include Go.edustar, Pearson PowerSchool, and Alpine Achievement. The Scantron Achievement Series is also being considered for its extensive benchmark and assessment capabilities. This system includes standards-based formative assessments and diagnostic testing needed to measure student growth and teacher-effectiveness. Before finalizing our selection of data systems we will ensure that our final choice can be aligned with and automatically populate corresponding data reporting systems to regulatory agencies, instructional leaders, and parents. Our data systems will be overseen, monitored and deployed by our Director of Data and Accountability.

Student growth and achievement on Common Core State Standards will be the driving force behind our grade-level and individual student instructional plans, teacher support and effectiveness evaluation. In an effort to maintain the validity and reliability of all student assessments administered to testing and non-testing subjects, the DC VOICE Empowerment Public Charter School will likely utilize Scantron's Achievement and Performances Series software programs. Content and Data Specialist will create test forms and items aligned to Common Core State Standards. Assessment validity and reliability standards are monitored through the software by the School Data and Accountabilty Director. This method of improved item selection from Scantron delivers more reliable and valid assessments as well as monitoring of student progress toward well-defined growth targets.

All students will be tested at the beginning of the year to assess baseline status in reading and math using the pre-built baseline assessments. In collaboration with grade level teachers and content specialist, student growth targets are developed based on baseline data collected. Instructional plans are created based on identified areas of strength and weaknesses. For tested subjects, weekly pre and post assessments as well and quarterly benchmark assessments will be administered and student progress toward individual/class goals will be closely monitored by the Director of Data and Accountability and disseminated to teachers, students and content specialist during data talks.

For non-tested subjects, quarterly benchmark will be administered and student progress toward individual/class goals are monitored by the Data Specialist and disseminated to teachers, students and content specialist during data talks. Student progress toward defined growth measures will be evaluated and instructional plans adjusted to accommodate the needs of the students.

Scantron's unique combination of online tools for standards-based formative assessment (Achievement Series®) and computer-adaptive diagnostic testing (Performance Series®) increases validity and reliability of assessments and data results. Student growth will be monitored through a comprehensive data system accessible to teachers, specialist, students, and administrators. This approach allows for accountability and progress tracking needed to measure both teacher effectiveness and student growth.

C. Operations Plan
      4. Implementation of the Charter
            c. Major Contracts Planned

DC VOICE Empowerment PCS intends to enter into the following contracts with organizations for services in which the value may equal or exceeding $25,000:

- Facilities lease
- Textbooks
- Classroom and Office furnishings
- Transportation lease
- Nursery Management
- Board School Management Agency
- Special Education/IEP Services

C. Operations Plan
  4. Implementation of the Charter
    d. Services Sought from the District of Columbia Public Schools

The DC VOICE Empowerment Public Charter School may avail itself of transportation services from the District of Columbia Public Schools.

D. Certifications

Assurances Form
(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*

2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*

2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*

3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*

4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*

5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*

6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*

7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.

8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.

10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.

11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted

E. Budget

E. Budget
    1. Budget Narrative

Pre-Opening (Planning Year) Assumptions

Revenues
- Federal Entitlements – The DC VOICE Empowerment Public Charter School has budgeted for $180,000 in Title V-b funding for the Planning & Program Design phase.
- Private Grants – In addition to federal entitlements, the school will apply for multiple funding opportunities. The school has budgeted $150,000 in private grants to supplement the federal entitlement funds for the planning year. Our budget projections do not include Walton Family Foundation funds since that is not secured, but we intend to apply upon approval from the Public Charter School Board.

Expenses

Personnel Salaries and Benefits
- Contracted Staff – During the Planning Year, all paid personnel will be paid as independent contractors. This includes a part-time Chief Executive Offer, Chief Administrative Officer and content-based consultants. Additional consultants may be contracted to provide professional development during the planning year.
- Staff Development Expenses – $8500 for local and out-of-state trainings and workshops, as well as travel and accommodations at such gatherings.

Direct Student Costs

- Textbooks – $5300 is budgeted for the procurement of teachers' textbooks and lesson planning guides.
- Other Instructional Materials - $7300 has been budgeted for software programs licenses, classroom displays, CTE tools and hardware, and science kits.

Occupancy Expenses
- Rent – School leadership operations will be based out of rented office space during the Planning Year. The total rent cost of $11,820 is based on a monthly rate of $985 per month.

Office Expenses
- Office Supplies and Materials – The school has budgeted $2500 for miscellaneous office supplies such as paper, printer toner, folders, etc to support the staff during the Planning Year.
- Telephone/Telecommunications – Covers a temporary landline phone for the school, cell phones and internet access.
- Legal, Accounting, and Payroll – These include service fees for accounting software, bookkeeping, grant management, financial statement preparation and analysis, as well as legal fees associated with the school's start up.
- Printing and Copying – For creation and publications of outreach materials and large office printing projects.
- Postage and Shipping – Primarily for the mailing and distribution of outreach and recruitment materials.

General Expenses
- Insurance – The school has budgeted $2500 for general liability insurance coverage.

The finance committee has developed the budget such that there is a 7% reserve savings at the end of the planning year.

Operating Year Assumptions

Revenues

Based on the projected student enrollment, the school projects the following revenue for instructional dollars, facilities allowance and federal entitlements.

5 Year Projection - Funding Summary

	Year 1 (FY15)	Year 2 (FY16)	Year 3 (FY17)	Year 4 (FY18)	Year 5 (FY19)
Total Student population	150	171	206	219	227
Total Instructional Dollars	$2,314,277	$3,515,880	$4,282,170	$4,722,353	$5,094,265
Total Facilities Allowance	$420,000	$478,800	$576,800	$ 613,200	$635,600
Total Federal Entitlements	$163,368	$186,240	$224,359	$224,359	$247,230
Total Budget	$2,897,645	$ 4,180,919	$ 5,083,329	$5,574,070	$5,977,096

- The school has budgeted a reimbursement rate of 65% from D.C. Medicaid for the Clinical Director and Special Education Teachers in Year 1 and Year 2, totaling $187,200 and $256,620 respectively.
- Private Grants and Donations: We expect to raise $150,000 in Year 1, primarily from private foundation grants as a result of the school's aggressive fund development plan.

Expenses

Personnel Salaries and Benefits
- Principal/ Executive Salaries: The beginning salary for the Principal and Chief Executive Officer is $120,000 each in Year 1. In Year 2, all returning personnel will receive a 3.5% cost of living salary increase.
- Teacher Salaries: In Year 1, 14 (6 for Lower School, 8 for Upper School) at $52,000.
- Teacher Aides/Assistance Salaries: 5 Teachers Aides (3 for Lower School, 2 for Upper School) at $30,000 annual salary.
- Other Educational Professionals: In Year 1, Chief Academic Officer at $120,000; Family Recruitment, Engagement and Retention Coordinator at $40,000; CTE Instructors at $26,000; Guidance Counselor at $50,000; Clinical Director at $80,000. In Year 2, Data and Accountability Officer at $120,000; Social Worker at $65,000; Director of Student Life at $80,000.

- Business/Operations Salaries: The Chief Operating Officer will start in Year 1 at $80,000. A Fund Development Director will be hired in Year 2 at $65,000.
- Custodial Salaries: Building Maintenance at $30,000 in Year 1.
- Other Staff Salaries: A Chef and Food Service Coordinator at $60,000 annual salary. Intake and School Security Guards will be contracted at $50,000 for 2 part-time security guards ($25,000 per guard).
- Employee Benefits: FICA taxes at 7.65% of total salaries. DC employment insurance at 2.9% of first
- Staff Development: $1000 per teacher and staff for professional development.

Direct Student Expenses
- Textbooks: $60/student in Year 1. Assumes a 25% annual replacement rate for Year 2.
- Student Supplies and Materials: Includes $250/student for school supplies and materials.
- Library and Media Center Materials: Assumes that the school will be a central media center with books, periodical subscriptions, digital encyclopedias and online materials at $10,000.
- Computers and Materials: The School budgets to procure 75 tablets for the online portion of the curriculum at $200 each for $15,000 and 20 computers for classrooms and the media center at $12,000.
- Other Instructional Materials: Two SMART Boards for $6000.
- Classroom Furnishings and Supplies: The school has budgeted $4000 per classroom for 12 classrooms for tables, chairs, cubbies, etc in Year 1.
- Student Assessment Materials: $100 per student for assessment software, student scantron sheets and machines, and hand-held quizzing tools.
- Miscellaneous Student Expense: Assumes the use of Go.edustar, Pearson PowerSchool, or Alpine Achievement for the student information system, which includes a one-time implementation cost of $3500 and $100 per teacher license. Field trips and school events were allotted $100 per student. Student recruiting and marketing was modeled at $25,000 in annual fixed cost.

Occupancy Expenses
- Rent: The school has budgeted $37,500 for the lease of the school building located at 6000 New Hampshire Avenue, NE.
- Building Maintenance and Repairs: $15,000 for building maintenance throughout the school year.

- Renovations/Leasehold Improvements: The school has identified a school building and has budgeted $75,000 for renovations and improvements in Year 2 and $125,000 in Year 2.
- Utilities: Budgeted at $25,000 per month for heating, cooling, electricity and water.
- Janitorial Supplies: Budgeted at $3600 for general janitorial supplies.

Office Expenses
- Office Supplies and Materials: $100 per student
- Office Furnishings and Materials: $2500 per office with five offices in Year 1 and an additional 4 offices in Year 2.
- Office Equipment rental and Maintenance: $12,000 for the procurement of a multifunctional copier machine.
- Telephone/Telecommunications: $1000 per month for landline phones, cell phone services, and Internet access.
- Legal, Accounting and Payroll Services: $3800 for Quickbooks accounting software and Paychex processing fees.
- Printing and Copying – $7000 for creation and publications of outreach materials and large office printing projects.
- Postage and Shipping – $5000 primarily for the mailing and distribution of outreach and recruitment materials

General Expenses
- Insurance - $2500 for civil and liability insurance in Year 1, and $27,000 for Year 2.
- Transportation – For the lease of two school vans at $24000 per year.
- Food Service –
- Administration Fee – Set by formula at 0.5% of local per-pupil funding.
- Other General Expenses: $500 for new staff recruitment. Flat $4000 for meals and entertainment.

In summary, our expenses average 55% for instruction, 15% for occupancy and 10% for administration, contingency and savings. These will also be our target proportions in the following years.

Budget Expenses

- Savings, 10%
- Contingency, 10%
- Administration, 10%
- Occupancy, 15%
- Instruction, 55%
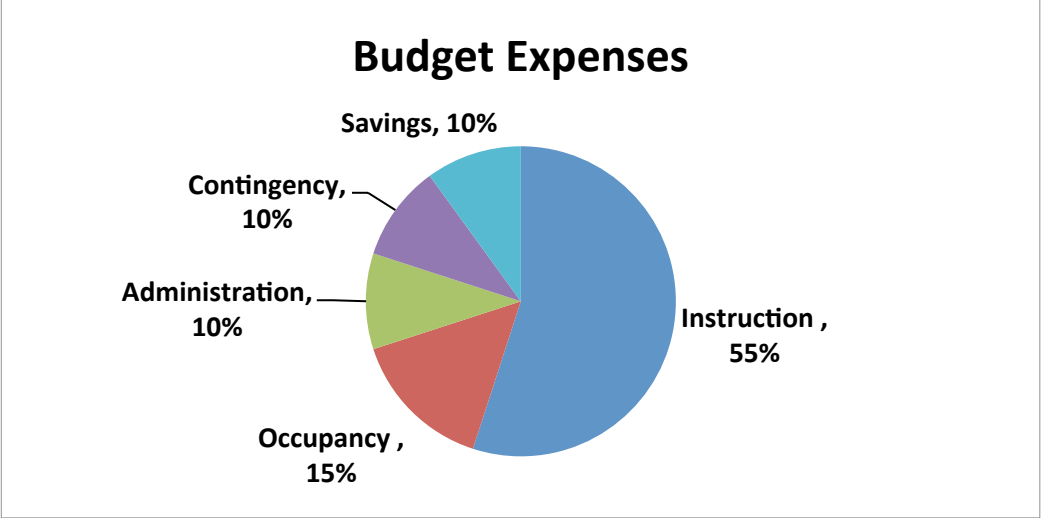
E. Budget

    2. Pre-opening Expenses

	DESCRIPTION	BUDGETED AMOUNTS	
	REVENUES		
1	Per Pupil Charter Payments	$ -	
2	Per Pupil Facilities Allowance	$ -	
3	Federal Entitlements	$ -	
4	Other Government Funding/Grants	$ 180,000.00	
5	**Total Public Funding**	$ 180,000.00	
6	Private Grants and Donations	$ 150,000.00	
7	Activity Fees		
8	Loans		
9	Other Income (please describe in footnote)		
10	**Total Non-Public Funding**	$ 150,000.00	
11	EMO Management Fee (= line 73, col. G)		
12			
13			
14	**TOTAL REVENUES**	$ 330,000.00	
	EXPENSES		
	Personnel Salaries and Benefits		
15	Principal/Executive Salary		
16	Teachers Salaries		
17	Teacher Aides/Assistance Salaries		
18	Other Education Professionals Salaries		
19	Business/Operations Salaries		
20	Clerical Salaries		
21	Custodial Salaries		
22	Other Staff Salaries		
23	Employee Benefits		
24	Contracted Staff	$ 236,500.00	
25	Staff Development Costs	$ 8,500.00	
26			

27	**Subtotal: Personnel Costs**	$	245,000.00
28			
29	*Direct Student Costs*		
30	Textbooks	$	5,350.00
31	Student Supplies and Materials		
32	Library and Media Center Materials		
33	Computers and Materials		
34	Other Instructional Equipment	$	7,300.00
35	Classroom Furnishings and Supplies		
36	Student Assessment Materials		
37	Contracted Student Services		
38	Miscellaneous Student Costs		
39			
40	**Subtotal: Direct Student Costs**	$	12,650.00
41			
42	*Occupancy Expenses*		
43	Rent	$	11,820.00
44	Mortgage Principal Payments		
45	Mortgage Interest Payments		
46	Building Maintenance and Repairs		
47	Renovation/Leasehold Improvements		
48	Utilities		
49	Janitorial Supplies		
50	Equipment Rental and Maintenance		
51	Contracted Building Services		
52			
53	**Subtotal: Occupancy Expenses**	$	11,820.00
54			
55	*Office Expenses*		
56	Office Supplies and Materials	$	2,500.00
57	Office Furnishings and Equipment		
58	Office Equipment Rental and Maintenance		
59	Telephone/Telecommunications	$	3,000.00
60	Legal, Accounting and Payroll Services	$	20,500.00
61	Printing and Copying	$	5,000.00
62	Postage and Shipping	$	2,500.00

