Renaissance



Math, Science, & Leadership Academy

Renaissance Math, Science, and Leadership Academy

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APPLICANT INFORMATION SHEET

Request for Approval

This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995, as amended.

Name of Proposed Charter School : **Renaissance Math, Science, and Leadership Academy**

Name of Entity Applying for Charter Status: **Renaissance Math, Science, and Leadership, Academy, Inc.**

Contact Person: **Dr. Sharon Anderson**

Address: **700 Southern Ave SE Washington, DC 20032**

Daytime Telephone: **202-561-0100/**[redacted] E-mail: [redacted]

Fax: **202-561-0149**

Name of Person Authorized to Negotiate : **Dr. Sharon Anderson** *(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)*

Authorized Signature [redacted]

Proposed Start Date: **August 2012** Proposed Year 1 Budget **$4,124,000**

Start Up Information

First-Year Enrollment: From age/grade ___**9**____ to age/grade __**10**_____ Number of students **200**

Year Five Enrollment: From age/grade ___**9**____ to age/grade ___**12**____ Number of students **400**

Location of school (address or area of city) **885 Barnaby Street, SE Washington, DC 20032**

Names of Organizations Involved in Planning (if applicable):

Johenning Baptist Church dba Temple of Praise

Name of Educational Service Provider (if applicable): _n/a

Type of Application (Check One)

Conversion of Existing Public School /Conversion of Existing Private School / **X New School**

If conversion, name the school being converted: _n/a_____

Do you wish to retain the existing school site? _ Yes _ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? **_x Yes** _ No

RENAISSANCE MATH, SCIENCE, AND LEADERSHIP ACADEMY-"RMSLA"

Executive Summary

Urban students across America and here in the District of Columbia require a ***renaissance in the educational enterprise,*** if the schools that serve them are to deliver on the too often denied promise of educational opportunities that prepare them to compete in a highly technical global society. ***Renaissance,*** characterized as a movement or period of vigorous artistic and intellectual activity, is defined as a ***rebirth or revival of intellectualism.*** An educational ***"Renaissance"*** will revitalize and renew an approach to teaching and learning that harnesses the power of thoughts, ideas, and creativity to expand our citizenry's ability to reason and think abstractly or profoundly and enhances a capacity for knowledge and understanding.

Every student deserves the right to attend schools that inspire them to believe they have the capacity to be successful and the responsibility to use their intellectual and creative gifts and talents in support of self, family, community and society. In addition, schools should convey and command recognition that discipline, perseverance, an unrelenting work ethic and respect [for self and others] are keys to achieving success and greatness; they should instill in students a love for lifelong learning and for exploring the full range of academic fields and career possibilities at their disposal. This is especially true for high schools

In the 21st century, all students should expect to engage a challenging curriculum in an academic environment that develops the critical thinking, communication, social and academic skills necessary for them to compete on a sometimes un-level playing field and prepares them to become leaders in all sectors of the economy despite any personal or social challenges they face. Addressing a national need for expertise in the areas of Science, Technology, Engineering and Math (STEM), the Founders of ***Renaissance Math, Science, and Leadership Academy*** **(RMSLA)** are proposing a school designed to accomplish this vision.

The mission of the ***Renaissance Math, Science, and Leadership Academy*** (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs that enhance student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

The following educational principles provide the foundation on which the charter school is based:

1. Students should develop the capacity to think critically, solve problems, and communicate effectively through a mastery of academic courses with emphasis on mathematics and science;

2. Students should develop leadership and entrepreneurial skills by fulfilling their civic obligations through school and community service;

3. Students learn best when they are actively engaged in rigorous and relevant curriculum during the learning process;

4. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning style;

5. Students need to demonstrate their understanding of essential knowledge and skills through school-wide performance based assessments and producing quality work; and

6. Students, teachers, parents, administrators, and the community share the responsibility for advancing the school's mission and producing global learners.

The RMSLA program will prepare students in grades nine through twelve from all neighborhoods in D.C., with a focus on students east of the Anacostia River (Wards 7 and 8), to excel as high achieving scholars and future leaders through a comprehensive, rigorous, college preparatory curriculum, specializing in Math, Science, and Leadership development. With the challenging issues facing our environment the RMSLA program proposes an integrated academic program emphasizing environmental studies. The threefold approach includes (1) an environmental science curriculum; (2) "green construction" practices for the facility; and (3) entrepreneurial and leadership opportunities for students in the areas of advocacy, community awareness, and policy.

The curriculum is based upon the seven key competencies for the 21st century workforce as outlined by Wagner (2008) to include: (1) critical thinking and problem solving; (2) collaboration across networks; (3) leading by influence, agility, and adaptability; (4) initiative and entrepreneurialism; (5) effective oral and written communication, (6) accessing and analyzing information; and (7) curiosity and imagination. The comprehensive instructional program will employ strategies based upon the most innovative and proven standards-based pedagogy and best research practices to include but not limited to: individualized and learner centered instruction, experiential and project/problem-based learning; thematic and integrated instruction; use of technology; and inquiry-based approaches that foster critical thinking, questioning, and reasoning across all disciplines.

The major focus of the RMSLA program will be to close the achievement gap and increase the academic performance which is central to the current educational reforms. The high school dropout rate in Ward 8 (16%) is the highest in the District. School performance is marked below national and District averages. Effective charter high schools are mission-driven; focus on college preparation; teach for mastery; provide wraparound services; value professional learning; and hold themselves accountable (U.S. Department of Education, Charter High Schools Closing the Achievement Gap, 2006). These common themes provide the framework for RMSLA. We recognize that only through a comprehensive standards-based academic program that meets the educational, social, and emotional needs of our students and the community will we become the change agents for educational success.

"In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity, it is a prerequisite".
President Barak Obama

A. Educational Plan

1. Mission and Purpose of the Proposed Public Charter School

The mission of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs enhancing student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

The purpose of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to provide a standards-based comprehensive academic program that engages high school students in a pedagogical environment focusing on inquiry, discovery, collaboration, and "real life" experiences in preparation for post secondary choices. The college preparatory program will provide students an opportunity to value the attributes of learning while participating in a rigorous curriculum focusing on math, science, and leadership.

a. Educational Needs of the Target Population

Renaissance Math, Science, and Leadership Academy (RMSLA) will be located in Ward 8, in the Washington Highlands/Bellevue area of Washington, D.C. At full operation RMSLA, will serve grades 9-12. In its first year, the school will aim to serve 100 9th grade students and 100 10th grade students. Each year, another grade level of 100 students will be added until RMSLA reaches full capacity at a total of approximately 400 students in grades 9-12. RMSLA will serve students from all neighborhoods of Washington, DC, who seek an innovative and challenging educational environment. However, given the proposed location of RMSLA, we expect that we will primarily serve students from Wards 7 and 8.

Characteristics of Prospective Students

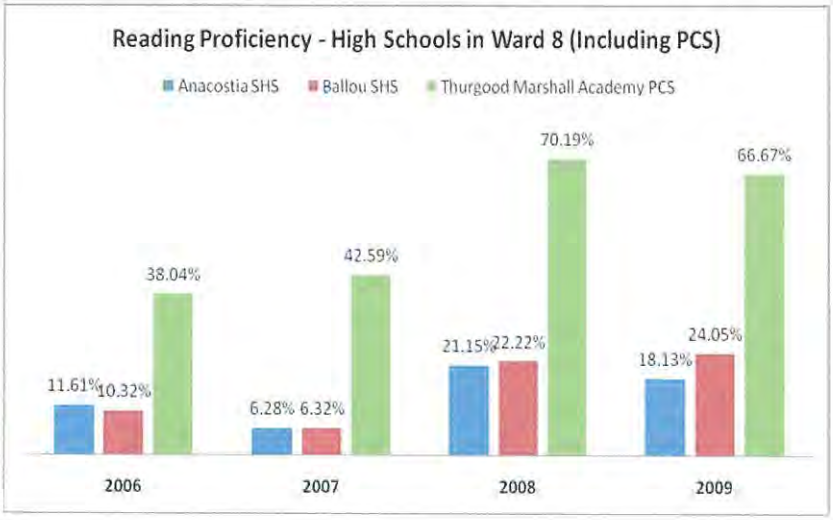
RMSLA will have a particular focus on serving students East of the River (Wards 7 and 8). Based upon the neighborhood demographic research for Wards 7 and 8, we anticipate that our prospective student population will be predominantly African-American, at least 75% will qualify for free or reduced-priced lunch and approximately 20-25% of the incoming students will be identified as having academic challenges. [1] Given the data of the local schools and the experience of other charter schools serving the same or similar populations, we anticipate serving students functioning at widely disparate academic performance levels. [2] Although some students will enter Renaissance Math, Science, and Leadership Academy at or above grade level, based upon current academic performance of high school students East

[1] www.neighborhoodinfodc.org
[2] Ibid.

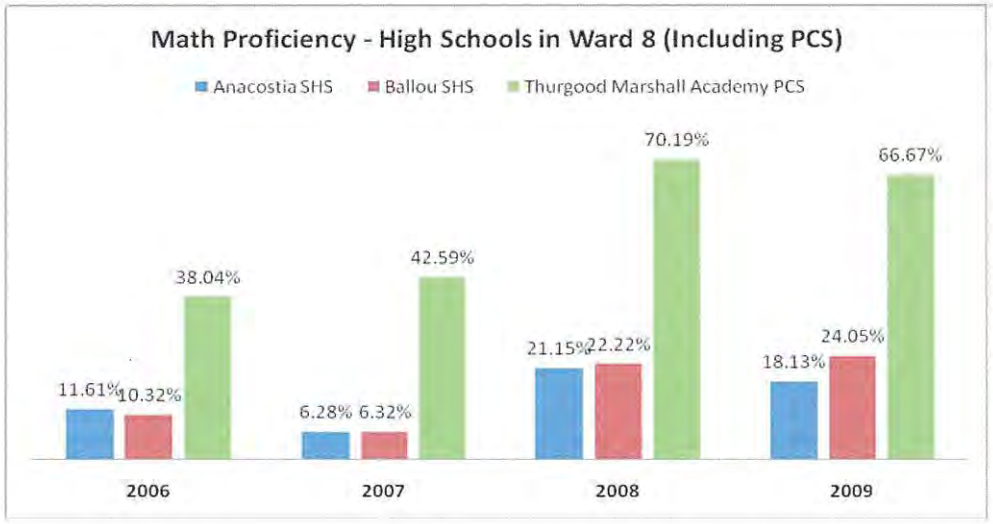
of the River, we fully expect that a percentage of the prospective student body may enter one or more years below grade level in the core academic subjects. RMSLA will aspire to enable every student to reach his or her full potential through Socratic dialogue, interactive classrooms, project-based learning, and by putting in place an appropriate and effective organizational structure and teaching workforce (i.e. class size, support units and positions, and state-of-the-art resources).

The educational needs of the proposed student population will vary. In this new global economy, high school diplomas are expected and higher education is increasingly necessary for a promising career. However, less than half of the District's public school teenagers tested at the federally mandatory proficient or advanced level on the 2008 or 2009 D.C. Comprehensive Assessment System (DCCAS). Contributing to students' poor performance are higher rates of attention deficit hyperactivity disorder (ADHD) and slightly higher rates of socio-emotional or behavioral problems in District public high school students than the national average.[3]

It goes without saying that is difficult to perform well in school when the school environment is unsafe. More District public school students report feeling unsafe in school or on their way to school than the national average (14 percent versus 6 percent). [4] In addition, the share of District public high school students that have been in a fight on school property is almost double the national rate (20 percent versus 12 percent). [5] The public high schools in Ward 7 and 8, (Ballou Senior High School, Anacostia Senior High School), have been plagued with violence, low performing test scores and poor facilities for many years. Thurgood Marshall Academy was the only high school in Ward 8 to meet AYP. Ballou and Anacostia Senior High Schools have not met AYP for many years as indicated in the charts below.



[3] Ibid
[4] Ibid.
[5] Ibid.



Academically, black high school seniors living in the District are less competitive when applying to college than their white counterparts. White District students scored twice as high as black District students on the advanced placement exam, and whites scored 200 points higher than blacks on the SAT. The research report *Double the Numbers for College Success* states that only 9 percent of all incoming District public school 9th graders complete high school "on time" and 43 percent graduate within five years of entry, owing to the poor standardized test scores, and unsafe school environment. In fact, approximately 4,800 young adults in the District have dropped out of high school altogether. Wagner (2008) stated, "In today's highly competitive global "knowledge economy," *all students need new skills* for college, careers, and citizenship. The failure to give all students these new skills leaves today's youth-and our country-at an alarming competitive disadvantage". [6]

According to the 2010 data some changes occurred in the abovementioned schools achieving AYP. While Ballou SHS indicated an increase from 24% to 30% of its students meeting AYP, both Thurgood Marshall (from 66% to 62%) and Anacostia (from 18% to 16%) indicated a decline in AYP for Reading in 2010. In mathematics Thurgood Marshall demonstrated an increase from 66% to 71%; Ballou and Anacostia demonstrated minimal increases to 25% and 18.75% respectively. The results indicate the challenges under which schools face in attempting to meet their academic goals for AYP.

Relationship between student population to be served and geographic area

The Founders of RMSLA have chosen to locate a school in an area most in need of a "Renaissance" in secondary education. Recent studies have demonstrated that many high school aged youth, particularly those living in Ward 7 and 8, are failing to make a successful transition to adulthood. According to the 2005–06 American Community Survey approximately 100,742 teenagers and young adults (age 12 to 24 years) were living in the District, making up 17 percent of the entire population. Of those 12- to 24-year-olds, 38 percent were *teenagers* aged 12 to 17. Additionally, the report indicated that the majority of those young people were African Americans residing in Wards 7 and 8.

[6] Wagner, T. (2008). The Global Achievement Gap Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It. New York, NY: Basic Books.

Moreover, while Wards 7 and 8 continue to be the home to most of the youth in the District of Columbia, these areas have the least amount of high schools proportionately. There are approximately 60 charter schools operating citywide serving close to 25,568 students. [7] At first thought, one might assume that there is an oversaturation of charter schools in D.C. and that all children across the city have an equal opportunity to attend these schools, but this is not the case. Of the 60 charters schools in the District, only 27% (15) are located in Wards 7 and 8, and as the statistics above indicate, nearly 40% of the high school aged children in Washington, D.C., live in these wards.

Currently, Wards 7 and 8 are home to six public charter high schools. Thurgood Marshall Public Charter School, located about 5 miles from the proposed location of the Renaissance Math, Science, and Leadership Academy[8] and the National Collegiate Preparatory Public Charter School are located in Ward 8. The additional closest public charter schools, Maya Angelou PCS (two campuses), Cesar Chavez, and IDEA PCS, are all located in Ward 7. As a an aside, none of the public charter high schools specifically designed to focus on Math, Science, or Leadership, East of the River.

This state of affairs leaves many families of high school students without the choice for an educational option outside of the traditional public school system. This also leaves students who have attended high performing middle schools, East of the River, with limited options for attending a high school that optimizes and advances the students' educational foundation. Indeed, many students graduating from charter middle schools in Wards 8 have to travel outside of their neighborhood and Ward, in order to continue on an academic path that challenges and nurtures their intellectual capacity. For students and families, this can be costly and in some instances unsafe. The statistics make clear that high quality academic opportunities are not sufficiently available to older youth residing East of the River.

While recent District government efforts have centered on school reform, the concentration has been focused primarily on early childhood and elementary education. These efforts have not sufficiently improved the well-being of older youth.[9] Unfortunately, the problems facing older youth in the District of Columbia have never been more pressing than they are today. Poverty among families with teens remains stubbornly high, and the District's public education system, which ranks among the poorest performing urban school systems nationwide, has been plagued with inadequately maintained facilities and low student achievement-particularly those schools serving high school aged children.[10] In addition to the local statistical data, Wagner (2008) stated, "Only about a third of high school students in the nation graduate ready for college today, and the rates are much lower for poor and minority students. Forty percent of *all* students who enter college must take remedial courses. While

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[7] DC Public Charter School Board 2008-2009 Charter School Profile

[8] The proposed location of RMSLA is 885 Barnaby Street SE, and is located in the Washington/Highland Bellevue area of Washington, DC.

[9] **On the Road to Adulthood: A Databook about Teens and Young Adults in DC** -JENNIFER COMEY, ESHAUNA SMITH, PETER A. TATIAN-URBAN INSTITUTE 2009.

[10] Ibid.

no hard data are readily available, it is estimated that one out of every two students who start college never complete any kind of postsecondary degree".[11]

Rationale for the Proposed Enrollment Level in 2012-2013 and Expectations for the Development of the School to Its Full Capacity and Potential

We recognize that the challenges of creating a new school and a new organization are great. We believe that a small initial operation of only two grades will allow us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement and high behavioral expectations. Gradual growth is also important to successfully implement the business functions of the entity especially in those areas critical to the long-term viability of the school like financial management, fundraising, and governance that are all a part of the entity we are creating.

When at full capacity Renaissance Academy will still be a relatively small school allowing for personalized targeted instruction. Studies have shown conclusively that once a school reaches a certain size, generally ***over*** 400 students, its effectiveness is diminished. [12] Findings have shown that academic achievement and safety are negatively impacted as schools increase in size. [13] Smaller schools are more likely to lead to lower school violence, increase academic engagement and achievement, and better attendance and graduation rates--the very issues schools in urban settings across the nation are grappling. [14] D.C. like many other large urban districts has large middle and high schools. Within these large environments, administrators and teachers know less about their students and the family members that shape and influence them. And as a result, embracing the school culture can be difficult for students to do, carry out, and/or maintain. In a smaller school, students more readily feel a sense of belonging instead of alienation.