63	Other		
64			
65	**Subtotal: Office Expenses**	$	33,500.00
66			
67	*General Expenses*		
68	Insurance	$	2,500.00
69	Interest Expense		
70	Transportation		
71	Food Service		
72	Administration Fee (to PCSB)		
73	EMO Management Fee		
74	Other General Expense		
75			
76	**Subtotal: General Expenses**	$	2,500.00
77			
78	**TOTAL EXPENSES**	$	305,470.00
79			
80	**EXCESS (OR DEFICIENCY)**	$	24,530.00

Description	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1 Cash on Hand (start of month)		$ 6,034.17	$ 661.06	$ 3,037.95	$ 5,664.85	$ 8,791.74	$ 19,868.64	$ 12,995.53	$ 22,872.42	$ 14,499.32	$ 4,626.21	$ 42,753.11	
2 Cash Receipts													
Per Pupil Charter Payments													
Federal Entitlements			$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00	$ 180,000.00
Grants and Donations	$ 15,000.00	$ 22,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 20,000.00		$ 20,000.00			$ 50,000.00		$ 157,000.00
Activities Fees													
Other Income													
3 Total Receipts	$ 15,000.00	$ 22,000.00	$ 28,000.00	$ 28,000.00	$ 28,000.00	$ 38,000.00	$ 18,000.00	$ 38,000.00	$ 18,000.00	$ 18,000.00	$ 68,000.00	$ 18,000.00	$ 322,000.00
4 Total Cash Available	$ 15,000.00	$ 28,034.17	$ 28,661.06	$ 31,037.95	$ 33,664.85	$ 46,791.74	$ 37,868.64	$ 50,995.53	$ 40,872.42	$ 32,499.32	$ 72,626.21	$ 60,753.11	$ 478,805.00
5 Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary													
Teachers Salaries													
Teacher Aides/Assistance Salaries													
Other Education Professionals Salaries													
Business/Operations Salaries													
Clerical Salaries													
Custodial Salaries													
Other Staff Salaries													
Employee Benefits													
Contracted Staff	$ 6,840.00	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 20,878.18	$ 236,500.00
Staff Development Costs		$ 700.00	$ 700.00	$ 700.00	$ 700.00	$ 700.00	$ 700.00	$ 700.00	$ 700.00	$ 1,000.00	$ 950.00	$ 950.00	$ 8,500.00
Subtotal: Personnel Costs	$ 6,840.00	$ 21,578.18	$ 21,578.18	$ 21,578.18	$ 21,578.18	$ 21,578.18	$ 21,578.18	$ 21,578.18	$ 21,578.18	$ 21,878.18	$ 21,828.18	$ 21,828.18	$ 245,000.00
Direct Student Costs													
Textbooks		$ 500.00		$ 500.00		$ 500.00		$ 750.00		$ 600.00	$ 1,500.00	$ 1,000.00	$ 5,350.00
Student Supplies and Materials													
Library and Media Center Materials													
Computers and Materials													
Other Instructional Equipment	$ 550.00		$ 750.00			$ 1,550.00		$ 750.00		$ 1,100.00	$ 1,500.00	$ 1,100.00	$ 7,300.00
Classroom Furnishings and Supplies													
Student Assessment Materials													
Contracted Student Services													
Miscellaneous Student Costs													
Subtotal: Direct Student Costs	$ 550.00	$ 500.00	$ 750.00	$ 500.00		$ 2,050.00		$ 1,500.00		$ 1,700.00	$ 3,000.00	$ 2,100.00	$ 12,650.00

Description	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Occupancy Expenses													
Rent	$ 492.50	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 11,820.00
Mortgage Principal Payments													
Mortgage Interest Payments													
Building Maintenance and Repairs													
Renovation/Leasehold Improvements													
Utilities													
Janitorial Supplies													
Equipment Rental and Maintenance													
Contracted Building Services													
Subtotal: Occupancy Expenses	$ 492.50	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 1,029.77	$ 11,820.00
Office Expenses													
Office Supplies and Materials	$ 104.17	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 217.80	$ 2,500.00
Office Furnishings and Equipment													
Office Equipment Rental and Maintenance													
Telephone/Telecommunications	$ 125.00	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 261.36	$ 3,000.00
Legal, Accounting and Payroll Services	$ 854.17	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 1,785.98	$ 20,500.00
Printing and Copying								$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 5,000.00
Postage and Shipping								$ 750.00	$ 500.00		$ 750.00	$ 500.00	$ 2,500.00
Other													
Subtotal: Office Expenses	$ 1,083.33	$ 2,265.15	$ 2,265.15	$ 2,265.15	$ 2,265.15	$ 2,265.15	$ 2,265.15	$ 4,015.15	$ 3,765.15	$ 3,265.15	$ 4,015.15	$ 3,765.15	$ 33,500.00
General Expenses													
Insurance		$ 2,500.00											$ 2,500.00
Interest Expense													
Transportation													
Food Service													
Administration Fee (to PCSB)													
EMO Management Fee													
Other General Expense													
Subtotal: General Expenses		$ 2,500.00											
6 **Total Expenses**	$ 8,965.83	$ 27,373.11	$ 25,623.11	$ 25,373.11	$ 24,873.11	$ 26,923.11	$ 24,873.11	$ 28,123.11	$ 26,373.11	$ 27,873.11	$ 29,873.11	$ 28,723.11	$ 305,470.00
7 **Fund Balance (end of month)**	$ 6,034.17	$ 661.06	$ 3,037.95	$ 5,664.85	$ 8,791.74	$ 19,868.64	$ 12,995.53	$ 22,872.42	$ 14,499.32	$ 4,626.21	$ 42,753.11	$ 32,030.00	

	DESCRIPTION		BUDGETED AMOUNTS		
			Column A	Column B	Column C	Column D
	REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments		$ 2,314,277		$ 2,314,277	
2	Per Pupil Facilities Allowance		$ 420,000		$ 420,000	
3	Federal Entitlements		$ 570,505		$ 570,505	
4	Other Government Funding/Grants		$ 187,200		$ 187,200	
5	**Total Public Funding**		$ 3,491,982	$ -	$ 3,491,982	
6	Private Grants and Donations		$ 150,000		$ 150,000	
7	Activity Fees				$ -	
8	Loans				$ -	
9	Other Income (please describe in footnote)				$ -	
10	**Total Non-Public Funding**		$ 150,000	$ -	$ 150,000	
11	EMO Management Fee (= line 73, col. G)				$ -	
12						
13						
14	**TOTAL REVENUES**		$ 3,791,982			
	EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits					
15	Principal/Executive Salary		$ 240,000		$ 240,000	7%
16	Teachers Salaries		$ 728,000		$ 728,000	21%
17	Teacher Aides/Assistance Salaries		$ 150,000		$ 150,000	4%
18	Other Education Professionals Salaries		$ 342,000		$ 342,000	10%
19	Business/Operations Salaries		$ 80,000		$ 80,000	2%
20	Clerical Salaries				$ -	0%
21	Custodial Salaries		$ 30,000		$ 30,000	1%
22	Other Staff Salaries		$ 110,000		$ 110,000	3%
23	Employee Benefits		$ 168,000		$ 168,000	5%
24	Contracted Staff				$ -	
25	Staff Development Costs		$ 20,000		$ 20,000	1%
26					$ -	
27	**Subtotal: Personnel Costs**		$ 1,868,000	$0.00	$ 1,868,000	53%
28						
29	*Direct Student Costs*					
30	Textbooks		$ 9,000		$ 9,000	0%
31	Student Supplies and Materials		$ 37,500		$ 37,500	1%
32	Library and Media Center Materials		$ 10,000		$ 10,000	0%
33	Computers and Materials		$ 38,500		$ 38,500	1%
34	Other Instructional Equipment		$ 6,000		$ 6,000	0%
35	Classroom Furnishings and Supplies		$ 48,000		$ 48,000	1%
36	Student Assessment Materials		$ 15,000		$ 15,000	0%
37	Contracted Student Services		$ -		$ -	0%
38	Miscellaneous Student Costs		$ 44,300		$ 44,300	1%
39						
40	**Subtotal: Direct Student Costs**		$ 208,300	$ -	$ 208,300	6%
41						
42	*Occupancy Expenses*					
43	Rent		$ 450,000		$ 450,000	13%
44	Mortgage Principal Payments				$ -	0%
45	Mortgage Interest Payments				$ -	0%
46	Building Maintenance and Repairs		$ 15,000		$ 15,000	0%
47	Renovation/Leasehold Improvements		$ 75,000		$ 75,000	2%
48	Utilities		$ 300,000		$ 300,000	9%
49	Janitorial Supplies		$ 3,600		$ 3,600	0%
50	Equipment Rental and Maintenance				$ -	0%
51	Contracted Building Services				$ -	0%
52						
53	**Subtotal: Occupancy Expenses**		$ 843,600	$ -	$ 843,600	24%
54						
55	*Office Expenses*					
56	Office Supplies and Materials		$ 15,000		$ 15,000	0%
57	Office Furnishings and Equipment		$ 12,500		$ 12,500	0%
58	Office Equipment Rental and Maintenance		$ 12,000		$ 12,000	0%
59	Telephone/Telecommunications		$ 12,000		$ 12,000	0%

60	Legal, Accounting and Payroll Services	$	3,800			$	3,800	0%
61	Printing and Copying	$	7,000			$	7,000	0%
62	Postage and Shipping	$	5,000			$	5,000	0%
63	Other					$	-	0%
64								
65	**Subtotal: Office Expenses**	$	67,300	$	-	$	67,300	2%
66								
67	*General Expenses*							
68	Insurance	$	25,000			$	25,000	1%
69	Interest Expense					$	-	0%
70	Transportation	$	24,000			$	24,000	1%
71	Food Service	$	147,137			$	147,137	4%
72	Administration Fee (to PCSB)	$	13,671			$	13,671	0%
73	EMO Management Fee					$	-	0%
74	Other General Expense	$	4,500			$	4,500	0%
75								
76	**Subtotal: General Expenses**	$	214,308	$	-	$	214,308	6%
77								
78	**TOTAL EXPENSES**	$	3,201,508	$	-	$	3,201,508	92%
79								
80	**EXCESS (OR DEFICIENCY)**							
81	Excess (or deficit) retained by school	$	590,474					
82	Excess (or deficit) retained by EMO			$	-			
	ASSUMPTIONS							
	Student Enrollment		150					
	Facility Size (square footage)		15000					
	Average Teacher Salary	$	52,000					
	Student/Teacher Ratio		13/1					
	Other Major Assumptions							
	NOTES:							

Description	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1 Cash on Hand (start of month)	32,030.00	400,654.60	243,014.06	(14,085.94)	421,545.31	295,620.65	66,353.98	496,823.29	373,398.62	141,631.96	595,934.60	470,009.93	470,009.93
2 Cash Receipts													
Per Pupil Charter Payments	578,569.31			578,569.31			578,569.31			578,569.31			2,314,277.24
Per Pupil Facilities Allowance	105,000.00			105,000.00			105,000.00			105,000.00			420,000.00
Federal Entitlements		142,626.13			105,842.00			105,842.00			105,842.00		460,152.13
Grants and Donations	12,500.00	12,500.00	25,000.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	162,500.00
Activities Fees													-
Other Income													-
3 Total Receipts	696,069.31	155,126.13	25,000.00	696,069.31	118,342.00	12,500.00	696,069.31	118,342.00	12,500.00	696,069.31	118,342.00	12,500.00	
4 Total Cash Available	728,099.31	555,780.73	268,014.06	681,983.37	539,887.31	308,120.65	762,423.29	615,165.29	385,898.62	837,701.27	714,276.60	482,509.93	
5 Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	240,000.00
Teachers Salaries	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	60,666.67	728,000.00
Teacher Aides/Assistance Salaries	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	150,000.00
Other Education Professionals Salaries	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	28,500.00	342,000.00
Business/Operations Salaries	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	80,000.00
Clerical Salaries													-
Custodial Salaries	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	30,000.00
Other Staff Salaries	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	110,000.00
Employee Benefits	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	168,000.00
Contracted Staff													-
Staff Development Costs	1,666.67	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	1,333.33	16,333.33
Subtotal: Personnel Costs	155,666.67	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	155,333.33	1,864,333.33
Direct Student Costs													
Textbooks	4,500.00	4,000.00					500.00						9,000.00
Student Supplies and Materials	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	3,125.00	37,500.00
Library and Media Center Materials	5,000.00			5,000.00									10,000.00
Computers and Materials	12,833.33		12,833.33				12,833.33						38,500.00
Other Instructional Equipment		6,000.00											6,000.00
Classroom Furnishings and Supplies	20,000.00	20,000.00					8,000.00						48,000.00
Student Assessment Materials		15,000.00											15,000.00
Contracted Student Services													15,000.00
Miscellaneous Student Costs	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	3,691.67	44,300.00
Subtotal: Direct Student Costs	49,150.00	51,816.67	19,650.00	11,816.67	6,816.67	6,816.67	28,150.00	6,816.67	6,816.67	6,816.67	6,816.67	6,816.67	208,300.00
Occupancy Expenses													
Rent	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	37,500.00	450,000.00
Mortgage Principal Payments													-
Mortgage Interest Payments													-
Building Maintenance and Repairs	2,500.00		2,500.00		2,500.00		2,500.00		2,500.00		2,500.00		15,000.00
Renovation/Leasehold Improvements	30,000.00	20,000.00	25,000.00										75,000.00
Utilities	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	300,000.00
Janitorial Supplies	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	3,600.00
Equipment Rental and Maintenance													-
Contracted Building Services													-
Subtotal: Occupancy Expenses	95,300.00	82,800.00	90,300.00	62,800.00	65,300.00	62,800.00	65,300.00	62,800.00	65,300.00	62,800.00	65,300.00	62,800.00	843,600.00