As a result of our desire to replicate the success of smaller schools across the country, RMSLA will open in August 2012 with 100 ninth graders and 100 tenth graders for an initial student enrollment of 200 students. Each year, thereafter, RMSLA will enroll 100 new students in grade nine, and fill any open seats in grade 10. Based upon the experience of charter schools serving similar populations, we have planned for a 10% student attrition rate per year as shown on the table. [15] . At full grade enrollment, we estimate that we will serve a total of 370 students through grade twelve in 2015. In future years and under special circumstances (e.g. a family is relocating to the District), we will consider enrolling a handful of highly-qualified students as juniors or seniors. At maximum, the Academy will accommodate 400 students.

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[11] Ibid.

[12] Kappner, Augusta, S. "Small Schools Offer Real Hope For Communities Of Color." 2004 www.smallerschools.org

[13] Ibid.

[14] A study by Bank Street College of Education states that "small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, made higher grades and showed some improvement in test scores." Education Commission of the States.

[15] Thurgood Marshall HS.

	2012-2013	2013-2014	2014-2015
9th Grade	100	100	100
10th Grade	100	100	100
11th Grade		90	90
12th Grade			80
TOTAL	200	290	370

We have also created a budget and designed a program that absorbs the anticipated attrition (see Budget in Section F).

In order to keep the school on firm financial footing and ensure we fulfill our mission, we are prepared to review our enrollment policy as necessary. We will, however, work diligently as a school to avoid attrition, and believe review of our policy would be necessary under the following circumstances.

- The actual rate of attrition surpasses our estimates and such attrition negatively impacts our programming and fiscal viability; and/or

- We are unable to raise the necessary non-governmental funds called for in our budget projections, or the level of our government funding changes dramatically and such events negatively impact our programming and fiscal viability.

b. Mission and Philosophy

The mission of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs enhancing student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

At RSMLA we believe that all students, regardless of race or socio-economic status, deserve a top quality, rigorous college preparatory education. We believe that when students are provided with a standards-based, innovative, safe, and supportive learning environment along with care and support they will become productive leaders in today's global and technological driven community.

c. Educational Focus

Areas of Concentration

RMSLA's academic program rests upon a rigorous curriculum focused on mathematics, science, and leadership. We believe that the pedagogy of teaching math, science, and leadership, employs strategies that promote fair and cooperative learning, student centered classrooms, engaged participation, experiential learning, and learning labs. RMSLA has chosen math, science, and leadership as an educational focus, because the founders want to

ensure that RMSLA students are prepared to perform and compete academically and professionally in their communities, in the nation, and even globally.

Through a concentration on the disciplines of math, science, and leadership, it is our belief that we can adequately prepare our students to excel in a "high tech" modern world. Furthermore, the curriculum has designed elements to equip our students with twenty-first century workforce skills such as critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, intercultural competence, and curiosity and imagination. [16]

With the challenging issues facing our environment and relevancy of the content and pedagogical approach to teaching math, science and leadership, the RMSLA program proposes an integrated academic program emphasizing environmental studies. "Growing concerns in society and especially among students, about global warming and the long-term future of the planet tip the scales even more in the direction of environmentally conscious strategies and systems on school and university campuses"[17].

The 'environmental movement' provides a platform for studying conservation and green politics in a diverse, scientific, and political arena. Because the educational focus will include the natural environment, the urban environment, and environment ethics, we are able to propose a robust "green" component will also be interwoven into several dimensions of the learning opportunities for students. The threefold approach we envision includes (1) an environmental science curriculum; (2) "green construction" practices for the facility; and (3) entrepreneurial and leadership opportunities for students in the areas of advocacy, community awareness, and policy.

The theory and practice of leadership studies will also be integrated into all subjects including world history and language arts, as well as into after school, extracurricular activities, and summer programming. In addition, we believe it is essential that students poised to become leaders in a global society be taught that they are expected to "learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. [18] To accomplish this goal, students will have opportunities to apply leadership principles in a variety of reality-based learning experiences and integrated student projects. RMSLA's unique community resources will enable it to make the learning process relevant, experiential, and interactive.

d. Goals

The major goals of RMSLA can be broken down into three broad categories that flow from its Mission and Philosophy:

- **Academic Achievement**

[16] Wagner (2008) p 25
[17] Kennedy 2007-page 40
[18] Wagner (2008) p. 35

- **Leadership and Civic Participation**

- **Institutional Excellence**

RMSLA has thought extensively about (and outlines here) the overarching academic goals for the student body as a whole. That being said, RMSLA expects to set individualized performance goals for every student who is attending the school and anticipate formulating secondary goals for each grade that will evolve as the school expands to full capacity. RMSLA will set the following performance goals for the student body:

Academic Achievement

Our academic performance goals are:

- Over 50 percent of all students testing below basic on the DC-CAS administered in the eighth grade will be at or above basic by the end of the tenth grade.

- Over 25 percent of all students will score above the national average on the PSAT and SAT or ACT, and at least 50 percent will score at the national average.

- Over 75 percent of the students entering RMSLA will graduate in four years or less.

- Nearly 100% of graduates who want to continue their education will have at least one option available to enroll in a post secondary institution after graduation, including at a two-or four year college, trade school, technical college, or conservatory.

- Graduating students will have achieved proficiency or mastery in all subject areas proven by meeting national performance standard, as determined by reference exams developed from the curriculum.

- On average, 80% of the students will attend school each month, demonstrating an appreciation for the value of education, including the motivation and desire to better oneself through learning.

- Approximately 90% of students will re-enroll at RMSLA.

Leadership and Civic Participation

Our non-academic goals are:

- All students will spend at least one month each year in an internship or externship with a mission related community organization.

- Students will demonstrate active participation in their community by completing 100 hours through community service and team service projects.

Institutional Excellence

Our organizational goals are:

- RMSLA will achieve on-going viability in terms of fundraising, cash flow, number of students, and attraction of high quality faculty.
- RMSLA will implement a four year curriculum with a comprehensive focus on math, science and leadership, with high academic standards to serve as a national model.
- RMSLA will attract committed faculty members and volunteers from a variety of backgrounds to foster the educational mission of the school, including locally and nationally renowned educators, scientists, and professionals.
- Parents, students, and community members will participate in informational forums, monthly community meetings, and on the RMSLA Board.

2. Charter School Curriculum

a. Student Learning Standards

The student learning standards at RMSLA define the knowledge, concepts, and skills that students should acquire at each grade level. Our academic and performance standards are largely based upon the new more challenging D.C. standards, and those established and approved by the Office of State Superintendent for Education to include the newly adopted Common Core State Standards. We have also adopted standards from the Massachusetts Curriculum Framework that covers all core academic subjects (reading/English language arts, mathematics, science and social studies, art, music, health and physical education, and world languages).[19] The Massachusetts High School Program of Studies (MassCore) offers a comprehensive college and career readiness initiative to ensure that students are prepared for successful postsecondary experiences.

Our standards show what the students should know, and what the students should be able to do in each subject, and at each grade level. We share in the philosophy that when children know what we expect them to do well, they will believe in themselves and work harder to achieve their goals. Our standards inform all students that we at RMSLA expect our students to succeed in school, and members of the RMSLA community will do whatever it takes to ensure that upon graduation, all of our students, regardless of their level of proficiency upon entry, are academically prepared to apply and be accepted into college. The hallmark of RMSLA's standards is built directly on the content standards developed by the national professional organizations (i.e. National Council of Teachers of Mathematics, North American Association for Environmental Education, National Council for the Teachers of English, American Association for the Advancement of Science, and National Council for Social Studies).

The D.C. and Massachusetts standards are built on the following concepts:

[19] See Student Learning Standards Chart-Appendix 2

- All students are capable of achieving high standards
- Standards should be rigorous and world class
- Standards should be useful, developing what is needed for citizenship, employment, and life-long learning
- Standards should be adaptable to the local culture
- Standards should be reflective of broad consensus and the product of thorough research by educators

After extensive research, the founders of RMSLA decided that the focus which the District of Columbia and Massachusetts places on high standards, quality assessment, innovative curricular materials, instructional methods, and community engagement was best aligned with the vision for RMSLA.

The RMSLA academic program will reflect the understanding that teaching and learning are not distinct—"what to teach", "who is being taught", and "how to teach it" are inextricably linked. The circumstances in which students learn affect what is learned. The needs of both students and teachers are considered in the development of the RMSLA curriculum which will be aligned to and support the National and District Standards in all content areas. The curriculum will help teachers and those who work to support teachers examine expectations for students and analyze the extent to which classroom learning tasks and teaching practices align with their goals and expectations. Standards will be consistently re- developed through a collaborative process that involves teachers, content area experts, community representatives and nationally recognized educational leaders.

The curriculum will also impart an environmental science and environmental global perspective, and connect with local community-based lab opportunities. Environmental science is a curriculum designed to introduce students to major environmental problems that impact the world in which we live. These concepts are real issues. While the D.C. and Massachusetts learning standards provide an emphasis on environmental education, the RSMLA program will also adopt the learning guidelines for environmental studies as proposed by the North American Association for Environmental Education (NAAEE). These guidelines, organized into four strands, set a standard for high-quality environmental education in schools across the country, based on what an environmentally literate person should know and be able to do. The four strands include (1) questioning, analysis and interpretation skills; (2) knowledge of environmental processes and systems; (3) skills for understanding and addressing environmental issues; and (4) personal and civic responsibility. The NAAEE learning guidelines are described as a thematic approach to integrating subject areas that lends itself to inquiry based learning and team teaching. This approach models the notable success that has been achieved at the High School for Environmental Studies (New York).

Additionally, RSMLA will implement the Environment for Integrating Context for Learning (EIC) model developed by the State Education and Environment Roundtable (SEER). The model is a pedagogical approach that uses natural and socio-cultural environments as the

context for learning. EIC-based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. The model uses a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices. EIC-based programs typically employ the environment as a comprehensive focus and framework for learning in all areas: general and disciplinary knowledge; thinking and problem-solving skills; basic life skills, such as cooperation and interpersonal communications; and, last but not least, understanding of one's relationship to the environment - community and natural surroundings.

The observed benefits of EIC-based programs are both broad ranging and encouraging. They include:

- better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies;
- reduced discipline and classroom management problems;
- increased engagement and enthusiasm for learning; and,
- greater pride and ownership in accomplishments.

The proposed location of the RMSLA will allow students to effectively engage in an academic environment that supports community awareness of the environmental issues impacting their community (i.e. Anacostia Restoration Watershed Project, recycling efforts). The students of today will become leaders for tomorrow. The role of leadership has been vital to the development of our nation and will be critical in meeting emerging and future challenges. The RSMLA program will prepare students to meet the challenges of becoming informed citizens and effective world leaders for positive change in their lives and in the community.

In an effort to provide an integrated approach to developing potential leadership skills, the RSMLA has adopted the Linking Leadership to Instruction standards developed by the Virginia State Board of Education. The leadership development curriculum addresses four standards: (1) developing knowledge of self and others; (2) defining leadership; (3) developing leadership skills and practices; and (4) practicing leadership through service. The program is unique in that it was not written as an add-on curriculum. Rather the curriculum identifies important processes, skills, and opportunities that promote leadership in all students in grades 9 – 12 through an interdisciplinary approach. Leadership training through an interdisciplinary approach teaches students how to facilitate and participate in groups; to present themselves professionally; to execute personal and social responsibility; and to use critical thinking and effective communication to understand and analyze issues.

How the standards will equip all students, including limited English proficient students, and those with minor or moderate (as opposed to acute or severe) disabilities to meet or exceed standards adopted by OSSE.

Students with limited English proficiency, disabilities, and grade-level deficits can aspire to high expectations, as long as their unique needs are being met inside and outside the classroom. The adopted state standards (D.C. and Massachusetts) provide a hands- on, practical, integrated, and reality-based approach to the teaching and learning process that can

be adapted to meet the needs of all students. The additional standards and learning models, focusing on environmental studies and leadership, are based on creating active and engaged students through real world problem solving activities. This approach will allow all students to develop the ability to make connections and transfer their knowledge from familiar to unfamiliar contexts regardless of ability levels. Additionally, the instructional activities associated with the standards can be modified to meet the various academic needs of students. The standards support RMSLA's mission of ensuring that all students are given the opportunity to experience academic success.

How the standards will provide all students with the knowledge (content) and skills needed for postsecondary education and the future workforce

The purpose of a high quality education is to prepare students for success in postsecondary opportunities including college readiness and workforce development. At RMSLA, we recognize that not all students will attend college immediately after graduation. Indeed, certain students may decide never to attend. The unconditional nature of our college preparation comes from a belief that all students must at least have the chance. We lament over the familiar refrain, 'college isn't for everybody'. More than ever before, fewer intellectually challenging jobs are available to those without college diplomas. RMSLA graduates may decide to forgo a college degree. Yet we hope that every student who makes this decision will do so with the self-assurance that only a college acceptance letter in hand can provide.

Whether students elect to attend college directly upon graduation or not, it is the responsibility of RMSLA to prepare them for all postsecondary opportunities including workforce development. The adopted standards (D.C., Massachusetts, Common Core State Standards) and learning models (Environment for Integrating Context for Learning, Linking Leadership to Instruction) are research-based and focus on those life long skills needed for postsecondary success: critical thinking and problem solving, social and personal responsibility, and effective oral and written communication. Additionally, the standards and chosen models represent an integration of learning concepts based on real life experiences that will better prepare students for the future ahead.

b. Resources and Instructional Materials

The Founders of RMSLA recognize that the primary objective of resources and instructional materials is to support the curriculum. Quality instructional materials are essential to student learning. In preparing students to meet the content standards of the Learning Results, in supporting the achievement of RMSLA's educational goals and objectives, and in providing enrichment opportunities that expand students' interests and contribute to a desire for lifelong learning, it is the responsibility of the instructional program to provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view. The instructional staff will also have responsibility for customizing the content to achieve our goals in the areas of leadership and environmental studies.

Mathematics

The Mathematics program emphasizes that learning with understanding is essential for developing mathematical proficiency. According to the National Research Council's report *Adding It Up*, mathematical proficiency implies expertise in handling mathematical ideas. Students with mathematical proficiency understand basic concepts, are fluent in performing basic operations, reason clearly, formulate, represent, and solve mathematical problems, and maintain a positive outlook toward mathematics. (Kilpatrick, 2001) These components of mathematical proficiency are interwoven and interdependent. Instruction in mathematics must help students refine and extend previously learned strategies for working with numbers and operations to more complex operations and concepts. The interdependence and connections among the mathematical strands fosters the development of mathematical proficiency.

Students must be actively engaged in learning experiences that are designed to deepen, connect, and build on students' knowledge. Communication is an essential part of mathematics education. Mathematics has many words and symbols that are unique to the discipline. Instruction must provide students with opportunities for speaking, reading, writing, representing, and listening in mathematics classrooms so that they will learn to communicate mathematically. (Principles and Standards for School Mathematics, 2000) Technology is a tool for investigation and problem solving that enhances learning of mathematics and actively engages students. The use of technology should support the development of mathematical proficiency. The curriculum and instructional materials we have selected makes a distinction between problem solving as a general process and the solution of specific word problems that demonstrate application of mathematical skills.

Science

The science program at RMSLA embraces an educational pedagogy that enables students to achieve scientific literacy through exploration and inquiry, and increases their interest in science, mathematics, and technology knowledge. Our goal is to create a learner-centered academic environment that provides the experiences and materials needed to support students in learning and applying science content knowledge within meaningful and motivational contexts.

A key feature of the RMSLA science program is the focus on environmental science. Students will apply classroom knowledge from all subjects to complete hands on activities that are focused on and beneficial to the D.C. community. This approach will provide urban students with learning experiences that make connections between their personal actions and the health of their natural surroundings in the Chesapeake Bay Watershed.

Textbooks and other instructional materials greatly influence how content is delivered (Association for Supervision and Curriculum Development, 1997). Schmidt, McKnight, and Raizen (1997) identified these materials as a means for making content available, organizing it, and setting out learning tasks in a form designed to be appealing to students and appropriate for the needs of the teacher. Critical to the selection of effective instructional materials is the availability and usage of accompanying student and teacher resources. Such resources include (but are not limited to) internet companion sites, interactive textbooks and

materials, web-based homework and progress tracking activities and information, and sustained professional development for teachers.

Instructional materials for RMSLA's science program will be evaluated using the research based list of criteria developed by the American Association for the Advancement of Science, Project 2061, Curriculum Materials Center. Project 2061's evaluation organizes the instructional characteristics of effective materials into seven broad categories: (1) providing a sense of purpose; (2) taking account of student ideas; (3) engaging students with relevant content, experiences, and phenomena; (4) promoting student thinking about phenomena, experiences, and knowledge; (5) developing and using scientific ideas; (6) assessing progress; and (7) enhancing the science learning environment.

English

The English/language arts program is designed to allow students the opportunity to develop effective communication and literacy skills through rigorous units of instruction while establishing accommodations for a range of academic abilities including gifted and talented as well as special needs students. Teachers will provide instructional activities that (1) spark student interest; (2) are content focused but also relevant to the changing world; and (3) allow for transferability of knowledge. Students are actively engaged in a meaningful and balanced literacy program of reading, writing, speaking and listening, and cross-cultural communication skills while developing an appreciation of literature and culture through broad reading experiences to include various literary (fiction, non-fiction, informational/media) texts.

The teaching of English for the 21st century requires courses that expand the students' writing, literary analysis, and literary appreciation ability. To be successful members of our society students will need a wide repertoire of communication strategies and skills. Although the communication skills of reading, writing, and speaking form the core of language and literacy, new modes of communication and technologies have integrated the process for which those basic skills are transformed. In addition to the traditional courses, English/language arts teachers now need an integrated approach to prepare students for this technological-driven and diverse world with problem solving, collaboration, and analysis – as well as skills with word processing, hypertext, LCD's, Web cams digital streaming podcasts, smartboards, and social networking software—central to individual and community success (Kist, 2005).

Social Studies

The Social Studies program provides an integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies is a coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promote knowledge of and involvement in civic affairs. Since civic issues—such as health care, crime, and foreign policy—are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

Leadership

The Leadership Program is designed to assist young people in developing essential leadership skills that will enable them to act responsibly in all aspects of their lives; to develop citizens who possess the leadership abilities to meet present and future challenges in a global society; and to provide students with opportunities to learn and practice essential leadership skills within a learning community.