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Annual
Office Expenses													
Office Supplies and Materials	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	15,000.00
Office Furnishings and Equipment	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	1,041.67	12,500.00
Office Equipment Rental and Maintenance	6,000.00	6,000.00											12,000.00
Telephone/Telecommunications	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	12,000.00
Legal, Accounting and Payroll Services	316.67	316.67	316.67	316.67	316.67	316.67	316.67	316.67	316.67	316.67	316.67	316.67	3,800.00
Printing and Copying	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	7,000.00
Postage and Shipping	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	416.67	5,000.00
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal: Office Expenses	**10,608.33**	**10,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**4,608.33**	**67,300.00**
General Expenses													
Insurance	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000.00
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	24,000.00
Food Service	12,261.38	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	7,750.00	97,511.38
Administration Fee (to PCSB)			13,671.39										13,671.39
EMO Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	4,500.00
Subtotal: General Expenses	**16,719.71**	**12,208.33**	**25,879.72**	**12,208.33**	**12,208.33**	**12,208.33**	**12,208.33**	**12,208.33**	**12,208.33**	**12,208.33**	**12,208.33**	**12,208.33**	**164,682.76**
6 Total Expenses	**327,444.71**	**312,766.67**	**282,100.00**	**260,438.05**	**244,266.67**	**241,766.67**	**265,600.00**	**241,766.67**	**244,266.67**	**241,766.67**	**244,266.67**	**241,766.67**	**3,148,216.09**
7 Fund Balance (end of month)	**400,654.60**	**243,014.06**	**(14,085.94)**	**421,545.31**	**295,620.65**	**66,353.98**	**496,823.29**	**373,398.62**	**141,631.96**	**595,934.60**	**470,009.93**	**240,743.27**	**240,743.27**

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1 Per Pupil Charter Payments	$3,515,879.54		$ 3,515,880	
2 Per Pupil Facilities Allowance	$478,800.00		$ 478,800	
3 Federal Entitlements	$632,894.52		$ 632,895	
4 Other Government Funding/Grants	$ 256,620		$ 256,620	
5 **Total Public Funding**	$ 4,884,194	$ -	$ 4,884,194	
6 Private Grants and Donations	$ 150,000		$ 150,000	
7 Activity Fees			$ -	
8 Loans			$ -	
9 Other Income (please describe in footnote)			$ -	
10 **Total Non-Public Funding**	$ 150,000	$ -	$ 150,000	
11 EMO Management Fee (= line 73, col. G)			$ -	
12				
13				
14 **TOTAL REVENUES**	$ 5,184,194	$ -		

	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
15 Principal/Executive Salary	$ 248,400		$ 248,400	5%
16 Teachers Salaries	$ 968,760		$ 968,760	20%
17 Teacher Aides/Assistance Salaries	$ 248,400		$ 248,400	5%
18 Other Education Professionals Salaries	$ 738,970		$ 738,970	15%
19 Business/Operations Salaries	$ 120,000		$ 120,000	2%
20 Clerical Salaries	$ 40,000		$ 40,000	1%
21 Custodial Salaries	$ 36,000		$ 36,000	1%
22 Other Staff Salaries	$ 178,800		$ 178,800	4%
23 Employee Benefits	$ 257,933		$ 257,933	5%
24 Contracted Staff	$ 40,000		$ 40,000	
25 Staff Development Costs	$ 20,000		$ 20,000	0%
26			$ -	
27 **Subtotal: Personnel Costs**	$ 2,897,263	$0.00	$ 2,897,263	59%
28				
29 *Direct Student Costs*				
30 Textbooks	$ 12,510		$ 12,510	0%
31 Student Supplies and Materials	$ 42,750		$ 42,750	1%
32 Library and Media Center Materials	$ 8,000		$ 8,000	0%
33 Computers and Materials	$ 10,000		$ 10,000	0%
34 Other Instructional Equipment	$ 3,000		$ 3,000	0%
35 Classroom Furnishings and Supplies	$ 16,000		$ 16,000	0%
36 Student Assessment Materials	$ 17,100		$ 17,100	0%
37 Contracted Student Services			$ -	0%
38 Miscellaneous Student Costs	$ 42,100		$ 42,100	1%
39				
40 **Subtotal: Direct Student Costs**	$ 151,460	$ -	$ 151,460	3%
41				

42	*Occupancy Expenses*					
43	Rent	$	450,000		$	450,000	9%
44	Mortgage Principal Payments				$	-	0%
45	Mortgage Interest Payments				$	-	0%
46	Building Maintenance and Repairs	$	18,000		$	18,000	0%
47	Renovation/Leasehold Improvements	$	75,000		$	75,000	2%
48	Utilities	$	300,000		$	300,000	6%
49	Janitorial Supplies	$	4,200		$	4,200	0%
50	Equipment Rental and Maintenance	$	5,000		$	5,000	0%
51	Contracted Building Services				$	-	0%
52							
53	**Subtotal: Occupancy Expenses**	$	852,200	$ -	$	852,200	17%
54							
55	*Office Expenses*					
56	Office Supplies and Materials	$	17,100		$	17,100	0%
57	Office Furnishings and Equipment	$	10,000		$	10,000	0%
58	Office Equipment Rental and Maintenanc	$	12,000		$	12,000	0%
59	Telephone/Telecommunications	$	12,500		$	12,500	0%
60	Legal, Accounting and Payroll Services	$	4,400		$	4,400	0%
61	Printing and Copying	$	9,000		$	9,000	0%
62	Postage and Shipping	$	7,000		$	7,000	0%
63	Other				$	-	0%
64							
65	**Subtotal: Office Expenses**	$	72,000	$ -	$	72,000	1%
66							
67	*General Expenses*					
68	Insurance	$	27,000		$	27,000	1%
69	Interest Expense				$	-	0%
70	Transportation	$	25,500		$	25,500	1%
71	Food Service	$	186,655		$	186,655	4%
72	Administration Fee (to PCSB)		$19,973.40		$	19,973	0%
73	EMO Management Fee				$	-	0%
74	Other General Expense	$	6,000		$	6,000	0%
75							
76	**Subtotal: General Expenses**	$	265,128	$ -	$	265,128	5%
77							
78	**TOTAL EXPENSES**	$	4,238,051	$ -	$	4,238,051	87%
79							
80	**EXCESS (OR DEFICIENCY)**						
81	Excess (or deficit) retained by school	$	946,143				
82	Excess (or deficit) retained by EMO			$ -			

ASSUMPTIONS		
Student Enrollment		171
Facility Size (square footage)	$	17,100
Average Teacher Salary	$	53,820
Student/Teacher Ratio		13/1
Other Major Assumptions		

NOTES:

District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2015 BUDGET

Foundation level per pupil	**$ 9,124**	
Non-Residential Facilities Allotment:	**$ 2,800**	
Residential Facilities Allotment:	**$ 8,395**	

Grade Level	Weighting	Total Proposed Enrollment	Total Enrollment	Per Pupil Allocation		Total Dollars
Pre-School	1.34	24	24	$ 12,226	$	293,425
Pre-Kindergarten (Pre-K)	1.30	24	24	$ 11,861	$	284,666
Kindergarten	1.30	0	0	$ 11,861	$	-
Grades 1	1.00	0	0	$ 9,124	$	-
Grades 2	1.00	0	0	$ 9,124	$	-
Grades 3	1.00	0	0	$ 9,124	$	-
Grades 4	1.00	0	0	$ 9,124	$	-
Grades 5	1.00	0	0	$ 9,124	$	-
Ungraded ES	1.00		0	$ 9,124	$	-
Grades 6	1.03	0	0	$ 9,398	$	-
Grades 7	1.03	0	0	$ 9,398	$	-
Grades 8	1.03	0	0	$ 9,398	$	-
Ungraded MS/ JHS	1.03	0	0	$ 9,398	$	-
Grades 9	1.16	18	18	$ 10,584	$	190,507
Grades 10	1.16	18	18	$ 10,584	$	190,507
Grades 11	1.16	18	18	$ 10,584	$	190,507
Grades 12	1.16	18	18	$ 10,584	$	190,507
Ungraded SHS	1.16	18	18	$ 10,584	$	190,507
Alternative	1.17	0	0	$ 10,675	$	-
Special Ed Schools	1.17	0	0	$ 10,675	$	-
Adult	0.75	12	12	$ 6,843	$	82,115
SubtotalGeneral Education		**150**	**150**		**$**	**1,612,741**
Special Education						
Level 1	0.58	9	9	$ 5,292	$	47,627
Level 2	0.81	9	9	$ 7,390	$	66,513
Level 3	1.58	6	6	$ 14,416	$	86,495
Level 4	3.10	6	6	$ 28,284	$	169,705
Special Education Capacity	0.40	30	30	$ 3,650	$	109,487
Subtotal for Special Ed		**30**	**30**		**$**	**479,826**
Blackman Jones Compliance	0.07	30	30	$ 639	$	19,160
Attorney's Fees Supplement	0.09	30	30	$ 821	$	24,635
Subtotal Special Ed Compliance				$ 1,460	$	43,795
English as a Second Language						
LEP/NEP	0.45	15	15	$ 4,106	**$**	**61,586**
Special Education-Residential						
Level 1 Residential	0.374	0	0	$ 3,412	$	-
Level 2 Residential	1.360	0	0	$ 12,409	$	-
Level 3 Residential	2.941	0	0	$ 26,833	$	-
Level 4 Residential	2.924	0	0	$ 26,678	$	-

Level 5 Residential	9.40	0	0	$ 85,765	$	-
Subtotal for Special Ed Residential		**0**	**0**		**$**	**-**
Unidentified SPED allowance					**$**	**-**

English as a Second Language Residential

LEP/NEP Residential	0.68	**0**	**0**	$ 6,204	**$**	**-**

Residential

Residential	1.70	**0**	**0**	$ 15,511	**$**	**-**

Summer School	0.17	75	75	$ 1,551	**$**	**116,330**
Extended School Year allowance						

Total FY 2015 Instructional Dollars			**$**	**2,314,277**

Facilities Allowance

Non-Residential Facilities Allotment	**150**	**150**	$ 2,800	**$**	**420,000**
Residential Facilities Allotment	0	**0**	$ 8,395	**$**	**-**
	Total FY 2015 Facilities Allowance			**$**	**420,000**

Federal Entitlements (added to spreadsheet)

Title I	*150*		*$ 932.48*	*$*	*139,872*
Title II	*150*		*$ 156.64*	*$*	*23,496*
	Total Federal Entitlements		**$**	**163,368**

Total FY 2015 Budget	**$**	**2,897,645**

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District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2016 BUDGET

Foundation level per pupil		$ 9,124			
Non-Residential Facilities Allotme		$ 2,800			
Residential Facilities Allotment:		$ 8,395			

Grade Level	Weighting	Total Proposed Enrollment	Total Enrollment	Per Pupil Allocation	Total Dollars
Pre-School	1.34	32	32	$ 12,226	$ 391,233
Pre-Kindergarten (Pre-K	1.30	32	32	$ 11,861	$ 379,554
Kindergarten	1.30	0	0	$ 11,861	$ -
Grades 1	1.00	0	0	$ 9,124	$ -
Grades 2	1.00	0	0	$ 9,124	$ -
Grades 3	1.00	0	0	$ 9,124	$ -
Grades 4	1.00	0	0	$ 9,124	$ -
Grades 5	1.00	0	0	$ 9,124	$ -
Ungraded ES	1.00		0	$ 9,124	$ -
Grades 6	1.03	0	0	$ 9,398	$ -
Grades 7	1.03	0	0	$ 9,398	$ -
Grades 8	1.03	0	0	$ 9,398	$ -
Ungraded MS/ JHS	1.03	0	0	$ 9,398	$ -
Grades 9	1.16	18	18	$ 10,584	$ 190,507
Grades 10	1.16	18	18	$ 10,584	$ 190,507
Grades 11	1.16	18	18	$ 10,584	$ 190,507
Grades 12	1.16	18	18	$ 10,584	$ 190,507
Ungraded SHS	1.16	25	25	$ 10,584	$ 264,593
Alternative	1.17	0	0	$ 10,675	$ -
Special Ed Schools	1.17	0	0	$ 10,675	$ -
Adult	0.75	10	10	$ 6,843	$ 68,429
SubtotalGeneral Education		**171**	**171**		**$ 1,865,838**
Special Education					
Level 1	0.58	10	10.26	$ 5,292	$ 54,295
Level 2	0.81	10	10.26	$ 7,390	$ 75,825
Level 3	1.58	7	6.84	$ 14,416	$ 98,604
Level 4	3.10	7	6.84	$ 28,284	$ 193,463
Special Education Cap	0.40	34	34.2	$ 3,650	$ 124,815
Subtotal for Special Ed		**34**	**34.2**		**$ 547,002**
Blackman Jones Comp	0.07	34	34.2	$ 639	$ 21,843
Attorney's Fees Supple	0.09	34	34.2	$ 821	$ 28,083
Subtotal Special Ed Compliance				$ 1,460	$ 49,926
English as a Second Language					
LEP/NEP	0.45	18	18	$ 4,106	**$ 73,904**
Special Education-Residential					
Level 1 Residential	0.374	5	5.13	$ 3,412	$ 17,505
Level 2 Residential	1.360	5	5.13	$ 12,409	$ 63,656
Level 3 Residential	2.941	3	3.42	$ 26,833	$ 91,770
Level 4 Residential	2.924	3	3.42	$ 26,678	$ 91,240

Level 5 Residential	9.40	0	0	$ 85,765	$	-
Subtotal for Special Ed Residential		**17**	**17.1**		**$**	**264,171**
Unidentified SPED allowance					**$**	**-**

English as a Second Language Residential

LEP/NEP Residential	0.68	**9**	**9**	$ 6,204	**$**	**55,838**

Residential

Residential	1.70	**35**	**35**	$ 15,511	**$**	**542,872**

Summer School	0.17	75	75	$ 1,551	**$**	**116,330**
Extended School Year allowance						

Total FY 2015 Instructional Dollars	**$ 3,515,880**

Facilities Allowance

Non-Residential Facilities Allotment	**171**	**171**	$ 2,800	**$**	**478,800**
Residential Facilities Allotment	35	**35**	$ 8,395	**$**	**293,825**
		Total FY 2015 Facilities Allowance		**$**	**478,800**

Federal Entitlements (added to spreadsheet)

Title I	*171*		*$ 932.48*	*$*	*159,454*
Title II	*171*		*$ 156.64*	*$*	*26,785*
		Total Federal Entitlements		**$**	**186,240**

Total FY 2015 Budget	**$ 4,180,919**

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District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2017 BUDGET

Foundation level per pupil	$	9,124
Non-Residential Facilities Allotme	$	2,800
Residential Facilities Allotment:	$	8,395