The role of leadership has been vital to the development of our nation and will be critical in meeting emerging and future challenges. American society requires that students become informed and active participants in every aspect of their lives. In recognition of the important role that effective leadership skills play in providing today's students an advantage in tomorrow's competitive world, RMSLA has adopted a leadership development curriculum to use in preparing students for their individual and group leadership responsibilities. RMSLA has reviewed this curriculum, drafted and utilized by the Virginia Board of Education. This program will be implemented as an integral part of our academic program. The materials selected in teaching the Leadership Development Curriculum identify important processes, skills, and opportunities that promote leadership in all students at all grade levels (9-12). The program is unique in that it was not written as an add-on curriculum. Rather, it suggests ways that content and activities that are currently being taught in other subjects can support the development and practice of leadership skills for students. The Leadership Program will allow students to experience entrepreneurial and leadership opportunities in the areas of advocacy, community awareness, and policy.

World Languages

The World Languages program will prepare students to be linguistically and culturally competent in languages other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is the key to success in the increasingly diverse global community of the 21st century. According to Draper and Hicks (1996) 42.2% of high school students were enrolled in foreign languages in 1994. Of those students enrolled in a foreign language class, 64.3% took Spanish, 22.1% took French, 6.5% were enrolled in German, 3.7% were enrolled in Latin, 0.87% were enrolled in Italian, 0.84% were enrolled in Japanese, and 1.69% were studying other languages. [20]

Technology and modern life in general have transformed once isolated countries into a truly global community. Foreign language acquisition (1) broadens one's understanding of the cultures; (2) deepens the understanding of one's own language; (3) and affords the student a greater context for understanding other academic subjects such as classical and modern history, literature, and science.

At RMSLA we believe that students should graduate from high school able to read, write, and converse in a second language in order to participate in the multilingual, multicultural interdependent communities of the twenty-first century. To this end our instructional program has adopted the national standards which include the 5-Cs: Communication,

[20] Draper, J. B., & Hicks, J. H. (1996). Foreign language enrollments in public secondary schools, fall 1994. Foreign Language Annals, 29(3), 304-306.

Cultures, Connections, Comparisons, and Communities as proposed by the American Council on the Teaching of Foreign Languages. Students will be provided the opportunity to complete world language studies in areas (i.e. Chinese, Japanese) other than the traditional foreign language courses of French and Spanish. RMSLA students will be required to successfully pass a world language assessment prior to graduation.

Instructional Resources

The instructional resources and objectives make the learning standards operational and are linked to assessment. To this end, RMSLA has identified several key components in selecting the appropriate instructional materials to support the school's mission and goals. It is our belief that the instructional materials selected should:

1. Support achievement of the content standards;
2. Support the goals and objectives of RMSLA's educational program;
3. Enrich and support the curriculum;
4. Take into consideration the varied interests, abilities, and maturity levels of the students served;
5. Foster respect and appreciation for cultural diversity and varied opinions;
6. Give comprehensive, accurate and balanced representation to minorities and women in history, science, leadership and the arts and acknowledge the contributions of ethnic, religious and cultural groups to our American heritage;
7. Present a balance of opposing sides of controversial issues to enable students to develop a capability for critical analysis;
8. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
9. Provide a background of information that will enable students to make intelligent decisions in their daily lives; and
10. Respect the constraints of RMSLA's budget.

Other factors that should be considered are accuracy and currency of material; importance of the subject matter; scholarship; quality of writing and production; and reputation and significance of the author, artist or composer. In evaluating software, multimedia materials and online/Internet resources, additional factors that should be considered include purpose for use; content; format (degree of interactivity or student involvement); appropriate use of graphics, sound and animation; feedback provided; and ease of use.

Whenever possible, purchase of non-print materials and multimedia, Internet and technology resources will be made only after personal evaluation by the librarian/media specialist and/or other appropriate professional staff. When we choose instructional materials, they will be chosen on the basis of their contributions to the learning outcomes rather than solely on the basis of availability or ease of use. Instructional materials will relate directly to the purpose(s) and objective(s) of the lesson; extend content or provide for remediation, reinforcement or enrichment. They will be appropriate to student differences such as ability, achievement, interests, and learning styles. Materials selected for student use will be consistent with the students' levels of comprehension, ability and responsibility.

Instructional materials will be technologically supported. The goal of RSMLA will be for every student to have access to laptop computers. Additionally, RMSLA will include a minimum of two smart classrooms (Promethean) that foster technology and enhance an integrated curriculum. Other resources for students include study guides, bibliographies, project guideline sheets, text books, workbooks and resource materials; computers and software; other technology such as printers, scanners, calculators, PDAs, and various other items or equipment specific to a subject area. Teachers will gather and prepare resource materials for themselves that will help them prepare for instruction or for use during instruction. These could include transparencies and overhead projector, notes, texts or other printed resource materials, pictures, posters, charts, maps, globes, computer and computer programs/software, smart board, films, projection equipment, audio tapes, video taping, DVD, television, tape player, laboratory equipment, and supplies.

For all core subject areas, instructional materials will also be evaluated so that they meet the needs for all students. Teachers will look for materials that allow for accommodations, or support components that are needed to help special education and ELL students. Similarly, resources selected will also support the acceleration and enrichment of gifted and talented students. In all aspects the resources and instructional resources will be aligned with the RSMLA learning standards.

c. Methods of Instruction

RMSLA will use a variety of instructional strategies to teach its students with a particular focus on getting students to participate actively in their own learning. The school will be founded on the belief that all students can learn albeit in different ways: therefore teachers must be given the flexibility to devise and use instructional methods that bring the highest level of student achievement. The underlying goal of all the instructional methods is to ensure that all students reach their highest academic potential. Instructional strategies will emphasize the seven key competencies for the twenty-first century workforce including critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination (Wagner, 2008). RMSLA's instructional methodology will be primarily based upon interactive pedagogy in which classrooms are student-centered, and where teachers serve as coaches to facilitate student learning.

Supporting the conclusions of other researchers, the Association for Supervision and Curriculum Development (ASCD) in its report *Educating Everybody's Children,* stated that U.S. schools functioning with routine textbook-dominated instruction, lecture-dominated teaching, and short-answer evaluations will not work any longer (ASCD, 1995). This report avowed that if the United States is to educate all of its students at high levels of achievement, the country's educators, schools, public, and politicians must shift their beliefs about how students learn and stop requiring students to adapt to ineffective teaching practices and instructional materials.

RMSLA recognizes that every child learns differently and is committed to ensuring that every teacher uses whatever method most promotes their learning. Each class, regardless of the academic content, will provide instruction via visual, auditory, reading, and kinesthetic means, and will present concepts in a variety of different ways to reach different students'

learning modalities. RMSLA will be committed to challenging every student to grow intellectually and personally and will encourage all students to achieve their potential at all times, ultimately preparing them for college and other postsecondary opportunities. The ASCD (1995) through its Improving Student Achievement Research Panel, which reviewed more that 900 research studies, suggested the following instructional strategies which will be prevalent at RMSLA:

Individualized and Student Centered Instruction

At RMSLA teachers will consider students' individual learning preferences in designing and recommending complementary instructional methods and materials. Teachers will recognize and base instruction on the fact that accelerated learning techniques can be effective with students at every level of ability and performance. Teachers will develop programs and techniques that build on the full and complex functional capabilities of the human brain. Every RMSLA teacher will make their classroom a forum where students can openly discuss fundamental concepts and conflicting ideas and express different opinions and perspectives on issues. Teachers will encourage students to generate their own questions and to lead their own discussions. Students will be encouraged to bring their existent knowledge and experience to bear in both designing the classroom and participating in discussion, showing that not only do teachers come to school with knowledge. Teachers will provide young people with purposes and audiences for reading, writing, speaking, and presenting mathematical and scientific hypotheses or calculations. When students write and speak for a purpose and intended audience, they are more likely to be motivated and to obtain valuable feedback on their efforts. This model of instruction aims to get students to invest in their own learning and achievement.

Experiential and Project/Problem-Based Learning

RMSLA will utilize an experiential learning model in which students will enhance their knowledge and experience with the opportunity to immediately apply what they have learned in classroom. By participating in class projects, fieldwork, and community service, students will be engaged in real life studies both inside and outside of the school. This type of hands-on learning is geared to inspire critical thinking and other essential skills such as personal development, cooperative learning, leadership, and confidence in a student's ability to learn and achieve.

The experiential learning approach entails students' taking on responsibility for their own learning. Students will be encouraged to inquire into and collectively deliberate over controversial issues and then demonstrate their knowledge through individual and group performances. Our science, mathematics, and leadership focused curriculum will include research based experiences regarding such venues as the Chesapeake Bay, Anacostia River, area businesses, and other locations to help students synthesize and analyze information relative to their community and beyond. It strives to engage students in high-level and critical thinking skills, as well as, to empower them with the confidence to own solutions to problems and "brainstorm" rather than simply regurgitating stated facts. One culminating activity to demonstrate mastery will be the student development of the College Preparation Portfolio (CPP).

The experiential learning model will be implemented largely through project/problem based learning, where students will learn to work in a variety of flexible social configurations and

settings (in cooperative learning groups, in pairs, and alone) thus developing proficiencies, skills, and knowledge while at the same time being accommodated for individual differences in strengths, backgrounds, and interests. Students will be required to participate in all phases of the project including defining objectives, methodology, and writing. Students will also share responsibility for organizing and collecting the resources necessary to accomplish the research and to develop the final product. When a project is completed, students will present their projects to a panel of teachers, students, and the community, as well as have it put on display at a public exhibition where parents and other community members can observe and learn from students' work. This will inspire students to reach their highest level of academic performance and meet the schools standards of excellence.

Thematic and Integrated Instruction

RMSLA academic content will be taught through interdisciplinary projects and integrated teaching. RMSLA will make efforts to integrate the content and key components of different academic subject areas to enable students to see and identify the interconnectedness of various disciplines. As stated in the curriculum section, RMSLA will integrate Mathematics, Science, and Leadership throughout its core curriculum. For example, while students are studying a given topic in their English classes, they will also be examining some aspect of leadership principles. The focus of environmental studies serves as the interwoven theme requiring an integrated approach to the teaching and learning process. Teachers will be given time in common to plan together and develop thematic units to fully integrating leadership principles throughout the curricula. In fact, teachers of interdisciplinary teams will share a common prep/professional development period allowing for the planning of lessons that connect across the disciplines. The integrated curriculum design model will support the student-centered and project/problem-based model giving students authentic opportunities to incorporate mathematic and scientific reasoning, written and oral language skills, and leadership skills.

Use of Technology

"The incorporation of information technology in the education sector is important to meet the challenges presented by new trends, especially with the global communication of knowledge. It is essential that students become that students become familiar with the concept and use of information technology in order to equip them for future job market. Similar the faculty can achieve better quality teaching methodology"-Unknown [x]

All RMSLA students will become proficient in the use of computers and applicable software programs. Students will have the opportunity to learn how to use word processing, graphic designs, graphing, statistical analysis and spreadsheet software, and will be required to utilize these skills in their course work throughout the year. Computers will also be utilized as learning tools. All students will be taught and required to use the internet as a means for enhancing their research skills. They will learn how to effectively utilize search engines and information-gathering tools to enhance critical thinking and analytical skills. To support this utilization of technology in learning, all RMSLA faculty will be computer literate, and professional development training will include the most current uses of educational technology that support student achievement.

Inquiry Based Instruction

Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work (National Research Council, 1996, p.23). Project 2061 of the American Association for the Advancement of Science (AAAS, 1990) states that teaching science should be consistent with the nature of scientific inquiry. Teachers can achieve this in the classroom by having students learn the important concepts of natural phenomena as they incorporate into lesson activities the ways and means that are used by scientists to arrive at various understanding.

Various models of instruction will also be used to accommodate all students including those with special needs and limited English proficiency. Examples of inquiry-based methods of instruction include:

Effective Questioning. Teachers will use effective questioning techniques. Research highlights the fact that teachers "frequently use few higher order questions to all students, especially to those for whom they had low expectations" (Jackson, 1993, p. 55). Higher-order questions promote analytical and evaluative thinking, affirm students' self perceptions as learners, and support students to think of themselves as knowledge producers rather than knowledge consumers (Jackson, 1993).

Cooperative Groups. Research evidence demonstrates that cooperative group work can have a "strong positive impact on language and literacy development and on achievement in content areas" (Richard-Amato & Snow, 2005, p. 190).

Active Participation. Teachers will create opportunities for students to participate with teachers, each other, and the subject matter. For ELL students, active participation provides students with opportunities to learn both mathematics and English.

Brainstorming. Teachers will use class brainstorms, predictions, quick writes, and outlines as ways to access students' prior knowledge. Brainstorming allows students the opportunity to gather factual data as the initial process for effective thinking and writing strategies.

Prior Knowledge. Teachers will encourage students to consider the context of the problem. Context is meant to support students' entry into a problem by connecting to their prior knowledge and preparing them for what lies ahead. The use of prior knowledge strategies allows for students to transition from the familiar to the unfamiliar in learning new concepts.

Journal Writing. Teachers will use journals and quick writes to provide students with opportunities to write in the classroom. Journal writing allows for student expression of ideas and opportunities for self-reflection.

All of the above listed instructional strategies have been proven successful for special needs students, and ELL students, but can also be effective strategies for the gifted and talented. RMSLA's instructional program will incorporate a curriculum that provides challenges appropriate for every student including the gifted child. The curriculum will give all students

the opportunity to learn key concepts in depth and to make valuable connections that will benefit them in the future.

For example, the National Council of Teachers of Mathematics made suggestions on how to provide opportunities for the mathematically gifted in the publication *Providing Opportunities for the Mathematically Gifted K-12* (NCTM, 1987). They proposed 16 essential components for programs for the mathematically gifted, a subset of these sixteen components that directly relate to the RMSLA's curriculum are listed below. Our program will:

- Contain good, high quality instruction in all content areas which is challenging, broad, and deep
- Nurture higher-order thinking processes and open-ended investigations
- Prompt students to communicate effectively by reading, writing, listening, speaking, and thinking
- Have problem solving and projects as a major focus and include applications of all content areas integrated and applied to real situations
- Encourage students to experiment, explore, conjecture, and even guess
- Provide opportunities to use learning resources (texts, calculators and computers, concrete manipulatives)

Teachers will employ differentiated instruction and accelerated learning strategies for gifted and talented students. The varied methods of instruction outlined at RSMLA support student growth and achievement while preparing students through an integrated and reality-based approach to learning.

d. Students with Exceptional Needs

We recognize that students will come to RMSLA with varying needs and accommodations. We have been purposeful in creating a school that values and supports every child who enrolls, regardless of any special needs. RMSLA is committed to supporting all of its students and providing them with a quality, college-preparatory education.

RMSLA will provide students with disabilities with a Free and Appropriate Public Education (FAPE) with the least restrictive environment (LRE) possible. RMSLA's instructional program will provide all students, even those with special needs, with opportunities to engage in cooperative learning, to take leadership roles, and to enhance self-esteem and self-acceptance. Suggestions by researchers in the field of special education for assisting in making content accessible to special needs students will be incorporated throughout the curriculum. Additional accommodations will come from each student's Individual Education Program (IEP). As RMSLA's teachers and staff research the suggestions for meeting needs of individual students we will keep in mind that not all suggestions are applicable for every student, nor will every suggestion work for all students. It is important to have good communication with the students' special education teachers and other providers, as well as his/her parents to enable that the maximum benefit from learning is being carried through. As an option special needs students can earn an alternative Certificate of Completion if this is outlined in the IEP or if they do not meet the course requirements.

Prior to opening, RMSLA administrators and faculty will be trained and informed about the various types of disabilities and about how to identify students in need of special care. They will be informed of school evaluation and service provision procedures and applicable laws such has the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the American Disabilities Act, and any other civilian rights enforced by the U.S. Depart of Education Office of Civil Rights. Likewise we will fully comply with regulations and policies of D.C., as RMSLA will operate as a Local Educating Agency (LEA) and will not contract with the D.C. Public School System for special needs services. RMSLA will submit an annual report to the DCPCSB and the District of Columbia detailing the number of students with disabilities it serves; the nature of each student's disability; and each student's educational placement and setting.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of the students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. RMSLA will adhere to all obligations under IDEA and Section 504. We will immediately evaluate and identify any students protected under section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment. The Special Education Coordinator will serve as the Section 504 Coordinator to ensure that the legal rights of such students are met and their special needs are effectively served.

Identifying Students with Special Needs

When students are admitted to the school, we will follow up with sending schools to determine whether the students have IEP's and ensure these records are transferred to RMSLA prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our Special Education Coordinator to determine the appropriate services to be delivered at RMSLA. We will comply with all laws and provisions regarding students with IEP's. We will implement IEP's as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

Throughout the school year, RMSLA's frequent internal assessment program provides an efficient means to indentify students who are struggling academically. Teachers will regularly review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director and the Director of Curriculum and Instruction will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Special Education strategy may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classrooms teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the Special Education Coordinator for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of RMSLA. Such referrals will 1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; 2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aides or support services provided for this purpose; and 3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards described in 34 CFR § 300.501 will be sent to the student's parents.

The Special Education Coordinator and the Director of Curriculum and Instruction will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine a child's special education eligibility and to secure written parental consent to conduct such testing. RMSLA will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, and IEP for that student will be developed. All IEP's will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Our special education program will be spearheaded by a certified Special Education Coordinator, who will be directly responsible for ensuring that RMSLA is in compliance with applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular classroom, unless the nature of the disability requires an alternative. In exceptional circumstances, when it is critical to a student's academic progress, the school may utilize pull-out services to aid the student's academic success. Special education teachers will coordinate with direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Special Education Coordinator, teachers and academic coordinator.

As required, tutoring, counseling, physical, occupational, speech and language therapy services will be provided, either by RMSLA staff or specially contracted expert professionals. Our special education staffing structure through full enrollment is outlined below.

OPERATIONAL YEAR	ANTICIPATED SPECIAL ED POPULATION	PROJECTED STAFFING NEEDS
2012-2013	22	1 Coordinator and 2 Teachers
2013-2014	25	1 Coordinator and 2 Teachers
2014-2015	28	1 Coordinator and 2 Teachers
2015-2016	30	1 Coordinator and 2 Teachers

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed. These resources include 1) Special Education Cooperative; and 2) End to End Solutions for Special Education in DC. Such organizations will allow RMSLA access to special education service providers such as speech and language therapists, occupational therapists, and counselors as needed.

Gifted and Talented Students

According to the National Association for Gifted Children gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensor motor skills (e.g., painting, dance, sports). Appropriate instructional strategies for gifted learners include all of the strategies deemed appropriate for other learners as well and teachers of the gifted should be comfortable using inquiry, discussion, small group, project-based learning strategies, and problem solving approaches. Good instruction for gifted learners must include: (1) good curriculum and instruction; (2) teaching is paced in response to the students' individual needs; (3) teaching happens at a higher degree of difficulty than many students their age; and (4) teaching requires an understanding of supported risks (Tomlinson, *What It Means to Teach Gifted Learners Well*).

Based upon those outlining factors RMSLA's instructional program will incorporate a curriculum that provides academic challenges appropriate for those students identified as 'gifted'. Assessment data (i.e. DC-CAS results, school transcripts) will be used in determining the criteria for accelerated instruction. Teachers will employ differentiated instruction and accelerated learning strategies. Gifted students can benefit from the school's integrated curriculum, extended instructional times, and supportive relationships that are the frameworks to the RMSLA program.

e. English Language Learners

While we do not anticipate a large population of non-English speakers because of our proposed location, we are committed to providing a challenging and high quality education for all of our students. Therefore, if we have one student with limited proficiency, we will support that student in moving towards reaching and surpassing our high standards. We will equip him/her with the individualized support necessary for his or her academic success. We will serve any and all students with limited English proficiency (English language learners

"ELL"). We understand that these students, if they come into our school, will come from a variety of countries with a diverse set of experiences. They face the daunting tasks of adjusting to a new home and cultural environment, learning a new language, making new friends, and making sense of the rules, appropriate behaviors, and mechanics of a new school. Simultaneously, ELL students are experiencing many losses and trying to "fit in" with their new surroundings.

RMSLA teachers, will work successfully with ELL students by doing more than just teaching the content of courses. RMSLA teachers and staff realize that for language learners to achieve academic success, we must also support language goals and general learning strategies in the classroom (Richard-Amato & Snow, 2005). As we serve students with limited English proficiency, we will use English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school or enter, excel in, and graduate to then matriculate to college, they must read, write, and speak English fluently.

Students with limited proficiency in English will achieve proficiency in the English language through the use of RMSLA services and teaching methods. We will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from RMSLA in their native languages. Parental outreach may also be conducted through home visit by a school representative or an interpreter.

Identification of ELL

We will use the following process for identifying students who are ELL: 1) Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency; 2) If he home language is other than English or the student's native language is other than English, appropriate RMSLA faculty or a hired interpreter will conduct an informed interview in the student's native language and English; and/or 3) If the student speaks a language other than English and the students speaks little or no English, we will administer the Language Assessment Battery-Revise (LAB-R). Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any are necessary.

English Immersion Program and Services

All ELL students will receive the same academic content as those who are native English speakers. All instruction at RMSLA will be in English. However, the level of English used for instruction-both oral and written- will be modified appropriately for each ELL student. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

We plan to provide all necessary faculty and specialized curricular material to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. RMSLA will be prepared to address the needs of students who are struggling with the structured English immersion program by providing the best course of action to include pull-out instruction and/or assignments of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English-including vocabulary, grammar, and reading and writing-so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student daily schedule, these services will take place outside of normal class time. Our extended day schedule provides ample time that can be used for additional intensive English language instruction. During the planning year, we will secure ELL experts to help design and review our ELL services.

Exit Criteria

The proficiency of an indentified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until the results from the LAB-R indicate whether he/she no longer requires such services. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently test high enough to exit the program will be deemed to be no longer in need of ELL services. No students will exit the program unless they can read, write, and comprehend English well enough to fully participate in RMSLA's program.

Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, RMSLA will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. RMSLA will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-

standardized assessments. RMSLA will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. [21]

f. Strategies for Providing Intensive Academic Support

The Founders of RMSLA are well aware of the hard work and dedication that achieving a high level of academic achievement will require. RSMLA will be utilizing a collaborative approach including community partnerships, in-kind services, and volunteers to support us in this effort. We believe that success is a direct result of hard work and effort and that hard work and effort must be developed and supported through all components of the school's academic program and student support systems.

Simultaneously, we realize that a large percentage of students who enroll in our school may enter with skills that are substantially below grade level. Our focus on core mastery of skills in the Empowerment Academy, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our Empowerment Academy[22] is structured so that students in need of intensive remediation in core subjects and skills may receive it. This school design is modeled after highly successful inner city and urban schools[23], and serves as a long term solution to an immediate problem.

Consequently, our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. Those supports include:

- Longer school day and year
- Literacy interventions and remediation
- Homework and Homework Center
- Tutorials
- Saturday Academy
- Empowerment Academy (summer program)
- Parent-Involved Strategy Sessions
- Universal Breakfast and Lunch

Longer School Day and Year

RMSLA will have a school day that is two hours longer than the traditional D.C. Public School, and a school year that is 15 days longer than the traditional 180 day school year of DCPS. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance and providing the time necessary to successfully meet the school's mission with all students. This extended instructional time provides an opportunity

[21] Teaching and learning with English language learners is a "lifelong process of learning, discovering, accepting, and trying" (Carger, 1997,p.45).
[22] Empowerment Academy is RMSLA's –Summer Academy
[23] See Thurgood Marshall Academy in Washington, DC and Roxbury Public Charter School in Boston, MA. See also the Promise Program, Bowie Senior High School, Bowie, Maryland.

for our intensive focus around mathematics, science and leadership and provides additional opportunities for providing students with academic support.

Tutorials

At the end of the school day, a tutoring session will be held to assist students with basic reading, math, and other academic skills. Tutoring will run from 5:30 to 6:15pm. Tutoring services will be provided by school staff, well-established volunteer organizations, and from affiliated faith based organizational volunteer pools.

Determining the instructional programs for the tutorial sessions will be based upon student needs. For example we may use The Wilson Reading Systems with our struggling readers. Wilson Reading System is a highly structured reading and writing program that helps struggling readers learn the structure of words and language by directly instructing students to decode (spell) fluently. Originally developed for students who have dyslexia, the program has been used by successful charter schools and has been expanded to target the needs of students who are below grade level in reading.

Saturday Academy

The RMSLA Saturday academy will support students functioning at all levels of achievement. Students who are achieving substantially below grade level will be identified by teachers, using standardized testing and multiple measure assessments and will be referred to the Student Study Team (SST). For students achieving substantially below grade level, state-adopted curriculum provides review and re-teach programs. Edusoft software will assist teachers to monitor the progress of students who are achieving below grade levels and provide software generated tests and instruction based on DC framework/content standards which have not been achieved. Individual and small group tutoring as well as homework clubs will be available during Saturday Academy to those students who are not achieving at grade levels, and provide extra support. Students that are performing at or above proficiency will also participate in Saturday Academy once per quarter. They will develop technology, professional development, and leadership skills via workshops, seminars, field trips, quest speakers, role-play exercises, distance learning, and specialized projects. They will also receive standardized test preparation, and career readiness skills such as resume writing and job searching/interviewing techniques. Saturday Academy will operate from 10:00 am until 4:00 pm throughout the academic year.

Empowerment Academy

Empowerment Academy is a summer program that will take place at the end of the year. Students scoring below 70% in any one or two core academic class (es) will be required to attend Empowerment Academy. During Empowerment Academy, students will review the subject area(s) in which they struggle. At the end of the Empowerment Academy, students will be re-tested on the comprehensive assessment(s) in the appropriate subject area(s). If a student scores below 70%, he/she will not be promoted to the next grade. Families who believe that their students require additional support, regardless of their end of the year academic performance, may self-select to attend Empowerment Academy for any course offered with the prior approval of the Director of Curriculum and Instruction.

In the event permission is granted and a student self-selects to enroll in Empowerment Academy, he/she will be held to the same academic and behavioral standards as a student's required to attend, except that he/she will not receive a formal grade or be required to take the comprehensive assessment. The Empowerment Academy will be offered starting the summer after the first year of operation. Attendance is mandatory for students enrolled in Empowerment Academy, even students who self-select to enroll. Absences will be counted the same as absences during the regular school year. [24] As stated above, the Empowerment Academy will also provide a venue for gifted and talented students to achieve accelerated learning opportunities.

Parental-Involved Strategy Sessions

At RMSLA we understand that families and the school must work in concert in order for students to learn and grow. As such, parents will be required to commit to working closely with their child and teachers to ensure their academic success. Parents will agree to shadow their child at least once per year. We believe that this model will best allow parents to effectively engage with their child's teachers and the staff at RMLSA in order to understand what their child is learning. Each family at the school will receive a home visit from their child's advisor in the summer or fall each year.

Academic performance will be communicated to families on a weekly basis via progress reports. Each student's advisor will communicate with his or her family on a bi-monthly basis to discuss more qualitative aspects of the student's week: observations made by faculty members, significant academic hurdles, or relevant events at home. Twice each quarter, Saturday Academy will host a "Parents' Day". These events will provide an opportunity for teachers and parents to examine issues pertinent to the students, discuss larger issues pertinent to the RMSLA community, and/or interact more informally with parents. In addition, strategy sessions will be called for students who are achieving below their full potential by averaging a C+ or lower. Parents, teachers, student advisors, the Head of School, and the student will meet in order to brainstorm any other possible methods of improving their performance.

Universal Breakfast and Lunch

Studies have shown a relationship between hunger and behavior problems and obstacles to learning.[25] Hence, RMSLA will provide a nutritious breakfast and lunch to all students. At the beginning of the school year, we will collect applications from families to determine eligibility for Reduced Price or Free Lunch. Breakfast will be provided to all students free of charge. The appropriate amount of money will be collected from families of students ineligible for free lunch. RMSLA will contract with a food service management company with a reputation for healthy, high-quality meals.

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[24] Saturday Academy model is built upon best practices used by Roxbury Preparatory Charter School in Roxbury, MA.

[25] See New Harvard research shows breakfast program may improve Children's Behavior and Performance. www.kidsource.com

3. Student Performance

a. Student Progress and Achievement

Renaissance Math, Science, and Leadership Academy is committed to demonstrating objectively that we are achieving our intended outcomes. We will develop an assessment plan that is focused on students' outcomes, and will assess both student academic achievement and student progress to also include non-academic areas, such as student civic participation, collaboration, and student problem solving skills. To accomplish our goals, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools.

In addition to District and nationally developed assessments, we will ensure that baseline, cumulative, and comprehensive interim, and end of the year assessments developed by the school are frequent, relevant, and aligned with D.C. Standards or exceed such standards. We do not believe it is valuable to "teach-to-the-test" or excessively test students, but we do believe that it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized. As teachers assess students, they learn more completely what students' educational needs are and can tailor their instruction most effectively to assist students.

For example, one of RMSLA goals is that all students achieve mastery or proficiency in the core subjects of Mathematics, Science, English and Social Studies, and Leadership. If, through program embedded assessments it becomes clear that a student has not achieved proficiency in one of the core subject areas, the student's educational plan can be tailored to include additional focus on his or her area of weakness. The student could, for example, be provided with an individual tutor who could assist the student in this specific area of weakness. Enrollment in Saturday Academy or Empowerment Academy can be required. Without quality and comprehensive student assessment, this instructional tailoring would not be possible.

An equally important measure of performance will come from students' ability to apply course content. Since the curriculum provides project and problem-based learning opportunities, students will need to show samples of their work and/or give detailed presentations, using technology software, to a panel of teachers, students, and adults from the community in order to pass from one grade to the next.

Our assessment systems will ensure that we put in place the reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. Accommodations will be designed to ensure that all students, including students with disabilities and English Language learners, are able to access the assessment. To measure what our students know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on various types of measures in concert. Each one of these measures will allow us to triangulate the data and to most effectively and accurately demonstrate student achievement results and

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

Assessment is the main force that determines what and how teachers teach and how students learn. It is a central component that informs planning and teaching. A rigorous program of assessment is an essential component of effective instruction. We agree with the contention of the National Research Council that, "In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding."[26] RMSLA will provide, and teachers will frequently administer, both formative and summative assessments to help produce the educational outcomes anticipated in our goals. These assessments will measure progress towards content and performance standards.

Baseline Assessments

RMSLA will use DC CAS standardized tests to assess students' academic skills. Additionally, RMSLA will administer the Stanford-10 Exam annually. We find the Stanford-10 to be a valid standardized measure of students' math, reading, and science abilities. Furthermore, the reading and mathematical components of the Stanford-10 align roughly with the SAT's verbal and mathematical components. The Stanford 10 exam will be the source of baseline data to help determine the materials that need to be taught to incoming students and will also greatly inform our placement decisions for the initial composition of flexible ability groupings in the core subjects of Mathematics, Science, and English.

All students will take end of the year exams for all of their courses. Fifty percent (50%) of their exams will consist of projects and/or oral presentations. Student's initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. These comparative results will be used to improve instructions for the following school year. All students will take the PSAT and SAT exams. Data from these assessments will be examined by the instructional teams to determine areas of strength and weaknesses.

Baseline data will be collected in all four types of assessment measures (1) absolute; (2) value added outcome; (3) external/district-wide; and (4) internally developed assessments. The tools by which RMSLA will assess student achievement will include:

Absolute Measures

Absolute measures are those that are based on a specific set of a pre-determined content knowledge and skills. These measures are also called criterion-referenced or standards based

[26]National Research Council, How People Learn: Brain, Mind, Experience, and School. Washington D.C.: National Academy Press, 2000. p. 77; See also Boston Preparatory Charter School.

because they measure against criteria rather than against other students or students over time. Their goal is to measure proficiency against a standard of knowledge and skill that does not change. The DC-CAS is an example of such a test. Our goal is to make Adequate Yearly Progress (AYP) of Safe Harbor on the state tests in English language arts and math for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency. Moreover, we will have a participation rate of more than 95% as we work toward the goal of 100% proficiency for all students.

Value-Added Outcome Measures

Due to the low achievement level of local and area elementary and middle schools, we anticipate that many of our students will enter RMSLA with limited proficiency in literacy or math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' performance in each of these areas. Value added scores will measure both the progress of individual students over time as well as that of cohorts of the same students over time. Because the measure compares students to themselves, it controls for demographic factors that may influence performance.

We will measure added value on a nationally norm test such as the Stanford 10. This test will allow us to compare our student performance to similar grade level cohorts across the nation. Value-added measurements will also be conducted for our criterion-reference tests. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will endure that they eliminate the gap between current performance and proficiency prior to graduating from RMSLA.

External/District-wide Assessments

As required by the D.C School Reform Act, RMSLA will participate in all assessments conducted by DCPS. In compliance with this regulation, and NCLB, 10^{th} grade students will be assessed using the DC-CAS, and 11^{th} and 12^{th} grade students will be assessed using the PSAT and SAT respectively. In compliance with NCLB students will be measured by their performance on the DC-CAS, and Standardized Assessments (Stanford 10 and SAT). Students in the 12^{th} grade will take the Advanced Placement exams in one to four subjects.

Internally Developed Measures

In addition to external standardized assessments that are an essential part of preparing our students to enter into competitive colleges and post secondary learning institutions, we believe that other indicators and assessments are critical in preparing them to succeed in college and beyond.

Program embedded assessments (tests, quizzes, reports, lab reports etc); performance based assessments (exhibitions, demonstrations, etc); and portfolio-based assessments (collection of student work showing growth over time-used to assess academic and non-academic achievement, scored by rubric) are examples of how students will be assessed.

In addition to course-specific assessments, students at RMSLA will assemble 'College Preparation Portfolios,' known as 'CPPs.' These portfolios will include work demonstrating a student's progress towards 12th grade college preparedness. These portfolios will include collections of work that cut across school program areas, and might not be clearly reflected in any particular grade or test score which would normally be passed on to a college.

Components of the portfolio include:

1. Oral Interviews. In their first month of the 9th grade, students will participate in a private, videotaped college admissions-type interview. This will be a standard set of five questions, such as, "Why do you want to go to college?" "What is your most memorable experience from school?" or "Describe your greatest strength." This interview will be re-conducted annually. Each student's interviews will be collected on a single videotape so that the student's growth can be easily tracked.

2. Written Research. Students will annually compile work demonstrating their developing capacity for scholarly research-based writing. In early grades, this capacity might be demonstrated through a single well-written paragraph or a short piece of comparative writing. In later years, students will submit more substantive work, culminating in lengthy, written, argumentative work based upon primary source research.

3. Personal Development. Students will annually submit work demonstrating personal growth in the five key character virtues. In the middle school years, this work might include a poster or a scrapbook of work from ethical philosophy class. This might involve an award earned as a result of perseverance demonstrated on a football or basketball team or an audio tape of a performance which required a student to demonstrate courage. Students might include evaluations completed by service placement supervisors or multi-media presentations about independently designed service projects. In addition, students will participate in a Student Professional Development program designed to teach students the values of professionalism (i.e. attire, constructive criticism, etiquette) and work ethics associated with postsecondary opportunities.

Use of Assessment Data

To ensure that we are able to use data effectively to diagnose educational strengths and needs of students and also to inform instructional planning and professional development, we will adopt the data analysis process used by North Start Academy in Newark, NJ. [27] After each assessment is given, data will be generated and made available to teachers. This data will include the standards that each test item assessed, the percentage of the class with correct or incorrect responses, each individual's response, and newly taught versus reviewed standards. Teachers will use this data to complete a comprehensive item analysis of the test results.