Grade Level	Weighting	Total Proposed Enrollment	Total Enrollment	Per Pupil Allocation	Total Dollars
Pre-School	1.34	40	40	$ 12,226	$ 489,041
Pre-Kindergarten (Pre-K	1.30	40	40	$ 11,861	$ 474,443
Kindergarten	1.30	0	0	$ 11,861	$ -
Grades 1	1.00	0	0	$ 9,124	$ -
Grades 2	1.00	0	0	$ 9,124	$ -
Grades 3	1.00	0	0	$ 9,124	$ -
Grades 4	1.00	0	0	$ 9,124	$ -
Grades 5	1.00	0	0	$ 9,124	$ -
Ungraded ES	1.00		0	$ 9,124	$ -
Grades 6	1.03	0	0	$ 9,398	$ -
Grades 7	1.03	0	0	$ 9,398	$ -
Grades 8	1.03	0	0	$ 9,398	$ -
Ungraded MS/ JHS	1.03	0	0	$ 9,398	$ -
Grades 9	1.16	26	26	$ 10,584	$ 275,177
Grades 10	1.16	26	26	$ 10,584	$ 275,177
Grades 11	1.16	26	26	$ 10,584	$ 275,177
Grades 12	1.16	25	25	$ 10,584	$ 264,593
Ungraded SHS	1.16	50	50	$ 10,584	$ 529,186
Alternative	1.17	0	0	$ 10,675	$ -
Special Ed Schools	1.17	0	0	$ 10,675	$ -
Adult	0.75	23	23	$ 6,843	$ 157,387
SubtotalGeneral Education		**256**	**256**		**$ 2,740,181**
Special Education					
Level 1	0.58	15	15.36	$ 5,292	$ 81,283
Level 2	0.81	15	15.36	$ 7,390	$ 113,516
Level 3	1.58	10	10.24	$ 14,416	$ 147,617
Level 4	3.10	10	10.24	$ 28,284	$ 289,629
Special Education Cap	0.40	51	51.2	$ 3,650	$ 186,857
Subtotal for Special Ed		**51**	**51.2**		**$ 818,903**
Blackman Jones Comp	0.07	51	51.2	$ 639	$ 32,700
Attorney's Fees Supple	0.09	51	51.2	$ 821	$ 42,043
Subtotal Special Ed Compliance				$ 1,460	$ 74,743
English as a Second Language					
LEP/NEP	0.45	26	26	$ 4,106	**$ 106,750**
Special Education-Residential					
Level 1 Residential	0.374	8	7.68	$ 3,412	$ 26,207
Level 2 Residential	1.360	8	7.68	$ 12,409	$ 95,297
Level 3 Residential	2.941	5	5.12	$ 26,833	$ 137,387
Level 4 Residential	2.924	5	5.12	$ 26,678	$ 136,593

Level 5 Residential	9.40	0	0	$ 85,765	$	-
Subtotal for Special Ed Residential		**26**	**25.6**		**$**	**395,484**
Unidentified SPED allowance					**$**	**-**

English as a Second Language Residential

LEP/NEP Residential	0.68	**13**	**13**	$ 6,204	**$**	**80,655**

Residential

Residential	1.70	**45**	**45**	$ 15,511	**$**	**697,978**

Summer School	0.17	109	109	$ 1,551	**$**	**169,066**
Extended School Year allowance						

Total FY 2015 Instructional Dollars		**$ 5,083,760**

Facilities Allowance

Non-Residential Facilities Allotment	**256**	**256**	$ 2,800	**$**	**716,800**
Residential Facilities Allotment	45	**45**	$ 8,395	**$**	**377,775**
Total FY 2015 Facilities Allowance				**$**	**716,800**

Federal Entitlements (added to spreadsheet)

Title I	**256**		*$ 932.48*	*$* *238,715*
Title II	**256**		*$ 156.64*	*$* *40,100*
Total Federal Entitlements			**$**	**278,815**

Total FY 2015 Budget	**$ 6,079,374**

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District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2017 BUDGET

Foundation level per pupil	$	9,124
Non-Residential Facilities Allotme	$	2,800
Residential Facilities Allotment:	$	8,395

Grade Level	Weighting	Total Proposed Enrollment	Total Enrollment	Per Pupil Allocation	Total Dollars
Pre-School	1.34	40	40	$ 12,226	$ 489,041
Pre-Kindergarten (Pre-K	1.30	42	42	$ 11,861	$ 498,165
Kindergarten	1.30	0	0	$ 11,861	$ -
Grades 1	1.00	0	0	$ 9,124	$ -
Grades 2	1.00	0	0	$ 9,124	$ -
Grades 3	1.00	0	0	$ 9,124	$ -
Grades 4	1.00	0	0	$ 9,124	$ -
Grades 5	1.00	0	0	$ 9,124	$ -
Ungraded ES	1.00		0	$ 9,124	$ -
Grades 6	1.03	0	0	$ 9,398	$ -
Grades 7	1.03	0	0	$ 9,398	$ -
Grades 8	1.03	0	0	$ 9,398	$ -
Ungraded MS/ JHS	1.03	0	0	$ 9,398	$ -
Grades 9	1.16	36	36	$ 10,584	$ 381,014
Grades 10	1.16	33	33	$ 10,584	$ 349,263
Grades 11	1.16	33	33	$ 10,584	$ 349,263
Grades 12	1.16	32	32	$ 10,584	$ 338,679
Ungraded SHS	1.16	65	65	$ 10,584	$ 687,942
Alternative	1.17	0	0	$ 10,675	$ -
Special Ed Schools	1.17	0	0	$ 10,675	$ -
Adult	0.75	25	25	$ 6,843	$ 171,073
SubtotalGeneral Education		**306**	**306**		**$ 3,264,440**
Special Education					
Level 1	0.58	18	18.36	$ 5,292	$ 97,159
Level 2	0.81	18	18.36	$ 7,390	$ 135,687
Level 3	1.58	12	12.24	$ 14,416	$ 176,449
Level 4	3.10	12	12.24	$ 28,284	$ 346,197
Special Education Cap	0.40	61	61.2	$ 3,650	$ 223,353
Subtotal for Special Ed		**61**	**61.2**		**$ 978,845**
Blackman Jones Comp	0.07	61	61.2	$ 639	$ 39,087
Attorney's Fees Supple	0.09	61	61.2	$ 821	$ 50,254
Subtotal Special Ed Compliance				$ 1,460	$ 89,341
English as a Second Language					
LEP/NEP	0.45	31	31	$ 4,106	**$ 127,278**
Special Education-Residential					
Level 1 Residential	0.374	9	9.18	$ 3,412	$ 31,325
Level 2 Residential	1.360	9	9.18	$ 12,409	$ 113,910
Level 3 Residential	2.941	6	6.12	$ 26,833	$ 164,220
Level 4 Residential	2.924	6	6.12	$ 26,678	$ 163,271

Level 5 Residential	9.40	0		0	$ 85,765	$	-
Subtotal for Special Ed Residential		**31**		**30.6**		**$**	**472,727**

Unidentified SPED allowance   **$**   **-**

English as a Second Language Residential

LEP/NEP Residential	0.68	**31**		**31**	$ 6,204	**$**	**192,332**

Residential

Residential	1.70	**55**		**55**	$ 15,511	**$**	**853,085**
Summer School	0.17	132		132	$ 1,551	**$**	**204,740**

Extended School Year allowance

Total FY 2015 Instructional Dollars   **$ 6,182,788**

Facilities Allowance

Non-Residential Facilities Allotment	**306**	**306**	$ 2,800	**$**	**856,800**
Residential Facilities Allotment	55	55	$ 8,395	**$**	**461,725**
		Total FY 2015 Facilities Allowance		**$**	**856,800**

Federal Entitlements (added to spreadsheet)

Title I	*306*	*$ 932.48*	*$*	*285,339*
Title II	*306*	*$ 156.64*	*$*	*47,932*
	Total Federal Entitlements		**$**	**333,271**

Total FY 2015 Budget   **$ 7,372,859**

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District of Columbia Public Charter Schools (GC0)
Per Pupil Funding Analysis (D.C. Act 12-494)
FY 2019 BUDGET

Foundation level per pupil	**$ 9,124**	
Non-Residential Facilities Allotme	**$ 2,800**	
Residential Facilities Allotment:	**$ 8,395**	

Grade Level	Weighting	Total Proposed Enrollment	Total Enrollment	Per Pupil Allocation	Total Dollars
Pre-School	1.34	40	40	$ 12,226	$ 489,041
Pre-Kindergarten (Pre-K	1.30	40	40	$ 11,861	$ 474,443
Kindergarten	1.30	0	0	$ 11,861	$ -
Grades 1	1.00	0	0	$ 9,124	$ -
Grades 2	1.00	0	0	$ 9,124	$ -
Grades 3	1.00	0	0	$ 9,124	$ -
Grades 4	1.00	0	0	$ 9,124	$ -
Grades 5	1.00	0	0	$ 9,124	$ -
Ungraded ES	1.00		0	$ 9,124	$ -
Grades 6	1.03	0	0	$ 9,398	$ -
Grades 7	1.03	0	0	$ 9,398	$ -
Grades 8	1.03	0	0	$ 9,398	$ -
Ungraded MS/ JHS	1.03	0	0	$ 9,398	$ -
Grades 9	1.16	42	42	$ 10,584	$ 444,516
Grades 10	1.16	42	42	$ 10,584	$ 444,516
Grades 11	1.16	42	42	$ 10,584	$ 444,516
Grades 12	1.16	42	42	$ 10,584	$ 444,516
Ungraded SHS	1.16	76	76	$ 10,584	$ 804,363
Alternative	1.17	0	0	$ 10,675	$ -
Special Ed Schools	1.17	0	0	$ 10,675	$ -
Adult	0.75	31	31	$ 6,843	$ 212,131
SubtotalGeneral Education		**355**	**355**		**$ 3,758,043**
Special Education					
Level 1	0.58	21	21.3	$ 5,292	$ 112,717
Level 2	0.81	21	21.3	$ 7,390	$ 157,415
Level 3	1.58	14	14.2	$ 14,416	$ 204,704
Level 4	3.10	14	14.2	$ 28,284	$ 401,634
Special Education Cap	0.40	71	71	$ 3,650	$ 259,119
Subtotal for Special Ed		**71**	**71**		**$ 1,135,588**
Blackman Jones Comp	0.07	71	71	$ 639	$ 45,346
Attorney's Fees Supple	0.09	71	71	$ 821	$ 58,302
Subtotal Special Ed Compliance				$ 1,460	$ 103,648
English as a Second Language					
LEP/NEP	0.45	36	36	$ 4,106	**$ 147,807**
Special Education-Residential					
Level 1 Residential	0.374	13	12.78	$ 3,412	$ 43,610
Level 2 Residential	1.360	13	12.78	$ 12,409	$ 158,581
Level 3 Residential	2.941	9	8.52	$ 26,833	$ 228,620
Level 4 Residential	2.924	9	8.52	$ 26,678	$ 227,299

Level 5 Residential	9.40	0	0	$ 85,765	$	-
Subtotal for Special Ed Residential		**43**	**42.6**		**$**	**658,110**
Unidentified SPED allowance					**$**	**-**

English as a Second Language Residential

LEP/NEP Residential	0.68	**18**	**18**	$ 6,204	**$**	**111,677**

Residential

Residential	1.70	**70**	**70**	$ 15,511	**$ 1,085,744**	

Summer School	0.17	154	154	$ 1,551	**$**	**238,864**
Extended School Year allowance						

Total FY 2015 Instructional Dollars	**$ 7,239,480**

Facilities Allowance

Non-Residential Facilities Allotment	**355**	**355**	$ 2,800	**$**	**994,000**	
Residential Facilities Allotment	154	**154**	$ 8,395	**$ 1,292,830**		
		Total FY 2015 Facilities Allowance		**$**	**994,000**	

Federal Entitlements (added to spreadsheet)

Title I	***355***		*$ 932.48*	*$* *331,030*
Title II	***355***		*$ 156.64*	*$* *55,607*
		Total Federal Entitlements	**$**	**386,638**

Total FY 2015 Budget **$ 8,620,118**

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E. Budget

   3. Two-Year Operating Budget

E. Budget

    4. Estimated Five-Year Budget Projections

E. Budget

5. Capital Budget

Detailed Capital Budget			
Item	**Year 1**	**Year 2**	**Explanation**
Computers and Materials			
Classroom Computers	$ 27,000.00	$ 2,000.00	Year 1 - 75 Tablets, 15 Desktop Computers, Year 2 - 10 Tablets; $200 per tablet, $600 per computer
Staff Laptops	$ 12,800.00	$ 5,600.00	Year 1 - 16 Teachers/Administration, Year 2 - 7 New Teachers/Administrators, $800 per laptop
SMART Boards	$ 6,000.00	$ -	Year 1 - 2, $3000 per SMART Board
Classroom Furnishings and Supplies			
Classroom Furnishings	$ 48,000.00	$ 16,000.00	12 Classrooms, $4000 per new classroom furnishings
Office Furnishings and Equipment			
Office Furnishings	$ 12,500.00	$ 10,000.00	Year 1 - 5 Offices, Year 2 - 4 Offices; $2500 per office
Copier	$ 12,000.00	$ -	Year 1
Printers	$ 1,750.00		7 Printers, $250 Per Printer
Total Capital Budget	$ 120,050.00	$ 33,600.00	

E. Budget

      6. Cash Flow Projection for Year One

F. Résumés, Board Member Agreements, and Statements of Interest and Qualifications

H. Demographic Analysis

Name of Proposed School: __ DC VOICE Empowerment Public Charter School

Proposed Location:
       6000 New Hampshire Ave, NE
_____
   (Address or general location—NE, SW, NW, SE. *If no general location has been
   identified, provide information for top two options*.)

Projected Age Range and Number of Students Expected to Enroll: **UPPER SCHOOL**

a. In 2013-2014   From age/grade: **14/9** to age/grade **22/Adult** # of students **102**
b. At Full Capacity   From age/grade: **14/9** to age/grade: **22/Adult** # of students **323**

Projected Age Range and Number of Students Expected to Enroll: **LOWER SCHOOL**

a. In 2013-2014   From age/grade: **3/Pre-K** to age/grade:**4/Pre-K** #of students **48**
b. At Full Capacity   From age/grade: **3/Pre-K** to age/grade: **4/Pre-K** #of students **82**

1. Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the neighborhood where you propose to establish your charter school:

DC VOICE Empowerment PCS is located in Ward 4 near the border of Ward 5. Since the school will draw enrollment citywide and our targeted demographic is ALSO located heavily within wards 7 and 8, below please find the demographic profile information for those two wards.