Based on an analysis of the test results, teachers will be able to determine which content standards need to be re-taught in whole group instruction, the students who require small group instruction to re-enforce concepts, the students who need additional individual support

[27] North Star is utilized by many college preparatory high schools throughout the nation. North Star Academy has had the highest percentage of graduates accepted to four year colleges of any public schools in the state of NJ.

or tutorial, and the content standards that have been mastered and only require integration or spiraling into the existing curriculum or homework. The data will also help us to develop or modify our curriculum, instructional methods, and professional development programming.

Teachers will be trained to analyze data during the Summer Institute and then meet each Wednesday afternoon and other scheduled professional development days to review specific assessment data in faculty working groups. [28] Such analysis will help all faculty members remain focused on student mastery of clear standards. When necessary, modifications will be made to instruction to more effectively meet the needs of the students. The Director of Curriculum and Instruction, with the support and guidance of the Head of School, will monitor the oversight of any modifications. They will be responsible for ensuring that faculty conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Our school policies and personnel policies support this process. We consider open, active, and on-going participation in the discussion of assessment results and their implications central to our teacher's jobs.

Management of assessment data will be accomplished through the use of an assessment-data system that allows for the recording and monitoring of student progress. This system will be implemented in year one of operation. We have not yet identified which system the school will use, however this will be researched during the planning year (should the charter be approved) and implemented prior to the start of school. In line with our educational philosophy of parental involvement, we will regularly present our data in an easily accessible way to Board of Directors, families, and community members.

b. Gateway Measures

RMSLA will use both externally developed assessment measures and internally developed assessment measures described above in determining whether students are prepared for promotion and graduation. There will not be one high stakes exam upon which a student's promotion or graduation depends; rather there will be four primary tools; assessments (standardized test), instructor course exams and quizzes, project presentations, and community service hours that teachers will use in making their determination of a student's ability to progress from one grade to the next.

Based on the results of all four of the aforementioned assessment tools, students will either be promoted or retained, but in no instance, will a student who demonstrates unpreparedness be promoted to the next grade level or graduate from RMSLA. RMSLA teachers will be expected to participate in end of the year conferences together, so that they can make collaborative decisions as to whether students should be promoted or retained. All core subject area teachers, (Mathematics, Science, English, Social Studies, and Leadership) will be involved in these collaborative promotion and retention decisions.

At RMSLA, students must achieve a passing average of 65% in each class for the year in order to be promoted to the next grade. Curricula for different courses will be inextricably linked. For this reason, we believe that 'passing a student on' when he or she has mastered two or three of the four academic classes will ensure that student's continued failure. During the year, a variety of supports—from tutoring, to Saturday Academy, to frequent

communication with families—will identify and remediate students who are failing one or more classes. A student's failure despite these supports will indicate that he or she needs more exposure to that year's material. Hence, a 9th grader will not be passed on to the 10th grade until he or she has demonstrated passing-level mastery of standards in Algebra I, writing short stories, and US History. A 10th grader will not progress to the 11th grade until he or she has demonstrated passing level mastery of Geometry, original poetry and fiction, and novice Latin skills and culture.

In addition to earning a 65% average in each class for each year, each student must earn a grade of at least "minor improvement" on his or her College Preparation Portfolio (CPP), which will be reviewed in the 9th, 10th and 11th grades. In alignment with our college preparatory focus, all students will be required to take the SAT, at least two AP exams, and to complete applications to three post-secondary institutions.

At the end of each trimester, an Honor Roll will be published. Students with grades in all four core subjects (math, science, English/reading, social studies) at or above 90% earn High Honor status. Students with grades in all four core subjects at or above 80% will earn Honors status. All Honor Roll students will be recognized at a formal trimester ceremony.

c. Leading Indicators

RMSLA will employ the "it takes a village to raise a child "strategy regarding school wide attendance levels. Faculty, staff, and parents will work together to ensure that "high" levels of attendance are met. RMSLA knows that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

The primary goal that parents and guardians can have to ensure their child's future educational success is to make sure they are prepared and in school every day. Therefore, all parents will sign the school covenant which provides their agreement to communicating with RMSLA the following:

- Families will prepare to have their student to the school by 7:45 a.m. at the latest to provide time to receive a breakfast
- If a student is absent from school for an excused reason (illness, medical appointments that cannot be scheduled outside the school day, family or personal reasons).
    - inform RMSLA of your child's name, grade level, reason for the absence, and when you expect the student to return to school
    - If unable to call, upon student's return, he/she must take a note to the attendance office before returning to class. The note must include the parent's name and telephone number.
- If student needs to leave early for a doctor's appointment, or a personal reason, provide a note with your child or call in advance
- If the student must be out of school on personal business, the parent must notify the attendance clerk in advance so that proper arrangements are made.

In addition the covenant will request that parents try to schedule family vacations during scheduled school breaks so that their student's education will not be disturbed. It will be made clear in the covenant contract that family vacations are not considered an excused absence. If RMSLA does not receive notification from a parent/guardian, the school will call the house to verify the absence. If the school is not able to verify the absence or is not able to make phone contact, a member of the attendance department staff will come to the home to check on why the student is not in school.

RMSLA believes in providing students with personal accountability and leadership skills. As such, students will also sign off on the covenant agreeing to the following attendance indicators:

- All students are expected to be in their classroom, in their seat ready to learn before the tardy bell rings for each class during the day

- Students, who will miss school for an excused absence for greater than 5 days, will contact RMSLA to request an independent work plan a week in advance. The plan will provide them with their required assignments and projects which must be completed upon their return to school.

RMSLA values student attendance at school and school events and believes that instituting a reward program will motivate both students and parents to have "high" school-wide attendance levels. Students who consistently show up to school on time shall receive a multitude of rewards throughout the year. School-wide rewards will be distributed randomly throughout the year. Students who have attendance records with no unexcused absences, truancies or unexcused tardies will be eligible for the following rewards:

- School wide recognition
- Positive phone calls home by attendance staff
- Diamond Parent Award

4. Support for Learning

a. Parental Involvement

At the heart of the proposed RMLSA approach to parent involvement is the recognition that parents sometimes become increasingly less participatory in students' education at higher grade levels. At RMLSA we believe that we have a responsibility to empower parents to have a voice in their child's education, and to create an institutional structure that fosters parental involvement in school activities and in the learning process. We want families engaged in and supportive of their children's education. We believe that when families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement.

We see parents as partners-believing that students attain more educational success when schools and families work together to motivate, socialize, and educate students. Our partnership with parents is based upon the following four tenets; 1) clarity on how parents

can be involved in their children's education; 2) fostering a climate of mutual respect and trust, including respecting diversity; 3) welcoming families into the school, and 4) engaging in two-way, regular communication with families.

Clarity on Parent Involvement

RMSLA parents will play a vital role in their child's education. Each year, parents will be asked to sign the family-student school covenant. At RMSLA we believe that we have a responsibility to empower parents to have a voice in their child's education. We want families engaged in and supportive of their children's education.

RMSLA will develop a Parent Association for all parents that will be led by 3-5 parent officers. The parents of RMSLA students will be involved in electing a President of the Parent Association. The President of the Parent Association and one (1) additional parent will serve on the Board of Directors and will meet one on one with the Head of School on an as-needed basis. The Director of Community Outreach will be the faculty liaison between the school and the Parent Association.

The Parent Association may assist RMSLA in the following ways:

- Gathering statistics on parent satisfaction
- Coordinating parent volunteers, i.e. enrichment classes, quarterly maintenance and repair of the school;
- Supporting school-based fund raising for educational enrichment opportunities
- Mentoring and serving as a resource for parents of incoming students; and
- Coordinating new-parent social events

Fostering a Climate of Mutual Respect

Parents of RMSLA parents will always be treated with the utmost respect by every member of the faculty. Regardless of ethnicity, socioeconomic status, gender, or culture, we will always ensure that parents are treated in a professional manner. We recognize that some of our parents may come from schools where there had been an adversarial relationship between parents and school, schools where parents were not welcome in the building, and/or schools where parents were disrespected, and inappropriately judged. We will introduce a different type of school to our parents. We will spend time during parent orientation working with our parents to break down the barriers that might be the cause of mistrust between school and home.

We will explicitly discuss how we will communicate with parents and the expectation of how parents will communicate with us. We believe that diversity not only refers to ethnicity, gender, or culture, but there is also a diversity of thought. It is healthy for us to have professional differences of opinion and these differences should be shared, but always in a climate of openness, mutual respect or trust. We will agree not to raise our voices, make personal attacks, be judgmental or create an environment of hostility. We are committed to creating strong, positive partnerships with our parents and families.

Welcoming Families into the School

Our partnership with our parents operates under an "open door" policy. Parents have entrusted their children to us for almost 10 hours out of the day. In exchange for such trust, we welcome our parents into the school as they please as long as their presence does not interfere with the instructional aspects of their child or any other student. All faculty will make every effort to be available to parents to address concerns promptly; however, there will be instances when faculty will be unable to address a parent on the spot and will ask parents to make an appointment. In addition, we have created set times when we will invite our parents to school. (Child care will be provided to increase attendance rates). All RMSLA parents must agree to shadow their student at least once per year. To accommodate work schedules they can opt to shadow their student during Saturday Academy.

Informational sessions before, and during the application process. The application process will include public sessions at which specific information regarding the school structure and focus will be disseminated. Students and parents interested in basic information about the school or in applying to the school must attend; applications may be submitted; and community feedback will be sought at the meetings. The needs and concerns of families and parents may be accessed through these sessions.

Monthly parent/community workshops. These workshops will range from informational speakers series to sessions for information gathering in order to assess parent satisfaction and community needs. RMSLA will seek sponsors in the community (particularly the science community) to fund the occasional dinners and/or luncheons to which all parents will be invited. Topics for speakers may include (among others): adolescent and young adult development; self-improvement and empowerment; college preparation; educational and employment opportunities for students after high school, and explanations of the school's curriculum and methodology. Other workshops will be more interactive-providing parents with a means of voicing ideas, concerns, and suggestions.

Parent Teacher Conferences/Report Card Night. Parent teacher conferences will be held once per trimester. This will be another opportunity for parents to receive information about the academic progress of their child as well as to pick up their child's report card. Parents will be able to receive feedback from teachers on an individual basis. Teachers will also have the opportunity to receive parent input.

Literacy, GED preparation, and financial management program. RMSLA, in partnership with stakeholders in the community, such as the University of the District of Columbia Community College will provide a literacy and GED preparation programming, as well as classes in personal financial management and basic computer skills. Students' families will be invited to attend classes and to volunteer to assist in these programs. Staff and faculty will be encouraged to participate whenever possible.

Engaging in two-way, regular communicating with families. RMSLA will make an effort to develop and build relationships with students and families and quickly address any concerns so that students can be successful. We want to be sure that parents have access to all of the information they need to make their experience and their child's experience at RMSLA as enriching as possible. We will utilize several different opportunities to communicate with parents:

Parent Orientation will be one of the best means of communicating policies and practices that will be central to the culture of the school. Orientation will be held annually prior to start of school, and each grade will have separate parent orientation. While returning parents will be familiar with general policies and procedures of the school, each year students will experience new demands as they continue on their journey in preparation for college. This means that families will also experience new demands as they prepare themselves to assist in the process. Orientation will give parents ample opportunity to speak with administrators, teachers, and other parents about the expectations for the year. It will also be an opportunity for parents to meet and network. The Head of School and Director of Curriculum and Instruction will be present at every orientation. Parents will be notified of orientation both by phone and mail.

The Annual Calendar will give parents the schedule of important events for the year. We want to maximize parent's participation in school events, which means that parents must have advance notice. We also want to develop a schedule that takes into account the time demands of busy parents.

Weekly Syllabi will be the most frequent and informative means of communicating with parents.

School Newsletters will go out to parents at least five times a year. The school newsletter will be a means of disseminating information, as well as celebrating the students' and the school successes. The Head of School will be responsible for the school newsletter. The newsletter will include a "Parent Corner" that will be developed in collaboration with the Parent Association and will focus on ways parents can continue to support their child's academic achievement at home.

Email connections will allow parents an opportunity to correspond with RSMLA staff on a regular basis. Parents can follow up with teachers regarding the academic progress of their child. Updates regarding school-wide activities will become more accessible.

Calls from Advisors. Parents will receive calls from advisors on a regular basis. We build in regular intervals for teachers to contact parents regarding both the accomplishments and the challenges of every child.

Communication on Adequate Yearly Progress (AYP)

In accordance with NCLB legislation we will notify parents annually concerning the school's ability to meet AYP for the prior school year. The school will advise parents on the percentage of students that actually tested, as well as the percentage of students achieving each level of proficiency (advanced, proficient, basic, below basic) in math and reading. All tests results will be disaggregated into the following subgroups: 1) all students, 2) major racial and ethnic groups, 3) students with disabilities 4) limited English proficient (LEP), 5) economically disadvantaged, 6) migrant, and 7) gender. Parents will be informed of the results of the DC-CAS within one month after the results have been received and verified.

Communication of Teacher Qualifications

In accordance with NCLB, all teachers entering RMSLA must be "highly qualified" as determined by the Office of the State Superintendent of the District Columbia. The NCLB legislation mandates that parents have a "right to know" about qualifications and credentials of teachers within the school their child attends. Annually, parents will receive notification about the qualifications and credentials of our teachers within the school their child attends. Parents will be notified of teacher certifications by letter within the first two months of school. The information will include the following information:

1. The number of teachers that have met D.C. qualifications and licensing criteria for the grade and/or subject that they teach.
2. The number of teachers who are teaching under an emergency license or waiver and for whom the D.C. qualifications/or licensing criteria have been waived.
3. The degree held by the teacher, including any graduate certifications, and the field in which the degree was given.
4. The number of paraprofessionals, if any, currently providing services or instruction to students within the school.

b. Community Participation

We recognize that the surrounding community plays an integral role in the success of RMSLA. Although our students will spend a large amount of time at school, it is important to ensure that students have access to resources outside of school programming. Another benefit of residing in the District is the wealth of community organizations dedicated to serving youth and families. We have already begun to establish relationships with many community organizations for the benefit of our students and families. As the school continues to grow in its operation/enrollment, we will continue to seek additional partnerships that will service our students. We have received letters of support from the follow community organizations, each of which has committed to partner with RMSLA:

The Temple of Praise
United Medical Center
University of the District of Columbia –Community College

In addition to the letters of support from the above organizations that have agreed to partner with us to offer services and programming to our students and families, we have also secured letters of support from the following individuals who have agreed to support RMSLA and its leadership:

- Councilmember Marion Barry-Councilman for Ward 8 and DC resident
- Councilmember Michael Brown –Councilman at Large
- Rev. Anthony Motley-Ward 8 resident and candidate for Councilman at Large
- Kevin Chavous-former Councilman for Ward 7 and DC resident

As RMSLA grows and students progress, teachers and students will create meaningful partnerships with additional community-based organizations. We are currently in communication with the following organizations:

- Howard University Middle School of Mathematics and Science (as a dedicated feeder school)
- Department of the Navy
- Anacostia Watershed
- WASA
- The White House
- PEPCO
- American University, School of Education, Teaching and Health (SETH)
- PNC Bank (as a potential facilities funder)
- Lee Hecht Harrison
- Florida A & M National Alumni Association - Washington, DC Chapter

Our community partners have agreed to assist RMSLA by providing various services, including but not limited to: mentors, tutors, internship opportunities, career and college fair organization and staffing.

c. School Organization and Culture

A strong school culture is a hallmark of every high performing school. At RMSLA, we will have a clear, definable and sustainable school culture that promotes student achievement, supports teachers, and empowers parents. We will create a deep sense of community that can be felt throughout the school. From a thoughtful approach to design, to the way adults talk to one another and every student, RMSLA will exude the warmth of a supportive family and the seriousness of purpose of an Ivy League college.

Like Academy of the Pacific Rim, a high performing urban charter school in Boston, MA we believe our greatest assets is the culture of achievement that we create in the school. [29] A strong school culture does not happen by chance or because or because certain families and students are lottery winners. We will carefully design a culture in which students are motivated towards achievement. Each action of every adult in our school is seen as crucial in shaping a culture of achievement. We will design, model and practice a set of values, beliefs, traditions, rituals, routines, and relationship-building activities that will shape our school culture on a daily basis.

Learning is most effective when students, teachers, and institutional systems support the sanctity of the educational environment. We agree with Ryan and Bohlin's contention that, "The ethos of a school has both an inevitable and a potentially permanent educational power." [30] Classroom interruptions must be kept to an absolute minimum. RMSLA will not

[29] Academy of the Pacific Rim, Culture Guidebook 2006. The Academy of the Pacific Rim (APR) has set the trend for high-performing charter schools in school culture, academics and over-all achievement. See www.pacrim.org.

[30] Kevin Ryan and Karen E. Bohlin. Building Character in Schools: Practical Ways to Bring Moral Instruction to Life. San Francisco: Jossey-Bass, 1999. p.

utilize a public address system; nor will classes be interrupted for minor administrative matters that can wait. Students who are late to school will be introduced at the end of a class period, rather than creating a distraction by entering mid-lesson. The homeroom system is designed to promote a spirit of teamwork. Standard student uniforms will reduce fashion-related distractions. Our Code of Conduct is specifically designed to support the sanctity of this environment.

As discipline is an essential facet of our academic school culture, routines and rituals give it vitality. RMSLA will adopt a ritual developed by Boston Preparatory Charter School in Massachusetts. Students will be greeted in the morning and dismissed in the afternoon with a firm handshake from their teacher; they will be taught to welcome one another similarly. Classes will begin with a signal from the teacher for students to rise. He or she will announce to the class, "Good morning!" or "Good afternoon!" which students will enthusiastically repeat before being seated. At the close of class, the teacher will again signal to rise and say, "Thank you!" to the class, which they will again repeat.

Each week, at the end of community meetings, one student will be given the 'W.E.B. DuBois Award." This award will recognize an individual who has demonstrated DuBois's sentiment of service-minded scholarship that week. This is not necessarily granted for outstanding grades or talent—it is an award based upon effort and intent. Echoing DuBois's assertion that 'Higher Education' combines service and scholarship, the meeting will end with students joining hands and chanting, "1-2-3-Reach High!"

Our dual pillars of college preparation and Leadership/ethical philosophy will be fostered by four annual day-long-events:

1. **A College Fair**. At this college fair, students will talk to their teachers about college experiences, hear speakers from local colleges, and participate in activities such as mock interviews.

2. **A College Visit**. Each year, classes of students will have an opportunity to participate in a 'college tour'.

3. **A Career Day**. During this career day, students will meet with members of different professions and reflect on their own career plans.

4. **A Serve-a-thon**. During this daylong event, students will execute projects that help the local community. Families and members of the school's Board of Directors will participate in this Serve-a-thon.

Our School Leadership

The leadership of the school is the most important factor in establishing school culture and ensuring student achievement. We have been very thoughtful about our organizational structure, and when it comes to establishing and sustaining school culture, the most integral

portion of that structure is the Executive Director, Director of Curriculum and Instruction, and Director of Operations. [31]

Having both a Executive Director and a Director of Curriculum and Instruction allows the school to function most effectively by delegating specific responsibility of curriculum and instruction to a separate administrator in order to optimally support the school's organizational success and strong student achievement. The Director of Operations will be responsible for the business operations of the school.

The Executive Director, as the chief executive officer of the school, will be responsible for the overall management, functioning, and long term planning of the school. The Executive Director will hire and manage a leadership team to implement the school's mission. RMSLA will hire a Director of Operations who will be responsible of all business aspects of the school: financing, fundraising, and facilities. The Director of Instruction and Curriculum will report to the Executive Director and concentrate solely on curriculum and classroom instruction, and will be responsible for ensuring that teachers are supported, daily lessons are being taught in a consistent and effective way, students are engaged in their studies and learning, and all assessments accurately measure students learning in relation to academic standards. The Director of Curriculum and Instruction will visit classrooms daily, providing ongoing feedback as a key component of our professional development and our commitment to delivering strong college-preparatory classes each day. Both leaders will be responsible for the development and maintenance of a school culture that is orderly, respectful, and achievement-oriented.

Classroom organization

Teachers at RMSLA will create a classroom environment that allows every student to feel safe and supported and encourages every student to share openly with the class. A structured environment is a product of proactive and effective classroom management. Crediting this classroom culture takes time and effort, yet is essential for student achievement. Adherence to the consistent school-wide management and discipline systems, modeling patience, active listening, articulate pronunciation, and effective questioning are important steps towards creating a respected classroom environment. Faculty training on consistent expectations for student's behavior and achievement during the Empowerment Academy will ensure that from the first day of school, students will encounter familiar routines from every adult in the building. Common instructional routines described in Section A. 2 c p. 40, will contribute to creating strong classrooms for all students.

Advisors/Mentors

At RMSLA every student will be guided by an adult mentor/advisor. This mentor/advisor will follow the student's academic and social development. All teaching faculty and much of the administrative staff will serve as advisors. The advisor will be the primary liaison with parents, developing a close personal relationship with the student's family. The advisor provides stability and consistent attention, and helps students transition successfully into RMSLA's rigorous academic environment. Each advisor will have no more than 20 students

[31] This structure has proven to be successful in Achievement Preparatory Academy and Academy of the Pacific Rim.

and all of the students will meet as an Advisory Group on a regular basis. To stay in line with our student-centered culture and encourage student accountability, home room will be used for students to establish their weekly plans of action. They will decide how they plan to complete subject activities, projects, and homework. The homeroom instructor serves more as a facilitator providing guidance and academic support when necessary.

d. Extracurricular Activities

Consistent with its focus on experiential-based learning, RMSLA will feature a variety of extracurricular activities that will be phased in over the initial four years of operation. As an extension of RMSLA's student-centered approach, the students will play a key role in determining activity offerings.

Extracurricular activities will emerge at the RMSLA in the following areas:

- ✓ Academic Enrichment;
- ✓ Personal Enrichment;
- ✓ Social Enrichment; and
- ✓ Athletic Development

Many of the extracurricular activities will be extensions of the Environmental Science Curriculum, and include the creative arts, and physical education components of the curriculum. In addition, RMSLA will tap into its anticipated pool of community stakeholders, and professional organizations and individual volunteers in order to guide these activities.

Academic Enrichment activities will include:

- ✓ Peer Tutoring in Math, Science, and Leadership classes;
- ✓ Subject Matter clubs in Math, Science, and Literary;
- ✓ Environmental Advocacy Projects

Career development courses will include:

- ✓ Personal Enrichment activities:
- ✓ Mentoring opportunities within the community;
- ✓ Leadership opportunities through community outreach;
- ✓ Debate, Mock Trial, Speech Clubs and Projects; and
- ✓ Community Service

Social Enrichment activities will include:

- ✓ Student Government
- ✓ School newspaper
- ✓ School website
- ✓ Yearbook; and
- ✓ Music, Arts, and Culture Clubs (Photography, Sports, Poetry)

Athletic Development activities will include:

- ✓ Outdoor education programs;
- ✓ Health and Fitness Training;
- ✓ Step Class; and
- ✓ Intramural and Club Sports (Basketball, Track, Tennis) [32]

Saint Thomas Moore, Catholic School, located in Ward 8, has a new community facility (the Virginia Merrick Center) that will be available for RMSLA students for extracurricular activities. The Southeast Tennis and Learning Center on Mississippi Avenue in Ward 8, is also another venue for tennis and health and fitness training. The Arc provides another viable location for athletic development and extracurricular opportunities. Lastly, the Temple of Praise, Southern Avenue, SE location, has pledged its fellowship hall, for the Health and Fitness Program, and has launched "The Biggest Chooser" program that will focus on youth fitness including Kiddies Zuumba classes. The church has pledged its very large parking lot area for indoor and outdoor recreation space.

e. Safety, Order, and Student Discipline

We believe that it is our job to create a highly structured, disciplined environment conducive to learning and maximizing student achievement. Learning cannot occur in the midst of chaos. Distractions and disruptions prevent children from learning and teachers. We have exceptionally high standards for student conduct, and we will ensure that students are physically and mentally safe at all times. This will not happen magically. It will take enormous planning, teaching, modeling, practice and reinforcement of positive behaviors. Our goal is to work with all of our students to teach them how to meet our expectations, and to give them access to their right to education whenever possible, without anyone else in class losing that right due to a peer's behavior.

The code of conduct will emanate from learning and behavior principles espoused and accepted by the school community. It will be a responsibility as compared with an obedience model. The core principle of the student conduct code will be its explicit connection to the positive learning values of RMSLA, the first of which is that the primary function of the school is for learning. From this core idea follow the corollary ideas that the goal of the policy is to provide a safe, nurturing, and stimulating environment for students, staff, and faculty that is conducive to effective learning. In a school which values and seeks to model such concepts to effective learning, the code of conduct will be consistently applied. Respectful conduct is pursuant to meaningful educational goals and necessary not only for good student discipline but also for the success of the instructional process. Student, staff, and faculty conduct will also be consistent with the behavioral code and it will be integrated within the instructional process and school activities, rather than treated as a separate appendage of school operation.

In addition to the code of conduct specifying positive behaviors, RMSLA will develop a student discipline policy specifying undesired or prohibited behaviors. These behaviors will be set out in general terms and supplemented with an elaboration of proscribed behaviors,

[32] RMSLA will phase these activities and look for space and opportunities to collaborate with other charter and DCPS schools for space to maximize these extracurricular activities.

proactive strategies for minimizing the behaviors, responsive strategies for coping with violations, and consequences for violations. The following is an example of possible elements of the discipline policy for two degrees of inappropriate behavior.

Behavior	**Tardiness.** Not in the classroom or in the appropriate location at the designated time.	**Dangerous Weapon.** Bringing any knives, firearms, or other potentially or apparently dangerous items to school (this includes toy weapons).
Description	Not in the classroom or other locations when the bell rings	Knives, Firearms, Items used in a threatening manner (scissors, pins, etc.), Toy weapons
Proactive Strategic	Student arrives on time; maintain staff presence in halls at appropriate times; promote active student participation in the curriculum; use behavior management strategies, student use of self monitoring; teachers use of positive reinforcement	Use classroom instruction, mentor groups, peer support, and community involvement to model and promote non-use of dangerous weapons; not allow weapons in school.
Responsive Strategies	Discussion with student; develop a student plan; teacher/parent communication	Visual monitoring of students, searches of personal belongings or person if reasonable suspicion exists.
Consequences	Teacher/student conference; Parent/teacher conference; Counselor referral; alternative structure of class; administrative referral.	Confiscation, suspension as mandated by DCPS policy; Referral to police; recommend expulsion.

The Student and Faculty Handbook will provide students and families with the best and most detailed source of information regarding al policies and procedures related to the school. The handbook will detail the school's expectations and the consequences for not meeting those expectations. Topics covered will include student work, attendance, discipline, and disciplinary action. The handbook will also detail who families and students should contact for specific needs or challenges that might occur during the course of the year. Student and Family Handbook will be given to families during Parent Orientation, or upon enrollment (for students who enroll after the school year has begun). Upon receipt, parents will sign a form indicating that they have received a copy of the handbook and understand its policies. The handbook will be translated for families where English is not the first language spoken at home. We will not assume that receipt of the Student Family Handbook alone has communicated our expectations. We will also use Empowerment Academy and Parent

Orientation to explicitly explain our expectations and what those expectations look like of a daily basis.

Disciplinary Offenses

We define a disciplinary offense as a violation of our code of conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to and from school or a school sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or as school-sponsored activity.

Consequences for disciplinary offenses will be subject to the discretion of the Executive Director and the Dean of Students and may include school service/cleaning, loss of school privileges, in-school suspension, out of school suspension, and/or expulsion. The list of punishable offenses will be set forth in the Student and Family Handbook. These rules and regulations may be supplemental by teacher's rules for classes and other school events.

Discipline Procedures Applicable to Students with Disabilities

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose previous school(s), prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge-in accordance with 34 CFR 300.527 (b)-that a disability exists may request to be disciplined in accordance with these provisions. RMSLA shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that tin the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

RMSLA shall maintain a written record of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students, for whom their IEP includes a Behavior Intervention Plan (BIP), will be disciplined in accordance with the BIP. If it is determined that the BIP is ineffective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Special Education Coordinator, or a like position or team of individuals, for consideration of a modification to the BIP.

If a student having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the Special Education Coordinator, or a like position or team of individuals, for reconsideration of the students' BIP and/or educational placement. In the event such student does not have a BIP in place, a functional behavior assessment will be conducted and a BIP will be developed. Such a student shall not be suspended for a total of more than 10 days during the school year, without the convening of a Multi-Disciplinary Team (MDT) meeting prior to the 11th day of suspension, because such suspensions may be considered to be a manifestation of the student's disability an.

Provisions of Services During Removal

The goal of RMSLA is to create a positive school environment with minimal disciplinary offenses. We know that when students are not in school, their ability to succeed academically is immediately diminished. However, we do realize that circumstances may arise that will lend itself to more serious offenses.

Those students removed for a period fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspensions. Provisions will be made to permit a suspended student to make up assignments or missed assignments or tests as a result of such suspension. The school must provide additional alternative instruction for the first 10 days of suspension so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance , computer instruction, and/or home visits and one-on-one

During any subsequent removal that, combined with previous removals equals 10 or more school days during the year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, will make the service determination.

During any removal for drug and weapon offenses pursuant to 34 CFR section 300.520 (a) (2) services will be provided to the extent necessary to enable the child to progress in the general curriculum and in achieving the goals of his or her IEP. The school will place students in interim alternative educational settings for up to 45 days as appropriate and mandated by 34 CFR section 520 (a) (2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP.

f. Professional Development for Teachers, Administrators, and Other School Staff

At RSMLA we believe that professional development is essential to school success. Research states that a successful school is one where everyone, adults and students, are life-long learners. At RMSLA we will seek out professional development opportunities which emphasize both content and pedagogy; help teachers develop leadership skills; strengthen management and administrative responsibilities; support data analysis in determining an effective academic program; and encourage positive communication strategies.

Ongoing professional development for faculty and staff will be critical to the overall success of the RSMLA program. Although we propose that the overwhelming majority of professional development will take place at the school, we do realize that outside explorations (practitioners, researchers, community resources) can enhance the instructional and non-academic program.

Teachers

We believe that collaboration with colleagues, analyzing the results and work of a teacher's own students, observing other colleagues and teachers receiving regular feedback on their teaching are the best ways to improve the quality of instruction. This professional development will take the form of peer observation, planning with other teachers, coaching and feedback, interim assessment data analysis, and subject-area meetings. We believe that internal, school based professional development is most powerful because it has the added benefits of keeping everyone on the same page.

We demand a great deal from our teachers and it is our responsibility to make sure that they are supported in their work. National Boards for Professional Teaching Standards (NBPTS) identified five core propositions outlining what teachers should know and be able to do. These propositions include: (1) teachers are committed to students and their learning; (2) teachers know the subjects that they teach and know how to teach those subjects to their students; (3) teachers are responsible managing and monitoring student learning; (4) teachers think systematically about their practice and learn from experience; and (5) teachers are members of learning communities.

These propositions are the standards that will guide the professional development for all teachers at RSMLA. We know that teachers may enter the profession at various stages of development. However, with coordinated efforts with local university teacher education programs, on-line courses, and in-service seminars and workshops, teachers will be engaged in professional development opportunities that enhance the teaching and learning process. We will partner with Howard University Math, Science Middle Charter School to ensure adequate professional development. Howard has a mandate in their charter to provide professional development assistance for the academic staff and the finance and administrative of RMSLA.

The best professional development is closely linked to teachers' classroom practice. The mission of RSMLA is to prepare students for a successful collegiate or postsecondary experience. To this end, teachers may be engaged in various professional development opportunities that support the mission of the school. These professional development activities include but are not limited to (1) course content (i.e. environmental studies workshops as presented by the scientific community); (2) appropriate college readiness programs (i.e. AVID Advancement Via Individual Determination); leadership training; and (3) accountability and assessment systems (i.e. standardized testing).

The 21st Century Schools Professional Development and Curriculum Design program is aligned with the mission and goals of RSMLA. The blended professional development program provides school based staff with innovative instructional strategies to enhance student learning. The curriculum is interdisciplinary, project-based, and research drive. The 21st Century Schools focus is aligned not only with the seven key competencies for the 21st century workforce (Wagner) as previously discussed but also with the goals and mission of RMSLA. Those areas include: (1) multimedia and technologies; (2) the global classroom; (3) multiple literacies for the 21st century; (4) classroom strategies for independent, self-directed, and interdependent student learning; (5) and connecting to the community. The program provides a comprehensive approach for professional development that can be used in conjunction with other identified professional development programs.

Teachers will also participate in professional development activities relative to their respective subject disciplines. Although the goal of RMSLA is to provide an integrated instructional approach to the teaching and learning process, it is imperative that teachers remain abreast of best practices and research based strategies associated with their subject area. For example, with the school's emphasis on environmental studies, science teachers and other interested staff will participate in professional development opportunities with the North American Association for Environmental Education (NAAEE).

Teachers will be engaged in collaborative coaching experiences. Content-focused, collaborative coaching is a professional development model designed to promote student learning and achievement by having coaches and teachers work jointly in a classroom setting guided by specific conceptual tools. This type of coaching provides structures for ongoing professional development that:

- Helps teachers design and implement lessons from which student will learn.
- Is content specific. Teachers' plans, strategies, and methods are discussed in terms of students learning a particular subject.
- Is based on a set of core issues of learning and teaching.
- Fosters professional habits of mind.
- Enriches and refines teachers' pedagogical content knowledge.
- Encourages teachers to communicate with each other about issues of teaching and learning in a focused and professional manner.

Teachers will participate in various professional development activities that promote student achievement and self-growth. RMSLA will house a substantive professional development library of educational literature. Teachers will conduct two day-long visits to other schools every year. Teachers will also attend at least one conference or external professional development session annually. In addition to professional development sessions at faculty meetings, four days a year will be half-days for students, with the remainder devoted to faculty professional development.

Teachers will each bear responsibility for approximately four units of work each quarter. Core academic teaching, enrichment supervision, and Empowerment Academy/Saturday Academy teaching will each constitute one unit of work. Teachers will also participate in interdisciplinary teams. This team will share a common prep/professional development period three times per week, allowing for planning of lessons that connect across the disciplines. Additional on-going professional development for faculty members may include:

- A one-week long teacher preparation session in August before opening of school Summer Professional Development Institute topics may include community building, differentiated instruction, team teaching, data analysis.
- Professional development workshops throughout the year (i.e. team building; co-curricular planning; student internships; community relations)
- Training in standardized testing and content standards

Administrators and Other Staff

All staff members will participate in ongoing professional development opportunities aligned with RSMLA's mission and goals. Not only will administrators be expected to continue training in the areas of identifying new and effective instructional practices but participation in learning opportunities that emphasize the business entity of education (i.e. fiscal responsibility; managing staff; teacher performance) are important to the overall success of RSMLA.

The Institute for Educational Leadership's (IEL) Task Force on the Principalship specifies three key roles that the principals of the 21st century should fulfill:

- **Instructional leadership** that focuses on strengthening teaching and learning, professional development, data-driven decision-making and accountability;
- **Community leadership** manifested in a big-picture awareness of the school's role in society; shared leadership among educators, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources; and
- **Visionary leadership** that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building.

Professional development opportunities for school administrators will be based on these critical areas to ensure an effective organization that meets the needs of students, faculty, and the community. Having a broad, though not necessarily deep, understanding of the entire educational enterprise improves service and enhances accountability. Maybe more importantly, it also fosters a greater sense of ownership in achieving stated outcomes. Strong professional development programs impact the ability to recruit and retain the best staff and facilitate efforts to be aware of and effectively implement best practices in both the academic and administrative units of the school.