Ward 4

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Bridges PCS PK-3 – K		85	Public Charter School	61.2%	Math: N/A Reading: N/A	100%
Capital City PCS – Lower School PK3 – 8th		244	Public Charter School	48%	Math: 62.3% Reading: 67.8%	100%
Center City PCS – Brightwood PK4-8th		227	Public Charter School	95.2%	Math: 51.8% Reading: 45.3%	100%
Center City PCS – Petworth PK4-8th		226	Public Charter School	78.8%	Math: 57.5% Reading: 49.3%	100%
Community Academy PCS – Amos II Pk3-K		134	Public Charter School		Math: N/A Reading: N/A	100%
Hope Community PCS – Lamond Campus Pk3 – 8th		390	Public Charter School	44.1%	Math: 52.9% Reading: 50.0%	N/A
Ideal Acadmey PCS – North Capitol Street Pk4 – 8th			Public Charter School	60.1%	Math: 37.6% Reading: 43.6%	N/A

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Latin American Montessori Bilingual PCS (LAMB) Pk3 – 5th		262	Public Charter School	31.7	Math: 62.5% Reading: 70.0%	75%
E.L. Haynes PCS – Elementary Pk3 – 9th		403	Public Charter School	59.1%	Math: 65.8% Reading: 58.9%	100
E.L. Haynes PCS – Elementary and Middle Pk3 – 10th		403	Public Charter School	59.1%	Math: 65.8% Reading: 58.9%	100
Community Academy PCS – Amos I - Pk3 – 5th		463	Public Charter School	87.7%	Math: 51.6% Reading: 48.8%	100
Roots PCS – AP - Pk3 – 5th		67	Public Charter School	88.1%	Math: 47.7% Reading: 68.9%	100
Capital City PCS – Upper Grades 6 – 12th		392	Public Charter School	79.0%	Math: 48.7% Reading: 48.7%	100
Hospitality PCS Grades 9 – 12th		166	Public Charter School	80.7	Math: 26.7% Reading: 26.7%	92
Washington Latin PCS – 16th Street – High School Grades 9 – 12th		225	Public Charter School	44.0%	Math: 62.7% Reading: 60.0%	95
Paul PCS – Grades 6-9th		551	Public Charter School	74.2%	Math: 68.8% Reading: 59.5%	N/A
Barnard Elementary School Grades PS – 5th		482	DCPS	85% - As identified by Free and reduced-price lunch	Math: 41% Reading: 49%	Not Listed

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Brightwood Education Campus Grades PS – 8th		549	DCPS	P2 as identified by Free and reduced-price lunch	Math: 35% Reading: 32%	Not Listed
Lafayette Elementary School Grades PK – 5th		707	DCPS	8% as identified by Free and reduced-price lunch	Math: 52% Reading: 60%	Not Listed
LaSalle-Backus Education Campus Grades PS – 8th		290	DCPS	P2 as identified by Free and reduced-price lunch	Math: 17% Reading: 20%	Not Listed
Powell Elementary Grades PS – 5th		310	DCPS	P2 as identified by Free and reduced-price lunch	Math: 42% Reading: 34%	Not Listed
Raymond Education Campus Grades PS – 8th		442	DCPS	P2 as identified by Free and reduced-price lunch	Math: 38% Reading: 37%	Not Listed
Sharpe Health School Grades PK – 12th		89	DCPS	92% as identified by Free and reduced-price lunch	Math: N/A Reading: N/A SPED School	Not Listed
Shepherd Elementary School Grades PK – 5th		331	DCPS	30% as identified by Free and reduced-price lunch	Math: 50% Reading: 68%	Not Listed
Takoma Education Campus Grades PS – 8th		306	DCPS	81% as identified by Free and reduced-price lunch	Math: 34% Reading: 35%	Not Listed

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Truesdell Education Campus Grades PS – 8th		423	DCPS	87% as identified by Free and reduced-price lunch	Math: 40% Reading: 36%	Not Listed
West Education Campus Grades PS – 8th		244	DCPS	75% as identified by Free and reduced-price lunch	Math: 41% Reading: 44%	Not Listed
Whittier Education Campus Grades PS – 8th		346	DCPS	P2 as identified by Free and reduced-price lunch	Math: 33% Reading: 37%	Not Listed
Coolidge High School Grades 9th – 12th		547	DCPS	72% as identified by Free and reduced-price lunch	Math: 29% Reading: 28%	Not Listed
Roosevelt High School Grades 9th – 12th		497	DCPS	69% as identified by Free and reduced-price lunch	Math: 15% Reading: 14%	Not Listed
Roosevelt STAY High School Grades - Adult		497	DCPS	N/A as identified by Free and reduced-price lunch	Math: N/A Reading: N/A	Not Listed

Ward 7

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Anacostia High School		784	DCPS 9-12th		Math:12% Proficient Reading: 16% Proficient	67%
Ketcham Elementary		256	DCPS Pre-K		Math: 25% proficient Reading: 23% proficient	
Ballou High School		951	DCPS 9-12th		Math: 22% Proficient Reading: 18% Proficient	76%
Ballou STAY High School		735	DCPS Adult		N/A	95%
Ferebee-Hope Elementary School (Closing, July 2013)		239	DCPS Pre-K		Math: 19% Proficient Reading: 18% proficient,	92%
Garfield Elementary School		240	DCPS Pre-K		Math: 9% proficient Reading: 9% proficient	79%
Hendley Elementary		341	DCPS Pre-K		Math: 38% proficient Reading: 35% proficient	100%
Thurgood Marshall Academy		390	Public Charter School 9-12th	76.7%	Reading: 72.5 % proficient Math: 79.1% proficient	100

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
National Collegiate Prep		184	Public Charter School 9-12th	83.7%	Reading: 57.1 % proficient Math: 44.3% proficient	100
KIPP-DCPCS College Prep		294	Public Charter School 9-12th	85.4%	Reading: 51.6 % proficient MAth: 75.8% proficient	79%
King Elementary		345	DCPS Pre-k		Math: 29% proficient Reading: 27% proficient	84%
Leckie Elementary		361	DCPS Pre-k		Math: 33% proficient Reading: 38% proficient	91%
M.C. Terrell/McGogney Elementary (Closing, July 2013)		211	DCPS Pre-k		MAth: 17% proficient Reading: 22% proficient	86%
Center City PCS-Congress Heights		229	Public Charter School Pre-k	91.3%	Reading: 29.8% proficient Math: 24.6 % proficient	100%
Moten Elementary		315	DCPS Pre-k		Math: 21% proficient Reading: 19% proficient	67%
Malcolm X Elementary		261	DCPS Pre-K		Reading: 17% proficient Math: 15% proficient	71%

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Orr Elementary		308	DCPS Pre-k		Reading: 18% proficient Math: 27% proficient	84%
Patterson Elementary		320	DCPS Pre-k		Reading 11% proficient Math: 25% proficient	76%
Simon Elementary		252	DCPS Pre-k		Reading: 32% proficient Math: 32% proficient	85%
Stanton Elementary		355	DCPS pre-k		Reading: 26% proficient Math: 18% proficient	86%
Savoy Elementary		344	DCPS Pre-k		Reading: 15% proficient Math: 19% proficient	90%
Turner Elementary		305	DCPA Pre-k		Reading: 18% proficient Math: 20% proficient	77%
Early Childhood Academy PCS		253	Public Charter School pre-k	87%	49.6%	
Excel Academy PCS		401	Public Charter School pre-k	92.1%	91.3%	
Friendship Southeast PCS		549	Public Charter School pre-k	89%	Reading: 31.7% proficient Math: 48.9% proficient	100%

Name and grade levels	Projected Enrollment/ Capacity 2011-2012*	Actual Enrollment 2011-2012	Type	% Low Income	DCCAS Performance (% proficient) SY 2011-2012	Percentage of Highly Qualified Teachers
Imagine Southeast PCS		528	Public Charter School Pre-k	92.6%	Reading: 36.7% proficient Math: 32.9% proficient	
Appletree Early Learning PCS-Douglass Knoll		78	Public Charter School Pre-k	98.7%		
Appletree Early Learning PCS-Parklands		74	Public Charter School pre-k	97.3%		
KIPP-DC PCS: Discover Academy		293	Public Charter School pre-k	85.3%		100%
Septima Clark PCS		227	Public Charter School pre-k	85.9%	Reading: 33.3% proficient Math: 35.4% proficient	100%
Friendship Southeast PCS-Elementary Campus (AP)		549	Public Charter School pre-k	89%		100%
Septima Clark PCS AP		227	Public Charter School pre-k	85.9%		100%
Eagle Academy PCS		610	Public Charter School pre-k	64.8%	70.2%	83%

NOTES:

[1]For charter schools enter projected enrollment; for all other schools, enter capacity.
[2]Type = DCPS, public charter school, private, parochial, independent, other
[3]Not applicable to private, parochial, and independent schools

2. Please check the **ONE** statement that best describes your recruitment strategy
    and provide a rationale for the chosen strategy:
    ___I will recruit exclusively in the neighborhood where I plan to locate my charter
    school.

    ___I will primarily focus my recruitment efforts in neighborhoods other than the
    one where I plan to locate my school. Please list those neighborhoods._____

    ✓ I will primarily focus my recruitment efforts in targeting specific populations
       of students, regardless of their neighborhood. Please describe the target
       population you intend to recruit (i.e., youth placed at risk, special needs, non-
       native English speakers, etc.) At risk children, youth, and young adults

    ___I will conduct a citywide recruitment effort for my school.

 Rationale:

DC VOICE Empowerment PCS is largely focused on targeting at-risk students including teen
mothers, children (3-4 year olds), special needs students, adjudicated youth, wards of the
state, and teen fathers. According to the Center for Disease Control and Prevention, only
half of teen mothers earn a high school diploma nationally by age 22 compared to 90
percent of women who do not become teen mothers. In D.C., less than two percent of teen
mothers attain a college degree by age 30. The foundation of the DC VOICE Empowerment
PCS model is that becoming a teen parent should signal neither an end to a parent's
education nor the start of a path of mediocrity in life opportunities for the young child of a
teen parent. The DC VOICE Empowerment PCS model is an alternative school designed to
address the needs of some of this city's most vulnerable and in-need families and young
people by ensuring that young parents and other at-risk students have a cause and
incentive to stay in, or re-engage in, High School while making sure that their children get
an early and healthy start in the learning process.

Question 3a.

Student
One of the clearest distinctions of DC VOICE Empowerment PCS is that of the school being alternative in nature to facilitate the education of at-risk youths. There are few, if any, comparable schools targeting at risk students in Washington, DC.

Another notable difference is will be that of the school boarding component for the highest risk students an on-site childcare for students of the school who may be teen moms. Only one other charter school in DC provides a Boarding component to their school and no DCPS schools do.

Teachers
DC VOICE Empowerment PCS will build a team of educators who are not only compassionate, nurturing and highly motivated to serve children, but who are also dedicated to the philosophy that all children have the potential to learn, grow and achieve at the highest levels attainable when given the supports, opportunities and nurturance required to achieve such success. Our process for building a team of educators and staff will ensure that all candidates are highly qualified to teach in their respective subject areas.

A rigorous staff application and interview process will be implemented that includes an assessment of subject area competency, flexibility and openness to DC VOICE Empowerment Public Charter School's teaching philosophy and school culture. Teachers will be required to demonstrate their skills and abilities through engaging in an opportunity to teach a sample lesson. Teachers will be asked to provide background regarding their cultural perspective along with their personal philosophy to ensure compatibility with our innovative culture and philosophy. Teachers and staff will need to arrive with a demonstrated commitment and passion for reaching our most vulnerable at-risk youth in order to be considered for employment at DC VOICE Empowerment PCS. We will use various channels to recruit teachers including expositions, colleges, and groups

such as Teach for America, The New Teacher Project, New Leaders for New Schools, and the Eli Broad Foundation.

Facilities

DC VOICE Empowerment PCS has preliminarily identified an educational space to house both our Day School and Residential programs at 6000 New Hampshire Ave, NE. The building currently has the infrastructure to support the Upper and Lower Schools, as well as the Residential Program and a partner nursery.

Question 3b

DC VOICE Empowerment PCS will utilize direct mail, door to door handouts, expositions, radio advertising, and general signage to recruit students.

DC VOICE Empowerment PCS is largely focused on targeting at-risk students including teen mothers, children (3-4 year olds), special needs students, adjudicated youth, wards of the state, and teen fathers. A smaller focus will be on students who are not at risk. This targeted effort will consist of direct mail, door to door handouts, expositions, radio advertising, and general signage to recruit students. We will also work with other Charter Schools to serve students on a referral basis to help struggling students in more traditional academic environments. We will also work with Charter Schools to identify at-risk youth on waiting lists who could best be served at DC VOICE Empowerment PCS.

DC VOICE Empowerment PCS will be located in Ward 4, near the border of Ward 5. We will draw enrollment citywide based on the targeted student population.

Question 3c.

Based on the target population of at-risk students, DC VOICE Empowerment PCS will recruit a majority of students who are not currently enrolled in schools in the area. Although there is a strong presence of charter schools with PreK-3 and PreK-4 in the area, DC VOICE Empowerment PCS will have a natural recruitment pipeline for our lower school built in to our upper school through our specialized inclusion of teen mothers.

I. Required Documents

Charter School Board of Trustees Job Description

Charter School Individual Director Performance

Expectations Conversion Endorsement Certification (if applicable)

Articles of Incorporation

By-laws

Code of Ethics

Discipline Policy

Management Agreement and Related Documents (if applicable) Letter of Intent for Facility (if applicable)

J. DC VOICE Empowerment Public Charter School Curriculum

Early Learning Standards for Pre-Kindergarten

Standards by Domain	
Domain 1	**Approaches to Learning,** (AL) **Standard 1.0:** Children exhibit curiosity, the ability to engage in and complete task flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence. • Engagement • Creativity and Imagination • Curiosity and Initiative • Persistence
Domain 2	**Social and Emotional Development,** (SED) **Standard 2.0:** Children become confident and competent with a sense of self and can take responsibility for self and others. • Self Concept and Self Awareness • Self Regulation • Relationships with Others • Accountability • Adaptability

Domain 3	**Communication, Language and Literacy,** (CLL)
	Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adult and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.
	