Feedback and assessment are essential components of a strong professional development program. Identifying areas of strengths and weaknesses using constructive, thoughtful and proven techniques signals to staff a commitment to support their growth and an expectation that their successes and failures are inextricably tied to the successes and failures of RMSLA. Prompt and ongoing feedback as well as shared goal-setting will provide the best opportunity to appropriately and adequately deploy resources for professional development.

RMSLA will exhibit a program for continuous learning opportunities for all staff (faculty/support). Professional development programs for the support team (i.e. instructional aides; clerical team) will be determined based upon individual needs and interests. Professional development opportunities will be based upon building capacity for school effectiveness and personal excellence. On-going training in the areas of improving job performance, goal setting, time management, collaboration, and effective communication skills will be available. All programs will be in alignment with the mission and the goals of RSMLA.

g. Structure of the School Day and Year

At RMSLA, we recognize that time spent in school is a vital determinant of academic and personal growth. Recent work by the National Resource Council concluded that average students in a large school district spent, on average, only 14% of their time in school. This level of required commitment is completely insufficient for thorough college preparation. For this reason, RMSLA has an extended day, week, and year. Our schedule is designed to provide academic rigor and a collection of supports to ensure that students can meet our uniquely high academic standards.

Courses are separated into the traditional academic disciplines of English, Science, Math, and Leadership, as these disciplines mirror those offered in many colleges. At the same time, teachers at the same grade level will share planning time to facilitate the development of interdisciplinary units. Students will attend school for 195 days in the academic year. This is longer than the traditional school year of 180 days in DCPS. In order to ensure that we will fulfill our mission, our students will need more time on task, increasing the frequency and quality of instruction they receive. An extended school year will allow additional time for teachers to maximize instruction and student learning, provide targeted support, and accelerate learning. In addition to the 195 days of instruction, RMSLA will also require certain students to attend Empowerment Academy (summer academic program). [33]

RMSLA's academic year is based on a trimester system which includes regular administration of interim assessments. The extended academic day allows for more in-depth and rigorous instruction time in core academic subjects. Critical thinking and problem solving will pervade all aspects of the curriculum; additionally, the unique leadership/ethical component of the curriculum will be integrated throughout the curriculum.

Homeroom and advisory are in the middle of the day and will be used as sessions for planning. Homeroom is set aside in order for faculty to address administrative details and to briefly address issues pertinent to the homeroom, such as reminders about upcoming major exams, commenting on a day of particularly bad behavior, or recognizing a major accomplishment of a homeroom member. Once a week, homeroom pairs will lead a class on ethical philosophy, following our grade-level specific curriculum. Once a week, homerooms will be split into two academic advisories, which will allow homeroom teachers to review a student's grades with him or her. Weekly, the entire school will participate in a community meeting, where they will watch student presentations, and celebrate students who have demonstrated personal growth.

[33] Gifted and Talented students can elect to participate in Empowerment Academy

Sample Student Schedule

9th Grade Schedule		Semester 1 – A Day	Semester 1 – B day
Breakfast	7:30-8:15		
PERIOD ONE	8:15-9:15	Algebra 1	Algebra 1
PERIOD TWO	9:2010:20	English/Language Arts 1	English/Language Arts 1
PERIOD THREE	10:25-11:25	Physical Education	Music
LUNCH/ADVISORY	11:30-12:15	30 min. Lunch/15 min. Advisory-Homeroom	30 min. Lunch/15 min. Advisory-Homeroom
PERIOD FOUR	12:20-1:20	Biology	Lab Skills /Computer Science
PERIOD FIVE	1:25-2:25	DC History	Elective or Study Skills
PERIOD SIX	2:30-3:30	World Language	Leadership Seminar/Study Hall
Advisory-Homeroom/ Extended Day	3:35 -4:35		
Tutoring	4:40-5:00	Mondays, Tuesdays, and Wednesdays	
Extracurricular Activities	4:40-6:30	Clubs, Sports, etc.	

B. Business Plan

1. Planning and Establishment

a. Profile of the Founding Group

The Founding Group of Renaissance Math, Science, and Leadership Academy (RMSLA) consists of a talented and well-balanced roster of professionals who are committed to the communities East of the River, and are determined to create and govern a school that will be held accountable for strong student achievement. The Lead Founder assembled the Founding Group between March and April of 2009, and members will transition to the governing Board of Directors. Each member of the group was identified by either a Founding Group member, or a community member, or church member. Candidates were interviewed by the Lead Founder and, as the group grew, by other members of the Founding Group.

Members of the Founding Group are current or past teachers and/or administrators in D.C. schools, or have lived and/or worked in the District for several years. The Founding Group has expertise in multiple fields--education, community development, business, law, government, finance, higher education, and special education. Such expertise will allow the Group to provide strong governance and oversight of the school. Moreover, the majority of the Founding Group are D.C. residents and have a keen understanding of the particular needs and challenges in D.C., particularly East of the River, and in the Ward 8, Washington Highland, Bellevue community. All of RMSLA's Founders share several core beliefs about education. First and foremost, we know that ALL children regardless of race, ethnicity, or socioeconomic background can achieve academic excellence. The Founding Group share a

belief that ALL students can climb the mountain to college. We share a deep and abiding commitment to making that dream of college, and success beyond high school, a reality.

Each member of the Founding Group has committed him/herself to ensuring the success of RMSLA. They have each enhanced the school design through their specific areas of expertise. Members have been intentional about deepening their knowledge of charter schools, and all aspects of a high performing school, by studying other schools, researching best practices, and learning from colleagues. The Founding Group understands the long-term commitment associated with this work and all understand the value of staying involved in order to ensure continuity and execution of the vision. Each member has agreed to continue in their role and transition into the Board of Directors.

The members of the Founding Group have held a series of meetings over the past two years at the Temple of Praise and met with various leaders serving the Southeast Community, with the intention for community leaders and residents to be well represented on RMSLA's Board of Directors and the Board of Advisors. Upon acceptance of the Charter, the community and parents will play a more decisive role in the further development of implementation of this proposal and development school.

Resumes of the Founding Group Members

Bishop Dr. Glen A. Staples is the founder and visionary for RMSLA. He initiated the pursuit of a charter school, building on his earlier teaching profession, his many community programs and endeavors, and focus on enhancing the communities in the Washington Highlands/Bellevue/Congress Heights area of Ward 8. Dr. Staples started his professional career as an educator and holds a master's degree in education, doctorate of ministry, and doctorate of theology. Hs teaching career was in the West Virginia and Prince George's county Maryland, public school systems. Dr. Staples has taught many subjects at the high school level, and specializes in history and special education. He also has tremendous business acumen, commitment, strong connections to the community.

He is the Senior Pastor of the Temple of Praise in southeast Washington, where he has taken a ministry from 500 members to over 15,000 – one of the fastest growing and largest ministries in the District. Bishop Staple's portfolio of educational-related projects provides an excellent platform for the development of RMSLA:

- Created and marshaled many government-funded DC education projects which include an after school program (Destiny Project) and summer camp for DC public school students in Ward 8 for over 10 years
- Successfully constructed a $7.5 million dollar church that was completed within budget and on schedule
- Supervised a number of other multi- million dollar projects
- Managed the payoff of the church's mortgage on time
- Founded a transitional house for women and children
- Founded a parenting education center to support men and women who are matriculating in GED, workforce development courses, and college level courses
- Partnered with Nyack University, University of the District of Columbia, and Southeastern University on many projects to ensure educational opportunities for residents of Southeast Washington, DC
- Recognized as a national orator
- Recently named the Chancellor of Visitors at Phoenix University School of Theology. He also serves on the Board of Nyack University.

It is Bishop Staples' vision to transform property owned by the church for the operations of RMSLA Public Charter High School in the Washington Highlands/Bellevue/Congress Heights area of Ward 8. He fully recognizes that the Charter School will be independent of the church, and has operated many government funded programs that are fiscally independent of the church, as well as, independent in governance.

Dr. Sharon Anderson is an attorney, with over 20 years of legal practice in Washington, DC, who serves as the General Counsel of the Temple of Praise Church and Executive Director of Way of the Word, CDC (a non-profit social service organization). Dr. Anderson has also been very involved in curriculum development in post secondary education. Dr. Anderson was an associate professor at Howard University Law School, where she founded two major programs for the law school in clinical education and trial advocacy. She also has taught at Georgetown University Law Center, and currently teaches as a visiting professor at Harvard University Law School during the winter term.

Dr. Anderson has worked closely with Bishop Staples as the in-house project manager of the church's multi-million real estate projects, and supervised all community programs for the church to include the transitional housing program, female ex-offender program, parenting center, after school and summer camp programs -geared to provide academic enrichment for public school children. Formerly the Senior Deputy Corporation Counsel for Public Protection and Enforcement for the District of Columbia, her legal background has brought her into contact with District of Columbia government officials, and leaders, including members of the D.C. City Council and Mayor's office. Dr. Anderson was on the Blue Ribbon Commission for Juvenile Justice under the William's Administration, and was on the founding group of the D.C. Superior Court Family Treatment Court, and remains a stakeholder member. In 2002, Dr. Anderson was awarded the "Children's Champion" award from the DC Public Defender Service, due to her work in defending and counseling youth charged with delinquency matters. Dr. Anderson holds a Bachelor of Arts from Tufts University in International Relations and Spanish and a Juris Doctorate from Georgetown University Law Center. She has also earned two Doctoral Degrees; one in Ministry and the other in Ecclesiastical Law from University of Phoenix School of Theology. Dr. Anderson is a past resident of the District of Columbia for ten years. She has a passion for family unification and youth development and education and is committed to assisting this school help youth reach the highest heights they can attain.

Dr. Blanche Brownley is an educational expert in mathematics and has taught math at the junior high and high school levels (grades 9-12). Dr. Brownley holds an Ed.D from George Washington University in Educational Administration and Policy Studies, a Masters in Administration and Supervision from University of the District of Columbia and M.A.T from Howard University in Mathematics Education. Dr. Brownley has been the Supervising Director of Mathematics at the Center for Systematic Educational Change for DC Public Schools and the Associate for Mathematics, Science, and Technology Initiative. She has also been the Director of Teacher Education and Professional Development at Howard University School of Education. Dr. Brownley holds many honors and awards for her commitment and work in the field of teaching mathematics. Dr. Brownley is eager to use her expertise and experiences as a member of the Founding Group of RMSLA. Dr. Brownley will work with the identified design team to create the math curriculum.

Dr. Yvonne D. Coates is a retired educator from DCPS with over 30 years of teaching/administrative experience. Dr. Coates taught English, reading, and GED preparation for 17 years on the secondary and adult levels. Dr. Coates' management/administrative positions include: Assistant Director, PAUSE An Alternative School Program; Assistant Director, Instructional Recruitment and Orientation Branch; Assistant Director, Teacher Education and Certification Branch; and Director, Educational Credentialing and Standards Branch. Dr. Coates' educational achievements include BA English Education (University of Maryland); MA Supervision and Administration (George Washington University); and Ph.D. Education (American University). Her specific area of study was the impact of teacher incentives and teacher retention.

Dr. Coates works closely with area colleges and universities to promote professional development and teacher training. She also conducts informative and interactive workshops for aspiring and in-service educators. Her focus areas include classroom management; instructional planning; and communication skills for parents, students, and school – based personnel. Currently, working with American University, School of Education, Teaching,

and Health, she provides teacher support as a Clinical Supervisor for first and second year teachers in the areas of classroom instruction and management in both public and charter schools. Dr. Coates is currently certified as a School Administrator (Administrative Services Credential K-12) and English (Secondary) by the Office of the State Superintendent of Education (District of Columbia). She is also a member of the District of Columbia State Board of Examiners (BOE) responsible for conducting district-wide evaluations of teacher preparation organizations.

As a graduate of the District of Columbia Public Schools and a resident of the city, Dr. Coates' is committed to the development of effective school reform programs essential to academic success for our students.

Ms. Carolyn Kornegay served students in the District of Columbia Public Schools for many years as a biology and chemistry teacher, secondary science mentor teacher, science associate and science content specialist (Director of Science). She was selected by the D.C. Public Schools Grants Office to direct the District of Columbia's three year, three million dollars federally funded *Mathematics Science and Technology Curriculum Framework* project, one of six projects funded in school districts in the United States in 1990. Prior to her career in the D.C. Public Schools, she was a member of the faculty in the Department of Allied Health Sciences at Howard University, College of Medicine. She served as director of the District of Columbia Citywide Science fair and regional director for the INTEL International Science and Engineering Fair.

Ms. Kornegay is the recipient of numerous awards that brought distinction to her career in education. Some of the awards include the National Science Foundation's Presidential Award for Excellence in Science Teaching, the Cafritz Foundation Award, and the GTE Growth Initiatives for Teachers Award, the Tandy Corporation Technology Scholars Award, and the MarJis Educational Tour to Japan for Educators from the District of Columbia, Maryland and Virginia. She was selected by the superintendent of schools to serve as D.C. team leader on the month long tour to Japan. She wrote several winning grant proposals sponsored by the U.S. Department of Education to conduct summer, science teacher professional development institutes.

She received the Bachelor of Science Degree from Livingstone College, Salisbury, N.C. and the Master of Science Degree from Howard University, Washington, D.C. and completed further study at Michigan State University (horticulture), University of the District of Columbia (biology, education), Catholic University (biotechnology), Trinity College (special education) and the University of Maryland (technology).

Currently, Ms. Kornegay serves as a science curriculum specialist, is a mentor -coach in the Ready-to-Teach program at Howard University and is a Clinical Faculty Supervisor in the School of Education alternative teacher certification program at American University. She is a member of the National Science Teachers Association, the Association for Supervision and Curriculum Development and a past member of the Council for State Science Supervisors. She is an active member of Trinity AMEZ Church and a past president and life member of the Century Club, a local affiliate of the National Association of Negro Business and Professional Women's Clubs, Inc.

Ms. Elaine Gipson has previously been involved in charter school in the chartering, planning and development, and operational phases. From 2003-2007 Ms. Gipson held the position of Director of Resources at Young America Works Public Charter School. In that time she assisted the founders with critical research and curriculum presentations to acquire full chartering, coordinated the start-up school operations phase, and implemented critical operations (i.e., human resources, professional development, financial management, payroll and benefits administration, federal and local compliance for education, and reporting requirements). Her ability to create and manage new programs aided the school with several significant grants --to establish charter schools for full operations, support for vocational/academic curricula, staff development, after-school activities, and capital improvements.

Mrs. Gipson's career reflects over 30 years in executive-level association management, project/contract administration, government marketing and contracting, and business consultant services. She is a certified facilitator and trainer, specializing in adult-learning education and business development seminars to AARP, the faith-based communities, Career Track public business seminar series, and as an adjunct instructor at Columbia Union College (MD). Her firm, Innovations 2000 has delivered consultant services to a myriad of small businesses and entrepreneurships, specifically in new business development, communications, proposal writing for grants and government contracting, strategic planning, leadership training for staff and volunteers in the corporate and non-profit sectors. She is currently working with businesses to transition services to a social marketing business format. Ms. Gipson will help guide and develop standards for RSMLA with their fiscal operations, and help leverage resources for the school.

Dr. Carl Keels is a premier educator in Washington DC, with a concentration in Science. Currently the Science Department Chairperson at Forest Oak Middle School, Dr. Keels has taught Science at the high school level (Grades, 9, 10, 11 & 12) since 1978. Dr. Keels holds a Doctorate of Education and Master of Arts in Administration and Supervision in Adult Education. In addition to teaching, Dr. Keels is an academic dean and professor at Maple Springs Bible College. Dr. Keels has receives many awards for teaching in his area. In 1989 and 1990, Dr. Keels was awarded the foundation for the advancement of educational sciences fellowship to conduct scientific research at the National Institutes of Health in Bethesda. He has also earned a Doctorate of Divinity and Master's of Theology from Howard University, and currently pastors the Community Baptist Church. He has been selected for Who's Who among America's Teachers for three years. Dr. Keels will work with the Executive Director and the identified design team to create the science curriculum. Dr. Keels resides in Washington, DC.

Mr. Kevin A. Anderson of City First Homes will provide financial direction and oversight to our project. He currently serves as President and Chief Executive Officer of City First Homes, Inc. (CFHomes) – a new $75 million community land trust being launched to support workforce housing and ensure ongoing affordability through shared appreciation for working families in the District of Columbia. CFHomes will combine a $10 million city grant with $65 million in private financing and New Markets Tax Credits to accomplish its public-private mission.

Prior to his appointment at CFHomes, Kevin served as Chief Financial Officer and Vice President for Equity Capital at the Jair Lynch Companies, Inc., (JLC) a for-profit residential

and community development firm in Washington, D.C. where he was responsible for the financial management of JLC's corporate entities and real estate ventures. Prior to JLC, Kevin served as Chief of Staff at the District of Columbia Department of Transportation where he managed the restructuring of the Department to a cabinet-level agency with the hiring of over 100 new employees and the establishment of a local trust fund for street and infrastructure maintenance. Kevin began his professional career at the investment banking firm of Pryor, McClendon, Counts & Co., Inc. (PMC) in Philadelphia, PA as an Institutional Bond Salesman where his clients consisted of pension funds, insurance companies, investment advisers, and money center banks. Kevin provided coverage for PMC's landmark financings as lead manager for the $320 million Atlanta Hartsfield Airport financing and the $390 million Denver Airport financing. In addition to his professional accomplishments, Kevin serves on the Board of Directors of The Lawrence Academy (Groton, MA) and Project Match DC – a college preparatory boarding school placement program for urban middle school students of color. He is also an active member of the First Baptist Church of Glenarden in Upper Marlboro, MD.

A native Washingtonian, Kevin resides in Washington, DC and is a graduate of the DC public schools and the Lawrence Academy at Groton, Massachusetts. Kevin received his bachelor's degree in economics from Stanford University and has completed finance, leadership, and executive programs with National Development Council and at the John F. Kennedy School of Government at Harvard University.