	Part A: Approaches to Communication
	• Motivation
	• Background Knowledge
	• Viewing
	• Representing
	• Vocabulary
	
	Part B: English Language Arts and Literacy **(From the NYS Common Core Learning Standards)**
	• **Reading Standards for Literature**
	    o Key Ideas and Details
	    o Craft and Structure
	    o Integration and Knowledge of Ideas

	Standards by Domain

	o Range of Reading and Level of Text Complexity
	
	   • **Reading Standards: Foundational Skills**
	        o Print Concepts
	        o Phonological Awareness
	        o Phonics and Word Recognition
	        o Fluency
	
	   • **Writing Standards**
	        o Text Types and Purposes
	        o Production and Distributions of Writing
	        o Research to Build and Present Knowledge
	        o Range of Writing
	        o Responding to Literature
	
	   • **Speaking and Listening Standards**
	        o Comprehension and Collaboration
	        o Presentation of Knowledge and Ideas
	        o Conventions of Standard English
	        o Knowledge of Language
	        o Vocabulary Acquisition and Use

Domain 4	**Mathematical Thinking,** (MT)
	Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.
	
	Cognition and Knowledge of the World
	   • **Mathematics** (From the NYS Common Core Learning Standards)
	        o Mathematical Practices
	        o Overview
	        o Geometry
	        o Counting and Cardinality
	        o Operations and Algebraic Thinking
	        o Measurement and Data
	
	   • **Technology**
	        o Foundations to Technology
	        o Using Technology

Domain 5	**Scientific Inquiry,** (SI)
	Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.
	
	   • **Science**
	        o Scientific Thinking
	        o Earth and Space

	Standards by Domain
	o Living Things o Physical Properties

Domain 6	**Social Studies,** (SS)
	Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.
	
	• **Social Studies**
	    o Geography
	    o History
	    o Civics, Citizenship and Government
	    o Economics
	    o Career Development

Domain 7	**Creative Arts,** (CA)
	Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.
	
	• **The Arts**
	    o Visual Arts
	    o Music
	    o Theatre/Dramatic Play
	    o Dance/Creative Movement
	    o Cultural Differences

Domain 8	**Physical Development, Health, and Safety,** (PHS) **Standard 8.0:** Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs. • Physical Development • Physical Fitness • Health and Well Being • Health and Safety

Thematic Units for the Year

Quarter	Thematic Unit(s)
Quarter 1	• Foundational Skills Week 1 • Foundational Skills Week 2 **Theme 1: Welcome to School!** • Week 1: All About Me • Week 2: Classroom Friends • Week 3: Our Classroom **Theme 2: My Family, My Community** • Week 1:My Family • Week 2: Neighbors/Community Members
Quarter 2	**Theme 2: My Family, My Community** • Week 2: Family Members • Week 3: Community Helpers/Members **Theme 3: My Senses** • Week 1: Using My Five Senses • Week 2: Using My Five Senses Outdoors • Week 3: What Makes Ours Senses Work? **Theme 4: Seasons All Around** • Week 1: The Weather Around Us • Week 2: The Seasons Around Us • Week 3: Nature Is All Around Us
Quarter 3	**Theme 5: Animals All Around Us** • Week 1: We Love Animals • Week 2: Our Animal Friends • Week 3 Land and Sea Animals **Theme 6: Buildings Everywhere** • Week 1: I Can Build • Week 2: Build With Me • Week 3: People Who Build

Quarter	Thematic Unit(s)
	Theme 7: Living in the Country, Living in the City • Week 1: Country Life • Week 2: City Life • Week 3: Country Shopping, City Shopping

DC Voice Empowerment Public Charter School Lower School Curriculum

Subject: Foundational Skills		Unit: Foundational Skills	
Early Learning Standards	**Outcomes**	**Practice and Assessment**	**Teacher Notes**
Standard 1.0: Children exhibit curiosity, the ability to engage in and complete task flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence. **Standard 2.0:** Children become confident and competent with a sense of self and can take responsibility for self and others. **Standard 3.0:** Children communicate ideas and feelings, establish and maintain relationships with adult and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.	Foundational Skills Reading - Engagement - Curiosity and Imagination - Persistence - Relationship with Others - Adaptability - Accountability - Background Knowledge - Vocabulary - Representing - Key Ideas and Details - Craft and Structure - Integration and Knowledge of Ideas - Print Concepts - Phonological Awareness - Phonics and Word Recognition - Fluency - Comprehension and Collaboration - Presentation of Knowledge and Ideas - Conventions of Standard English - Knowledge of Language - Vocabulary Acquisition and Use	• Attend to the speaker. • Tell whether sounds are the same or different. • Recite nursery rhymes, poems and finger plays with expression. • Identify rhythms and patterns of language, including rhyme and repetition. • Acquire new vocabulary through listening to a variety of text, daily. • Use words to describe size, color, and shape. • Demonstrate proper use of a book. • Listen to and read functional documents by following simple oral or rebus directions. • Speak clearly enough to be heard and understood in a variety of settings. • Sight word vocabulary development. • Use complete sentences to respond to sentences. • Name common objects shown in pictures. • Recall information from text. • Repeat phrases and sentences with alliteration. • Determine a speaker's general purpose. • Demonstrate an understanding of what is hear by retelling and relating prior knowledge.	

Unit: Foundational Skills

Early Learning Standards	Outcomes	Practice and Assessment	Teacher Notes
		• Make predictions by examining the title, cover, illustrations/photographs and familiar author or topic. • Make connections to the text using illustration/photographs from prior knowledge. • Use drawings, letters or symbols to express personal ideas. • Follow two or three-step directions. • Demonstrate an understanding of concepts of print, to determine how print is organized and read. • Write to express personal ideas, using letter-like shapes, symbols and letters. • Contribute to a shared writing experience or topic of interest. • Use strategies to prepare for reading (before reading). • Use strategies to make meaning from text (during reading). • Demonstrate understanding of text (after reading). • Recall information from text and respond to text in a variety of ways. • Speak clearly enough to be heard and understood in a variety of settings. • Identify and name some upper-case letters in words, especially in the student's own name.	

Standard 4.0: Children make sense of the world	Foundational Skills
	Math
	  - Mathematical Practices
	  - Counting and
		• Count and discuss quantity.
		• Display data on picture graphs.
		• Build a concept of numbers.
		• Use concrete materials to build sets,	

Subject: Foundational Skills			
Unit: Foundational Skills			
Early Learning Standards	**Outcomes**	**Practice and Assessment**	**Teacher Notes**
around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability. **Standard 5.0:** Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions. **Standard 6.0:** Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding	Cardinality Foundational Skills Science - Scientific Thinking - Physical Properties Foundational Skills Social Studies - Civics, Citizenship and Government - Relationships with Others - Self Concept and Self Awareness	and apply strategy, zero to five. • Sort objects attributes: size, shape, weight, length, color, etc. • Compare and describe objects by a single attribute. • Demonstrate an understanding of comparative attributes: bigger, smaller, longer, shorter, lighter, and heavier. • Count to 10. • Identify models of real objects, such as toy trucks, toy kitchen appliances, dolls and stuffed animals. • Demonstrate skills, such as cutting, pouring, and fastening necessary to make things. • Identify sounds made by objects, such as drums, bells, rhythm sticks and their voices. • Describe orally the likenesses and differences among objects and materials. • Identify and demonstrate appropriate social skills, such as listening to others, and taking turns that help people live, work and play together at home and in school. • Generate and follow classroom rules. • Recognize that classmates are alike and different. • Describe the events of their day in terms of things that have happened in	

Subject: Foundational Skills

Unit: Foundational Skills

Early Learning Standards	Outcomes	Practice and Assessment	Teacher Notes
community. **Standard 2.0:** Children become confident and competent with a sense of self and can take responsibility for self and others.		the immediate past, things that are happening now in the present, and things that will happen in the future, using terms such as morning/afternoon, night/day. • Identify student responsibilities in the classroom. • Identify the roles of members of the school, such as teacher, principal nurse, etc.	

Subject: Welcome to School			
	Unit(s) All About Me, Friendship, and Our Classroom		
Early Learning Standards	**Outcome(s)**	**Practice and Assessment**	**Teacher Notes**
Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adult and other children through the literacy skills involved in I – Listening and Speaking, II – Reading, and III – Writing.	**RELA** - Motivation - Background Knowledge - Viewing - Representing - Vocabulary **Reading Standards for Literature** - Key Ideas and Details - Craft and Structure - Integration and Knowledge of Ideas - Range of Reading and Level of Text Complexity **Reading Standards: Foundational Skills** - Print Concepts - Phonological Awareness - Phonics and Word Recognition - Fluency **Writing Standards** - Text Types and Purposes - Production and Distributions of Writing	• Name common objects shown in picture. • Contribute to a shared writing experience or topic of interest. • Recite nursery rhymes, poems and finger plays with expression. • Discriminate rhyming words from non-rhyming words. • Use illustrations to construct meaning. • Recognize similarities or differences in letter shapes. • Identify pictures, shapes, letters and numerals. • Discuss words and word meanings daily as they are encountered in text, instruction and conversation. • Demonstrate an understanding of what is heard by retelling and relating prior knowledge. • Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic. • Identify and name some upper and lower case letters and words especially those in the student's own name. • Develop beginning sight vocabulary of familiar sight words, such as first name, color words. • Connect events, characters and actions in stories to specific life experiences. • Contribute to a shared writing experience or topic of interest.	

Subject: Welcome to School

Unit(s) All About Me, Friendship, and Our Classroom

Early Learning Standards	Outcome(s)	Practice and Assessment	Teacher Notes
	- Research to Build and Present Knowledge - Range of Writing - Responding to Literature **Speaking and Listening Standards** - Comprehension and Collaboration - Presentation of Knowledge and Ideas - Conventions of Standard English - Knowledge of Language - Vocabulary Acquisition and Use	• Respond to text in a variety of ways: retell, dramatize, and draw. • Listen to and discuss a variety of different types of fictional literary text as stories, poems, nursery rhymes, realistic fictions and fairy tales. • Use newly learned vocabulary on multiple occasions to reinforce meaning. • Listen to nonfiction materials, nonfiction trade books, magazines and multimedia resources. • Use illustrations to conduct meaning. • Speak in a variety of situations to inform and/or relate experiences such as retelling stories (Kindergarten exposure). • Generate ideas by using letter like shapes, symbols and letters dictating words and phrases using drawings to represent ideas. • Discuss words and word meanings daily as they are encountered in text, instruction and conversation. • Speak clearly enough to be heard and understood in a variety of settings. • Set a purpose for reading. • Respond orally to questions	
Standard 4.0: Children make sense of the world around	Math **Cognition and Knowledge of the World** **Mathematics** (From the NYS Common Core	• Identify and name an oval and a circle. • Identify a triangle. • Count to 10. • Sort objects by one attribute such as: shape, color and size. • Express mathematically orally.	

Subject: Welcome to School			
	Unit(s) All About Me, Friendship, and Our Classroom		
Early Learning Standards	**Outcome(s)**	**Practice and Assessment**	**Teacher Notes**
them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.	Learning Standards) - Mathematical Practices - Counting and Cardinality	• Express solutions using concrete materials. • Learn to tell position by using words such as: over, under, above, on, next to, below, beside, behind. • Name the attributes of plane figures such as shape, color and size. • Find solid figures in the environment. • Identify triangles, circles and squares	
Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.	Science - Scientific Thinking	• Observe and describe the weather using their senses. • Use their senses to observe and gather information from scientifically accurate resources and investigations.	
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.	Social Studies - Civics, Citizenship and Government - Relationships with Others - Self Concept and Self Awareness	• Identify and demonstrate appropriate social skills, such as listening to others, and taking turns that help people live, work, and play together at home and in school. • Identify the roles of members of the school, such as principal, teacher, nurse and crossing guard	

Subject: Welcome to School

Early Learning Standards	Outcome(s)	Practice and Assessment	Teacher Notes
	Unit(s) All About Me, Friendship, and Our Classroom		
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.			

DC Voice Empowerment Public Charter School Upper School Curriculum

Subject: English1 Literacy Advantage | **Lesson: 1** – Reading and Vocabulary

Unit1: Learning Online

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Active Reading	• Learn skills and strategies that will help you be an active reader in this and other courses. • Check for Understanding Quiz. • Learn how to use words to express a variety of ideas, and study vocabulary words and helpful tips. • Check for Understanding Quiz.	
	• Building Vocabulary		
Lesson: 2 – Getting Started in the Course			
	• Reading Strategies in the Course	• Learn how the eight reading strategies will be useful in this course	
Lesson: 3—Learning Online Wrap Up			
	• Learning Online	• Take a computer scored test to check to see what you learned in this unit	
Lesson: 4 Diagnostic			
	• Learning Online Diagnostic	• Take a diagnostic test that will create a study plan based on your answers	

Subject: English1 Literacy Advantage | **Lesson:** 1 – Literature, Composition, and Stories

Unit 2: The Short Story: Plot and Setting

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Literature RL.9.1, RL.9.2, and RL.9.10	• What is a plot? • What is setting?	• Learn about the significance of literature and composition. • Learn the four parts of plot as well as how plot is developed using different methods. • Take a quiz—check for understanding • Learn how setting is created in literature using different tools.	

Lesson: 2 – "The Most Dangerous Game"

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• How to analyze literature • Writing Workshop: Personal Narrative	• Learn what analysis is, how to use it when reading, and the importance of chronological order and suspense in literature • Read the "The Most Dangerous Game" • Discuss your thoughts on the reading • Write a short personal narrative	

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop-Using Context • Language Workshop-Personal Pronouns • Media Workshop-What's the Plot?	• Learn to share your thoughts and meaning, style, and impact of the readings • Review and learn more about finding and using context clues when reading • Vocabulary Quiz-checking for understanding words in context • Review and learn about personal pronouns • Learn about plots in modern media • Media Quiz-checking for understanding plot in Media	

Lesson: 4 –The Short Story: Plot and Setting Wrap-Up

| | Review Short Story Plot and Setting | • Reviewing ideas and skills for plot and setting
• Computer based pre-test to check for understanding | |

Lesson: 5 –Diagnostic

| | Unit Diagnostic | • Teacher scored test to check for unit understanding and create a study plan based on results. | |

Subject: English1 Literacy Advantage

Lesson: 1 – Character

Unit 3: The Short Story: Character

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Character and Characterization • Character and Conflict	• Learn what characters are and the different types that exist in literature • Learn about the types of conflict a character faces and how to recognize that conflict • Take a quiz to check for understanding Character-Characterization-Conflict	

Lesson: 2 – "Gentlemen of Rio en Medio"

| Reading: Literature RL.9.1, RL.9.2, and RL.9.10
Writing W.9.4, W.9.5, W.9.9 and W.9.10 | • Elements of Characterization
• Guided Reading
• Writing Workshop-Compare and Contrast Essay | • Learn about direct and indirect characterization and how to make inferences about a character.
• Learn how to use a reading guide for information within a story
• Read
• Take a quiz to check for understanding
• Discuss your thoughts on the reading
• Learn the elements of a good compare and contrast essay
• Write a focused essay that compares and contrasts two things related to school-wide service-learning project | Possible Topics to Compare and Contrast

The use of Green materials for building vs commercial material

Impact of Music vs Video Games on Young Minds |

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop-Synonyms and Antonyms • Language Workshop-Verb Tense • Listening Workshop-Keeping Interest in the Story	• Learn to share your thoughts about the meaning, style, and impact of readings • Vocabulary Quiz to check for understanding of antonyms and synonyms • Learn the three basic verb tenses in English, as well as rules for how and why to use each and when those rules can be broken • Listen to a story and discuss how the storyteller keeps a reader interested • Listening Quiz to check for understanding	

Lesson: 4 – The Short Story: Character Wrap Up

	• Review Short Story-Character	• Review important ideas and skills-The short story: character • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Lesson: 5 – Diagnostic

	• Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Subject: English1 Literacy Advantage   **Lesson:** 1 – Voice

Unit 4: The Short Story: Voice

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Narrator's Toolbox	• Explore the different types of narration and points of view possible within a piece of literature • Quiz-Point of View • Learn what tools a narrator uses, including connotation, denotation, diction, and tone	

Lesson: 2 – "The Tell-Tale Heart"

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• Guided Reading • Writing Workshop: Process Essay	• Get some background information on the reading, including what makes Poe's narrator unreliable and how he sets the mood • Read "The Tell-Tale-Heart" and get information on where to find the story • Discuss your thoughts on the reading • Quiz-check for understanding • Learn how to write a process essay	Possible Essay Topics: How to Make a Roof top Garden Grow in the City How to be a Build an Urban Green House How to Create a Community Room that Inspires Greatness

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop-Synonyms and Antonyms • Language Workshop-Use the Right Word • Media Literacy Workshop-Text and Film	• Learn to share your thoughts about the meaning, style, and impact of readings • Learn how and why certain words create connotations • Vocabulary Quiz to check for understanding of connotations • Learn the different uses of there, their, and they're and its and it's • Explore the similarities and differences between text and film	

Lesson: 4– The Short Story: Wrap Up

	Review Short Story-Voice	• Review important ideas and skills-The short story: Voice • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Lesson: 5 – Diagnostic

	Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Subject: English1 Literacy Advantage

Lesson: 1 – Theme as a Literary Element

Unit 5: The Short Story: Tone and Theme

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Tone in Literature	• Explore basic concepts behind themes and what they do for readers • Quiz-Theme • Learn how tone is created in literature using word choice, figurative language and other tools	

Lesson: 2 – "The Necklace"

Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• Guided Reading • Writing Workshop: Cause and Effect Essay	• Get some background information on the reading, including what makes Poe's narrator unreliable and how he sets the mood • Read "The Necklace" and get information on where to find the story • Discuss your thoughts on the reading • Quiz-check for understanding • Learn how to write a cause and effect essay	

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop-Setting the Tone • Language Workshop-Run On Sentences • Listening Workshop-Listening and Taking Notes	• Learn to share your thoughts about the meaning, style, and impact of readings • Learn to identify and fix run on sentences • Vocabulary Quiz to check for understanding creating tone • Explore ways to use words to set the right tone in writing, and learn new words to help you create tone • Learn useful tools for listening and taking notes	

Lesson: 4– Tone and Theme: Wrap Up

| | • Review Short Story-Tone and Theme | • Review important ideas and skills-The short story: Tone and Theme
• Take a computer scored pre-test to check for understanding
• Take a teacher scored test | |

Lesson: 5 – Diagnostic

| | • Unit Diagnostic | • Teacher scored test to check for unit understanding and create a study plan based on results | |

Subject: English1 Literacy Advantage			Lesson: 1 – Irony and Symbolism
Unit 6: The Short Story: Irony and Symbolism			
Common Core Strands	**Outcomes**	**Practice and Assessment**	**Teacher Notes**
Reading: Literature RL.9.1, RL.9.2, and RL.9.10	• Interpret Written Work	• Learn about the different kinds of irony and how to interpret it in a written work • Quiz-Irony • Learn about symbolism and allegory, and how to fid and interpret these concepts in literature • Quiz- Symbolism	
		Lesson: 2 – "The Gift of the Magi"	
Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• Guided Reading • Writing Workshop: Cause and Effect Essay	• Learn how irony and symbolism are used in "The Gift of the Magi" • Read The Gift of the Magi" and get information on where to find the story using a reading guide • Discuss your thoughts on the reading • Learn steps for writing an essay about theme • Write an essay using what you learned about theme and connect it to the theme of the school-wide service learning project. • Quiz-check for understanding	

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop-New Words • Language Workshop-Sentence Fragments • Media Workshop-What About Movies	• Learn to share your thoughts about the meaning, style, and impact of readings • Learn how and why new words are added to the English language • Vocabulary Quiz to check for understanding about new words • Learn how to recognize and fix sentence fragments • Learn how sights and sounds convey irony and symbolism in movies	

Lesson: 4– Irony and Symbolism: Wrap Up

	Review Short Story-Irony and Symbolism	• Review important ideas and skills-The short story: Irony and Symbolism • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Lesson: 5 – Diagnostic

	Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Unit 7: Final Review and Exam

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Review Ideas and Skills • Final Exam	• Review important ideas and skills • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Subject: English1 Literacy Advantage			Lesson: 1 –Nonfiction
Unit 8: Nonfiction: Historical Settings and Contexts			
Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Informational Text RI.9.1, RI.9.2, and RI.9.10	Analysis of primary and secondary sources	• Learn about types of nonfiction as well as the difference between primary and secondary sources • Quiz-Nonfiction • Explore and overview of the history and types of biographies • Quiz- Interpreting a Life	
Lesson: 2 – Personal Essays and Letters			
Reading: Informational Text RI.9.1, RI.9.2, and RI.9.10 RH9-10.1, RH9-10.4 Writing W.9.4, W.9.5, W.9.9 and W.9.10 WHST9-10.1, WHST9-10.4	• Guided Reading • Writing Workshop: Biographies	• Learn to recognize and evaluate different voices and points of view in primary sources • Read personal essays and letters • Discuss your thoughts on readings • Quiz-Primary Sources • Learn the basics of researching someone's life and writing a biography • Conduct and interview and write a short biography	

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Informational Text RI.9.1, RI.9.2, and RI.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop- Building Content Vocabulary • Language Workshop- Citations • Speaking Workshop- Oral Presentations	• Learn to share your thoughts about the meaning, style, and impact of readings • Learn how to use citations and create a works cited list • Vocabulary Quiz to check for understanding about citations • Learn how to adapt a written assignment into an oral presentation •	
Lesson: 4– Nonfiction: Historical Settings and Contexts: Wrap Up			
	• Review - Nonfiction Historical Settings and Contexts	• Review important ideas and skills-Nonfiction historical settings and contexts • Take a computer scored pre-test to check for understanding • Take a teacher scored test	
Lesson: 5 – Diagnostic			
	• Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Subject: English1 Literacy Advantage

Lesson: 1 –Introduction to the Art of Persuasion

Unit 9: The Art of Persuasion

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Tools of Persuasion	• Learn about the art of rhetoric, including persuasive speaking and argumentative writing • Quiz-Tools of Persuasion	Research various advocates to support school-wide service learning project.
			Lesson: 2 – Opinions and Speeches
Reading: Informational Text RI.9.1, RI.9.2, and RI.9.10 RH9-10.1, RH9-10.4 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10 WHST9-10.1, WHST9-10.4	• Guided Reading • Writing Workshop: Opinion and Editorial Essays, and Speeches	• Study various speeches to learn tools of persuasive speaking • Discuss your thoughts on the voices of leadership • Explore the ABCs of writing opinion and learn to distinguish between fact and opinion • Read When Believing Isn't Seeing Op—Ed piece by a Pulitzer Prize winning editorial writer • Discuss Reading • Quiz- Believing Isn't Seeing Op—Ed • Learn the basics of writing an op-ed piece and persuasive speech, and learn the similarities between the two. • Write an op-ed piece or speech based on the school-wide service leaning topic.	Have students focus on writing Op-Ed pieces to local newspapers surrounding issues impacting school-wide service learning project

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop- Latin and Greek Roots • Quiz- Word Parts • Language Workshop- Subject-Verb Agreement • Media Workshop- Commercials	• Learn about Latin and Greek root words • Learn how to use citations and create a works cited list • Vocabulary Quiz to check for understanding about word parts • Learn about subject-verb agreement when using compound subjects, indefinite pronouns and collective nouns • Learn about persuasive tools used in television commercials • Create a Commercial to Persuade Donors	

Lesson: 4– Art of Persuasion: Wrap Up

| | Review Art of Persuasion | • Review important ideas and skills-Art of Persuasion
• Take a computer scored pre-test to check for understanding
• Take a teacher scored test | |

Lesson: 5 – Diagnostic

| | Unit Diagnostic | • Teacher scored test to check for unit understanding and create a study plan based on results | |

Subject: English1 Literacy Advantage   **Lesson:** 1 –Introduction to Poetry

Unit 10: Poetry

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	Forms and Purposes of Poetry	• Learn several definitions of poetry as well a what makes it different from prose • Quiz-Forms and Purposes of Poetry	

Lesson: 2 – Expressing Feelings and Telling Stories

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• Guided Reading • Writing Workshop: Descriptive Essay	• Study sonnets and how they function as lyric poetry • Learn about poems that tell stories • Discuss your thoughts • Read a Poetry Selection (1-Student Choice; 1-Teacher Choice) • Discuss Reading • Learn the elements of a descriptive essay • Write a descriptive essay about an important person, place, object, or event connected to the school-wide service learning project	Consider poems by various authors that are within the theme of Social Justice.

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop- Being Descriptive • Quiz- Word Parts • Language Workshop- Pronoun-Antecedent Agreement • Media Workshop- Found Poetry	• Learn how to add prefixes and suffixes to root words to make word families • Learn about pronoun-antecedent agreement • Vocabulary Quiz to check for understanding about word parts • Learn about found poetry and how to "write" your own	Theme for Found Poetry "The Revolution Will Not Be Televised…It will be on Twitter" (Upcoming Field Trip Opportunity Start Plans)

Lesson: 4– Poetry: Wrap Up

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Review Poetry	• Review important ideas and skills about Poetry • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Lesson: 5 – Diagnostic

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Subject: English1 Literacy Advantage   **Lesson:** 1 – The Epic Poem

Unit 11: Epics and Myths

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Elements of an Epic Poem	• Learn about the history of oral traditions and elements of epic poems • Quiz-Elements of an Epic Poem	
			Lesson: 2 – The Odyssey
Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• Guided Reading • Writing Workshop: Problem Solution Essay	• Explore some background information and helpful hints before you begin to read the Odyssey • Read selected parts as a close read • Discuss your thoughts • Learn about writing a problem solution essay • Write a persuasive essay about a about a problem which prompted the school-wide service learning project and write a solution for the problem	Possible Problem Solution Topic Urban Gardening Safe Playgrounds A Place to Grow Plastic Waters Community Awareness

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop- Being Descriptive • Quiz- Word Parts • Language Workshop- Pronouns • Media Workshop- Modern Myths	• Review Connotation, denotation, and tone. Practice using descriptive words in writing • Learn about modern myths and oral traditions	Write it or Say it Urban Myths about…..

Lesson: 4– Epics and Myths: Wrap Up

	• Review Epics and Myths	• Review important ideas and skills about Epics and Myths • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Lesson: 5 – Diagnostic

	• Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Subject: English1 Literacy Advantage

Lesson: 1 –Introduction to Drama and Tragedy

Unit 12: Drama: Shakespeare and Stage Performances

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	Elements of Drama	• Learn about how different people define tragedy • Learn about different kinds and elements of drama • Quiz-What is Tragedy	

Lesson: 2 – Romeo and Juliet a Dramatic Romance

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Reading: Literature RL.9.1, RL.9.2, and RL.9.10 **Writing** W.9.4, W.9.5, W.9.9 and W.9.10	• Guided Reading • Writing Workshop: Analyze and Critique	• Explore some background information and helpful hints before you begin to read the Odyssey • Read Romeo and Juliet Acts I & II (classic and modern version) • Discuss your thoughts • Learn to analyze and critique a dramatic piece • Write a critique of a dramatic performance	Opportunity to Visit the Theatre Have students write a critique upon return

Lesson: 3 – Skills Workshops

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
Writing W.9.4, W.9.5, W.9.9 and W.9.10 **Speaking and Listening** SL.9.1 and SL.9.6 **Language** L.9.1, L.9.2 and L.9.4 (a), (b)	• Journaling • Vocabulary Workshop- New Words • Quiz- New Words • Language Workshop- Misplaced Modifiers • Media Workshop- Modern Drama	• Journal to share thoughts about meaning, style and effect of readings • Learn about words Shakespeare created that are still used in English • Learn to recognize and fix misplaced modifiers • Learn about modern dramas and connections to social issues	Social Issues What Not to Do to Avoid Modern Dramas in our Community Have students create workshop for children teaching them how to avoid modern dramas in the community room.

Lesson: 4– Shakespeare and Dramatic Performances: Wrap Up

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Review Shakespeare and Dramatic Performances	• Review important ideas and skills about Shakespeare and Dramatic Performances Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Lesson: 5 – Diagnostic

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Unit Diagnostic	• Teacher scored test to check for unit understanding and create a study plan based on results	

Unit 13: Final Review and Exam

Common Core Strands	Outcomes	Practice and Assessment	Teacher Notes
	• Review Ideas and Skills • Final Exam	• Review important ideas and skills. • Take a computer scored pre-test to check for understanding • Take a teacher scored test	

Graduation Requirements – Upper School

High School Subject Area	District of Columbia Credit Requirements	DC Voice Empowerment Public Charter Curriculum Offerings (Course levels range Foundations, Literacy Advantage, Core, Honors, Advanced Placement) ***Course credits acquisition may vary depending on enrolled students personal education plans; proficiency levels and acceleration model.
English	4.0	English Foundations I English Foundations II English I: Introduction to Literature and Composition English II: Critical Reading and Effective Writing English III: American Literature English IV: British and World Literature English Language and Composition English Literature and Composition Creative Writing* Media Literacy* **N** Reading Skills and Strategies* Writing Skills and Strategies*
Math	4.0	Math Foundations I Math Foundations II Introductory Algebra Algebra I-A Algebra I-B Algebra I Algebra II Calculus AB Geometry Pre-calculus Integrated Math I Integrated Math II Financial Literacy*
Science	4.0	Science Foundations Earth Science Physical Science Biology Chemistry Physics **N** Physics B

High School Subject Area	District of Columbia Credit Requirements	DC Voice Empowerment Public Charter Curriculum Offerings (Course levels range Foundations, Literacy Advantage, Core, Honors, Advanced Placement)
Social Studies	4.0	World History World History to the Renaissance World History since the Renaissance U.S. History U.S. History to the Civil War* U.S. History since the Civil War U.S. Government and Politics DC. History
World Languages	2.0	French I French II Spanish I Spanish II
Physical Education	2.0	Physical Education and Activity
Health	0.5	Skills for Health
Music	0.5	Music Appreciation *
Visual Performing Arts	0.5	Art Appreciation
Electives	3.5	Geography and World Cultures U.S. and Global Economics* Microeconomics Multicultural Studies Sociology Spanish III Spanish Language Liberal Arts Math Mathematics of Personal Finance Probability and Statistics Statistics Psychology College and Career Preparation I College and Career Preparation II **Construction Employment Readiness **Food Services Management & Hospitality
100 Hours of Community Service to be Completed in collaboration with DC VOICE Empowerment Partners. Culminating Project focus areas Habitat Restoration, Sustainable Agriculture, Early Childhood Development and Mentoring.		
Total Credits	**25.5**	

Adult Transitional Training Program
DC VOICE Empowerment Public Charter Curriculum

GED Preparation with UDC Partnership	CASAS Preparation

Pre-Requisites: CASAS Reading 231; CASAS Math 221
 	
The GED Preparation course (Prerequisites) prepares individuals to take the GED Examination. It focuses on Reading, Writing, and Mathematics skills development using on-line courseware
	Curriculum Objectives
	The CASAS curriculum and related training material address nine basic employment competencies:
	
	    ○ **Basic Communication**
	    ○ **Community Resources**
	    ○ **Consumer Economics**
	    ○ **Health**
	    ○ **Employment**
	    ○ **Government and Law**
	    ○ **Learning and Thinking Skills**
	    ○ **Independent Living**

University of District of Columbia Workforce Development Programs at DC Voice	
• Basic Carpentry • Basic Plumbing • HVAC Installation • Introduction to Nutrition Child Development Associate of Family Day Care, Infant/Toddler and Preschool classrooms.	

Washington DC Building Trades Council Multi-Craft Curriculum at DC VOICE Empowerment Public Charter

The Building Trades Multi-Craft Core Curriculum was designed by the National Building and Construction Trades Standing Committee on Apprenticeship. It was designed using actual classes from trades' apprenticeship program to be an orientation and introduction to the construction industry. It is 120 hours of education.

Course Title	Hours of Instruction and Lab
OSHA	10
CPR and First Aid	8
Blueprint Reading	24
Orientation	14
Math Skills	40
Labor History	8
Industry Awareness	8
Tools and Materials	8
Total	120

Culinary/Food Services Focus in Partnership with IDA

Training Courses/Program Activities

Using the CASAS curriculum, ROC modules and other supplement training resources our weekly job training courses cover, but are not limited to the following topics:

a) Food Service Management and Hospitality Courses
- Understanding Food Safety
- Ensuring Proper Food Preparation and Storage
- Safeguarding Your Environment

b) Economic Development Workshops
- Understanding Your Credit
- How to Budget and Manage Your Money
- Resume Writing

c) Succeeding in the Workforce
- Developing Interpersonal Workforce Skills
- Relationship Building
- Interviewing "Personal Branding"

d) Financial Literacy Workshops
- *Make Your Money Talk* classroom curriculum
- *Wealth Builders* workshops
- *Money Smart* (an FDIC course to help participants begin saving and budgeting to achieve goals)

Prekindergarten Daily Lesson Plan

Daily Lessons Theme: Foundational Skills	**Week:** One	**Day:** One

Standard(s): 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 8.0

Establishing Routines
Morning Arrival
- Teacher and Paraprofessional will greet children as they arrive.
  - Morning arrival and routine will include:
- Attendance/Check-In
- Hanging up coats and book bags
- Collecting lunch money (if applicable)
- Based on student inventories, structured play activities are identified for each while waiting for everyone to arrive:
  Such as
- puzzles
- small blocks
- legos

- Take photos of each student. Photos will be used to help the student identify their name and where they should be during center and structured playtime.

Physical Movement:
- Movement and Music – On the opening of school use the theme song to Barney and/or Sesame Street to have students begin to dance and move to familiar sounds and songs.

Morning Meeting – (The Morning Meeting Chart must be prepared and ready for the children when they enter the room.)
- Welcome Song – Good Morning to you song.
- Welcome Activity –
  - Good morning boys and girls. Today is _____. (Day of the week)
                (Karen) will share today.
                Are you a boy or a girl?
                        ____ ____
                        boy   girl

- This chart is written in black or blue marker. Special words will be written in a different color.
- This should be written in rebus style with the picture after the word it is representing.
- The weather pictures should be over the weather word it represents.
- When the child identifies the weather, have him/her circle the weather *word* instead of the weather *picture*.
- When symbols are used, the child's symbol should be placed after his/her name.
- The children should be taught to address the question of the day as part of their arrival routine. The goal is to have the children do the morning meeting chart independently. The question remains the same for an entire week.
- Calendar: **NOTE:** Calendar time should be very brief.

| **Daily Lessons Theme:** Foundational Skills | **Week:** One | **Day:** One |

o Whole calendar is displayed with special days and birthdays.
o Use of scaffold skills to include counting can be added as the year progresses.
o Weather (teacher models weather observation skills)
  ▪ The weather is _____ (sunny, rainy, windy, cloudy).
o Daily schedule
- Word Wall
  o Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
  o girl, boy

Reading/Writing Workshop
- Students will be able to recite familiar nursery rhymes: Use a book of nursery rhymes as a read aloud. Show proper handling and use of a book.
  o **Center Time –** Exploration with classroom library, crayons, paper, demonstrate proper use of a book

Math Workshop
- Students will be able to count numbers 1 – 10.
  o **Center Time –** Exploration with manipulatives - counters, cubes, tiles, Sorting and grouping items

Social Studies – Students will demonstrate appropriate social skills (sharing)
  o **Center Time –** work as pairs to share materials.

Science/Health
- Students will identify the weather outside throughout the day
  o **Center Time –** identify pictures of what the weather is outside and color them

Adaptations:
- Ask simple yes/no questions rather than "who" questions
- Model the question and answer "Who is this? This is Karen." For reluctant speakers of English or students with language difficulties, allow one-word answers
- For the children with visual impairments and/or processing difficulties, allow them to touch the shoulder of each person attending school that day, as (s)he is counted
- Use picture symbols and pictures to provide visual cues in all activities during opening
- For orthopedically challenged children, bring job/attendance to them on a portable display calendar, etc. using Velcro or magnetic tape to remove and replace pieces
- For orthopedically challenged children, use finger pointer stick to access calendar or use sign language as an extra-visual cue during songs, etc.
- Offer choices of two pictures
- Before singing, have each child introduce him/herself by saying "My name is …" Teacher and orally proficient students model sentence structure
- Have multi-sensory activities manipulatives, (real objects), visuals
- Activate prior knowledge by doing pre-teaching activities
- Do repetition, review, re-teaching based on students' progress

A Sample Lesson Plan for a Workshop Model Lesson:
Learning New Information May Change a Meteorology Predictions & Ultimately impact the School's Urban Garden Crop

Date: 0/0/00

Unit of Study: Extreme Weather

Materials needed:
- Google Chrome Laptops
- Projector for modeling the lesson
- Lists of Crops the Urban Garden will Yield
- Apex Core Earth Science Online Module
- Three Weather Apps already downloaded
    - METAR
    - European Real Time Lightning Strikes
    - Global Cloud Map
- Provide students with access to the data entry sheet: "Predicting Weather by Using Google Earth"

Standards addressed:
Key Idea Three: The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.
S3.1 Design charts, tables, graphs, and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.
S3.1a organize results, using appropriate graphs, diagrams, data tables, and other models to show relationships.

Mini-lesson	(10 minutes)
	Do Now/ Pre-lesson prep: "1. Make sure Google Earth is open on your laptop/tablet and that ALL APPs are turned off. 2. On your resource list, please open the Double Entry Model Prediction Document to use in today's lesson. 3. When you are ready for the lesson to begin, close the lid and read a book or magazine quietly until everyone is ready to begin."
Connection	
	Connection: "Okay meteorologists, we have been studying weather and we know that there are many ways to collect information about weather in the world. We also know that scientists and meteorologists make hypotheses and predictions
Teaching Point	

	once they have collected certain information using the online curriculum for Earth Science.
Teach	*Teaching Point*: "Today I am going to teach you how adding new information can *change* your prediction or it can *support* your prediction. And it is your job as a meteorologist to look at the new data and decide whether to modify or maintain your original prediction for weather. *Modeling/ Teaching*:
Try It /Active Engagement Link	**Lightning Layer** "Look with me at the active weather aps running. This shows us where lightning has struck in Europe over the last 60 minutes. Think about what information you can see by looking at the globe. Based on the fact that the most recent lightning strikes appear white and the oldest are dark red, what can you deduce from the active lightning strikes? Hmm, here is what I am thinking . . ." (Model aloud for the students what you notice.) "Watch me as I place our observations in the text box area "What Did I Notice" in the Lighting Applications section. After I have noted these observations, I can think about the information and what it might mean. Guided Practice: On your own computer, go to the Double Entry Model Prediction Document we opened as our Do Now. Then in the area allowed for predictions, make some predictions about what you think is happening to this weather system based on the lightning and the time frames shown." Link: "Complete the Predicting Weather by Using Google Earth Data sheet by following the directions in the first column. I will be coming around to help

	you."
	(Teacher – stand back and watch as everyone gets started on his or her own. Observe, plan, and then approach students in need or students who are ready to move on, or students whom you were already planning on conferring with today.)
Independent Practice	(25 -40 minutes)
	Students working independently will do the following:
	Students work together or in pairs to look at the Cloud Layer, the METAR layer and on of their own.
Conferring/ Small Group Instruction	Note: Below you will find specific teaching for each of the layers. Some students that you confer with may need more help, and these notes below may help you be specific with your students.
	Cloud Layer
	"Now we are going to turn on the Global Cloud Map application. You can see that the map has changed by having the clouds "layered" on the map. What do you notice? As you can see, much of the lightning is grouped around the cloud masses. Why do you think this is? Why are there some lightning strikes not near the cloud masses? Think about these questions as you make your observations.
	"Place your observations in the text box area "What did I Notice" in the Global Cloud Map Applications section. After you have noted what your observations, think about the information and what it might mean. Then in the area allowed for predictions, make some predictions about what you think is happening to this

		weather system based on what you have seen on Google Earth."
Assessment		**METAR layer** "Now we are going to turn on the World Metar's Tool. It will put in real time weather conditions that pilots around the world use to keep track of weather conditions. It has information that is very useful in letting pilots know what weather they will be flying into. They make decisions based on the information found on this site. Look at the METAR's Legend to locate one of the weather information updates. As you can see, it shows information like temperature, wind direction and speed, cloud information, and even present weather conditions. What does information tell you? What can you deduce from this information? "Place your observations in the text box area "What did I Notice" in the World METAR's Applications section. After you have noted what your observations, think about the information and what it might mean. Then in the area allowed for predictions, make some predictions about what you think is happening to this weather system based on what you have seen on Google Earth."

Students I will **conference** with are:

Student: CL	Topic: Set her up with HR
Student: HT, KJ, and GF	Topic: Downloading the Aps, since they missed class the day we did this.
Student: SA, VC, and XR	Topic: Predicting – relate this to the guided reading lesson we did last week in literacy.

Students with **differentiated instruction** / assignments are:

Student: CL	Instruction: Partner her with HR so that she can receive 1:1 support.
Student: ESL students	Instruction: Make sure they have Webster.com open to look up any new vocabulary they see in this lesson.
Student: SA, VC, and XR	Topic: Predicting – relate this to the guided reading lesson we did last week in literacy.

- Students print and turn in their completed document for a grade.

	(Alternatively: email to teacher; post to eChalk site; post to Google Spreadsheets for teacher to view, etc.) • Assess understanding during conference time and during the share. Ask follow up questions if students are not confident with their explanations.
What Students Can Do if They finish work early	Try out new Weather Aps. Create a new chart to record data.
Quality Questions that Will Support High Level Thinking	1. Why are there lightning strikes that are nowhere near any cloud formations? 2. Predict . . . (any prediction, depending on the ap you are looking at with the student.) 3. How does temperature, if at all, affect the movement of the storms?
Share	(5 minutes) "Let's share our observations with the class. Please explain how your predictions changed or how they were maintained each time you added a layer of information."

| Homework | Watch the news tonight and listen to the meteorologist: in your science journal, explain why clouds/ storms were moving in the direction they were moving. What does the meteorologist say about why those systems are moving? How will this impact the school's urban garden crops?

*If you cannot watch the news at home, see me and I will arrange for you to watch an online weather cast after school today or during lunch tomorrow before class. |
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For further consideration

Here are components of a lesson that you might want to ensure are included in your lesson. As per UFT contract, you may uses any format you wish in planning lessons. These items below, however, are used to create thorough, well planned lessons.

- Specific mini-lesson is identified
- Unit of study is listed
- Standards are evident
- Differentiation of Instruction explains individual students' needs
- Development – Procedures, details as to how teacher will conduct the lesson
- High level questioning planned in advance
- Independent Practice – clearly thought out in advance, predicting any challenges or caveats
- Assessment – how will you assess understanding?
- Share/Wrap up
- "When Finished" assignment posted on the board
- Homework that connects to today's lesson