Mrs. Latrice Morrison has over 13 years of experience as a Training & Development and Education Consultant. Her professional career has allowed her to work across business sectors, industries, and diverse populations including, non-profits, education, healthcare, human resources, and training & development; in several locations such as New York, Philadelphia, Florida, and the DC, Virginia, Maryland Metropolitan area. She has worked for such Fortune Five Hundred Companies as Pfizer Inc, Sears, and McDonalds, as well as a Global Fortune 500 Company Vivendi Universal. She is notable by former employers, clients, colleagues, students, mentors and mentees for her innovative approach to business, initiative, know-how, teamwork, student-centered learning approaches, and unique ability to capture and train individuals with varying skill levels.

Mrs. Morrison also has a strong community presence, participating in several community organizations including Delta Kappa Gamma Society International, the Prince Georges Church of Christ Youth Ministry, the Society for Human Resource Management, Howard Community College Step-Up Mentoring Program, the Association of Faculties for the Advancement of Community College Teaching, the American Society for Training & Development, and the University of Phoenix Tutoring Program. She was selected by the State President and currently serves as the Chair for the Professional Affairs Committee for Delta Kappa Gamma Society International Nu State Chapter in Washington, DC. She received a Bachelor of Science Degree from Florida A&M University, Tallahassee, Florida and a Master in Business Administration from the School of Business and Industry at Florida A&M University, Tallahassee, Florida.

Mrs. Morrison currently works as a contract Training Consultant for Lee Hecht Harrison (a global leadership and career management organization) in their DC, VA, and MD offices. In her training role with Lee Hecht Harrison, Mrs. Morrison develops a wide range of individual and group outplacement and career development programs, seminars, and services for out-

placed employees. In addition to working in consulting, Mrs. Morrison also serves in the field of education as an Adjunct Undergraduate and Graduate Business Instructor at Howard Community College, Axia College of U.O.P., and The University of Phoenix. Combined she teaches over 20 business courses including Human Resources, Management, Introduction to Business, Communication, Organizational Leadership, Global Business Strategies, and Strategic Planning & Implementation.

Ms. Stephanie Harris Poteat, a Ward 8 resident and active parent has lived in this community for over 20 years, after relocating to this area from the state of Tennessee. She is proud to live in Ward 8, works for the Workforce Development Program for the Community College of the District of Columbia at the Marion Barry Professional Learning Community in Ward 8, and is an active member of the Temple of Praise, also located in Ward 8. Ms. Poteat has raised a daughter, Erika Tiffany Poteat who is a protégé of the District of Columbia Public School System. Erika graduated from the Ballou STAY program in 2005. Fall 2005, both mother and daughter began attending the University of the District of Columbia free college program at Ballou Senior High School, which was later named in honor of Mayor for Life, The Honorable Marion Barry. They were able to take most of their classes together. That was a great bonding experience and renewed the sense of learning and making honor roll. Having a great sense of achievement, Erika transferred to Southeastern University as a part time student and earned an Associate Degree in Accounting. She graduated cum laude and received several excellence awards. Presently both mother and daughter are students of the Community College, a division of the University of the District of Columbia. Ms. Poteat is an accomplished musician, playing the piano for over forty years. Her passion for music is evident as she serves faithfully at the Temple of Praise, under the leadership of Bishop Glen Staples, Presiding Prelate and Senior Pastor. She has shared her music ministry with several churches in the Washington Metropolitan area. She is a member of the Gospel Music Workshop of America. She is an advocate for HIV and joins in educating persons regarding this disease. She recently received a certification as a HIV tester and is currently preparing to be certified as a HIV counselor. In addition, Ms. Poteat is a certified housing counselor from the Neighborhood Housing Association.

Dr. LaJuan Lawson is an Associate Minister at The Temple of Praise church in Washington, D.C. and the coordinator of the Parent Center located at the University of the District of Columbia P.R. Harris Workforce Development site in Ward 8 Washington, DC. A graduate of Family Bible Seminary and School of Counseling, graduating Magna Cum Laude, Dr. Lawson earned her Bachelor of Biblical Studies, Master of Divinity, Doctorate of Ministry and was licensed as a Licensed Clinical Pastoral Counselor. She earned her Bachelor of Theology from Richmond Virginia Seminary in Richmond, Virginia. Dr. Lawson serves as Sunday School Teacher to pre-teens between the ages of 13-15 years of age. She is the In-Reach Coordinator for New Members Ministry, The Temple of Praise Parent Center-Coordinator, District of Columbia Fatherhood Initiative (DCFI), Assistant Coordinator for the Nursing Home Ministry, the Youth and Young Adults Ministry, and the Martha Day Staples "Women's Transitional Home" where she coordinates bi-weekly parenting workshops and life skills workshops. Dr. Lawson currently serves as part of the Pastoral Care Services at Howard University Hospital in Washington, D.C. as well as tutor/mentoring teens with God's Anointed New Generation (G.A.N.G.) in Washington, D.C. She is a native Washingtonian, attended DC public schools and The University of The District of Columbia where she studied Accounting with a minor in Business Administration.

Dr. Terri Harris Reed is the provost of Princeton University and provides a wealth of knowledge from the post secondary school level. Ms. Reed holds a B.A. in Psychology, an Ed.M. in Higher Education Administration, and a Ph.D. in Culture and Communication. Dr. Reed is a senior academic administrator at several top-ranked higher education institutions and has successful experience in grant writing, external affairs, managing government-sponsored programs and community outreach. She is a strong planner, organizer, and leader; extensive experience with diverse student populations; network of educational professionals; research interests in developing intercultural communication competencies. Dr. Reed is excited about her work with RMSLA and is eager to use her expertise, resources, and insight into higher education, to benefit RMSLA.

Mr. Keith Dukes is a financial executive with a diversified accounting, finance, computer and management experience. Mr. Dukes has extensive background in automated accounting systems and internal controls. Full range of accounting experience includes: financial statements and analysis, project job costing, inventory, private and government and grant contracts, payroll, human resources SEC auditing (10K – 10Q), auditing and credit compliance. Mr. Dukes is currently the controller for First Baptist Church of Glenarden where he performs general Accounting, Payroll, Cash Management, Financial Reporting, and investment duties. Prior to that Mr. Dukes worked as the General Manager/Asst. Controller providing General Accounting, Student Accounts, Cashier's Office & Financial Reporting. Mr. Dukes is currently on the Board of Independence Federal Bank.

Mr. Michael L. Powell is a District of Columbia resident with substantial knowledge in the field of technology. Mr. Powell is a graduate from Loyola College and has worked with a local high performing charter school as the Director of Technology, and Network Administrator since 2005. In these positions, Mr. Powell has developed, coordinated, and implemented critical technology plans for a local charter high school. Most importantly he has provided technical assistance to teachers and administrators to assist with technology problems, and facilitated web based learning software to high school students to increase reading and math skills. He has also created and recommended budget suggestions and requirements to support the school's technology plan. Mr. Powell brings a wealth of knowledge in the field of technology to the RMSLA Board, and will assist the Board and RMSLA staff to make informed decisions regarding the use of technology to support administration and education.

Dr. Keisha Mack is a Clinical Psychologist with a specialty in adolescent therapy. Dr. Mack has an extensive resume in providing individual, group, and family therapy in the District of Columbia, and currently works as a psychologist at the Village Academy in Washington, DC. At the Village Academy, Dr. Mack works very closely with the special education department and also conducts student psychoeducational and clinical evaluations and attends IEP meetings. Dr. Mack also works at Georgetown University Hospital, Department of Pediatrics Section of Adolescent Medicine as an Assistant Professor. Dr. Mack is a lifelong resident of the District of Columbia and holds a Doctorate of Philosophy in Clinical Psychology from George Washington University, a Master of Education, Counseling, Psychology from Howard University, and a Bachelor of Science in Psychology from Howard University. Throughout her career, Dr. Mack has worked very closely with the Public Charter School Administration, Student Support Center providing supervision to unlicensed clinicians and psychology extern students; and providing evidence-based individual and group therapy for adolescents in DC Public Charter Schools. The Board is

grateful to have an experienced clinician to help monitor and guide the special education decisions at RMSLA.

Ms. Paula Allen will lead the Board's communications, marketing and advertising strategies for RMSLA. As the Assistant Director of WTTG Fox 5 News for many years, Ms. Allen is sure to cultivate a cutting edge policy in Media Relations, Broadcasting, and Public Relations for our team. Ms. Allen has blended formal academics in Mass Media Communications with an unblemished ten year track record of productivity in visual news broadcasting. While at Fox, Ms. Allen was promoted four times over a ten year period, ascending to supervisory positions. Her ability to establish a firm foundation for continued success in the workplace, will assist RMSLA and the Board to build cohesive teams that focus on targeted goals while remaining sensitive to the issues that arise with diverse people and groups in today's competitive global markets. Ms. Allen also brings intimate knowledge of the community to the Board, as she is a native Washingtonian, who graduated from Ballou Senior High School and currently resides in Ward 8.

Ms. Shaunda Young is a District of Columbia resident and professional with a proven track record of leadership and community service. A former School Coordinator for a non-profit Community Organization, Ms. Young has created programs for youth to improve reading skills. In her role as Community Coordinator, Ms. Young has established and maintained professional relationships with students, faculty, and staff to ensure successful training programs for schools.

Ms. Tonya N. Sloans is an attorney with extensive experience in the District of Columbia. Currently an attorney –advisor on the U.S. Tax Court to Judge Maurice B. Foley, Attorney Sloans brings her business and legal acumen to bear to assist RMSLA as an organization make sound financial and legal decisions. Attorney Sloans is a District of Columbia resident and is admitted to practice in the District of Columbia, Illinois, and Wisconsin and admitted to practice before the U.S. Tax Court. Attorney Sloans is a graduate of Xavier University, University of Wisconsin Law School, and Georgetown University where she earned her LLM in taxation. Attorney Sloans is also an educator, and teaches at Trinity Washington University Graduate School as an adjunct professor in Business Management.

Advisory Board Members

Ms. Roceal Duke is a retired DC Public Schools employee, and has held many roles within the Public School system. She has worked as a social studies content specialist; assistant principal; and principal. Ms. Duke has been tremendously connected with the charter school process. With the Young America Works Public Charter School she has been a Social Studies teacher, department chairperson in the area of Social Studies and the Director of Academic Achievement. Ms. Duke has received many certificates and awards in the area of education to include, NASSP Assessor Training Seminar, NASSP LEADER Award of Excellence, Who's Who Among America's Teachers, Who's Who Among America's Executives, and the Haberman Administrator Evaluator.

Ms. Duke has made many contributions to various academic publications for school-aged students including: Teacher Resources, The History of Jim Crow; Smithsonian Institute--Campfire Stories with George Catlin; An Encounter of Two Cultures, Teacher Advisory Council. Ms. Duke is now a "teacher of teachers" and has also held positions as an Adjunct

instructor at Howard University, on the Methods for Teaching Secondary Social Studies and General Methods of Teaching and American University, Teaching Social Studies in Elementary School. Through her involvement with RMSLA, Ms. Duke hopes to continue the work of educating, empowering, and energizing the minds of the District's youth and providing them with experiences that will allow them to become global citizens.

Ms. Zina Pierre is the founding President and CEO of the Washington Linkage Group, Inc. (WLG). Established in 2001 in Washington, DC, WLG is a full service governmental relations and strategic consulting firm specializing in: lobbying, advocacy, public relations, grant writing and international trade. Ms. Pierre received her Associates degree from Anne Arundel Community College, followed by her Bachelor's Degree from Catholic University. For more than fifteen years, Pierre has provided political consulting, advocacy and message development counsel to Presidential candidates, the Democratic National Committee, Democratic Mayors Association, National Faith leaders, International leaders, Governments, stake holder organizations and non-profit entities. Ms. Pierre received her first political appointment (schedule C) with the Clinton Administration as special assistant to the Director of Communications at the Office of Personnel Management (OPM). In this capacity she produced and moderated a nationally televised Federal government talk show and assisted in writing speeches for the Director and Deputy Director of OPM. Ms. Pierre then became the Director of Communications for the U.S. Department of Labor Women's Bureau. There she developed public relations strategies for working women, organized multi-city summits to educate women on their workplace rights and co-authored several publications on workplace rights. Ms. Pierre later served as Director for the President's Welfare to Work Initiative for the U.S. Small Business Administration (SBA). Ms. Pierre served as special assistant to the President for Intergovernmental Affairs in the White House Executive Office of the President. In this commissioned officer position, Pierre served as Bill Clinton's liaison to America's mayors and county officials. Ms. Pierre is excited about what resources her lobbying firm can bring to continue to leverage funding and relationships.

Ms. Tammy Stevens is an Associate Dean at the Massachusetts Institute of Technology (MIT) in the Office of Minority Education, an office charged with supporting undergraduate underrepresented minority (African-American/Black, Latino/Hispanic and Native-American) students. She regularly works with the admissions, financial aid, career services, and MIT's K-12 outreach programs. Prior to her current position, she worked for 10 over years in industry as a litigation consultant, business strategy manager, and operations manager. She has worked for large corporations including PricewaterhouseCoopers LLP, Microsoft Corporation, and Capital One Financial. While working for Microsoft Corporation, Ms. Stevens served as the business strategy manager for the U.S. Education sector.

Ms. Stevens holds two bachelor's degrees from the Massachusetts Institute of Technology in Materials Science and Engineering, and Management Science. She is also a graduate of the Robert H. Smith School of Business at the University of Maryland where she obtained her MBA with concentrations in finance and strategy. She has been named a Susan Vogt Leadership Fellow in higher education and is MIT's 2010 Partnership Inc Fellow, a 12-month leadership development program for professionals of color in the Boston area. Ms. Stevens serves on the board of the Black Alumni of MIT (BAMIT) where she serves on the scholarship and student outreach committees.

1. **Provide the names and addresses of entities submitting the petition, if any.**
   Temple of Praise- Bishop Dr. Glen A. Staples, Senior Pastor
   700 Southern Ave SE
   Washington, DC 20032

Provide the names of organizations and corporations of which individual founding group members are *directors* or *officers*.

Dr. Glen Staples
   Temple of Praise-*Senior Pastor*
   Way of the Word, CDC Bishop Glen A. Staples- *CEO and Founder*
   Renaissance Properties, *CEO and Founder*
   Phoenix University School of Theology-*Chancellor of Visitors*
   Temple of Praise - *International Fellowship of Churches*

Dr. Sharon Anderson
   Way of the Word, CDC –*Executive Director*
   Temple of Praise, *General Counsel*
   Brandywine Street Association, *Board Member*
   Phoenix University School of Theology-*Chair*, Ecclesiastical Law Department

b. Planning Process

Renaissance Math, Science, and Leadership Academy was born out of the Temple of Praise church, formerly the Johenning Baptist Church, The present location identified for the Charter School is the former location of this great faith based organization, and has been a stalwart of the community for over two decades. The church, under the leadership and guidance of Bishop Staples, has had its finger on the pulse of the educational needs of the community, as it has operated after school programs and summer camp programs for youth for many years. Known as the fastest growing congregation in Washington, DC, this thriving ministry has witnessed the homeless become homeowners, the unemployed become entrepreneurs, the uneducated become scholars, and borrowers become lenders. It is of the utmost importance to Bishop Staples to maintain his ministry in the area within which it was birthed. The vision continues to be realized, and the opening of a charter school is consistent with the ministry's desire to continue to positively impact the community.

RMSLA is the result of the Lead Founder Bishop Glen A. Staples, the visionary of this project, being dissatisfied with the quality of educational opportunities currently available to the children and families of high school students East of the River—particularly the Washington Highlands/Bellevue area of Ward 8. The Lead Founder began to discuss the vision for the charter school about five years ago, and with a variety of the now present Founding members, who began to research and discuss with the community the need for a high performing school in the area for students ages 13-17. The Founding Group in its entirety acknowledge the role that education has played in our lives and the doors that have been opened as a result of the quality of education we received. RMSLA is a result of like-minded people who believe that nothing is more important than ensuring that ALL children regardless of race, or socio-economic status, have an equal opportunity to learn and succeed in this country. The Founding Group knows that strong skills in the areas of Math, Science, and Leadership are powerful tools for high school students to master to and to succeed in higher education, and prosper in our current society.

The Founding Group began meeting as a group in the spring of 2009 and has met consistently since then. Working closely with the Lead Founder, the founding members' contributions include: researching educational methods and practices, traveling to high performing schools, recruiting other potential board members, contributing to and vetting all components of the application; accessing outside resources and leveraging personal connections; creating RMSLA business plan and budget; creating a network of strategic partnerships, cultivating meaningful relationships with organizations, and community groups; reviewing school educational policies; writing the proposal for the charter school application and budget, and meeting with various chartering representatives and entities.

Members of the Founding Group have attended a series of training sessions provided by Friends of Choice (FOCUS) and the District of Columbia Public Charter School Board (DCPCSB) in its creation and development of its charter school application and framework. The sessions with FOCUS provided the Founding Group with guidance in building its mission accountability plan (MAP), planning for special education and English Language Learners, conducting outreach to the community, and developing a business plan. Select

members of the Founding group also met with DCPCB representatives to learn more about the Charter School process including the application process and funding.

Community Participation

The Founding Group participated in a number of community events. Over the last year we have taken every opportunity to meet with community members and leaders, share the mission and vision of the school, gain insight and wisdom to inform the school design and learn more about the needs of the community. Individually and collectively we have met with dozens of individuals and groups-church organizations, parent networks, community organizers, and business leaders-to discuss the prospects of RMSLA's potential impact on the East of the River educational landscape.

We have also completed extensive outreach to talk to the community about their concerns and their desires for educational options in Wards 7 & 8. We wanted to gauge (a) the residents interest in a school like RMSLA coming into the community, and (b) the interest of parents' with grade eligible children in sending their child(ren) to a school like RMSLA. We have secured over 250 signatures of D.C. residents who support the idea of RMSLA.

c. Corporate Structure and Nonprofit Status of the School

Renaissance Math, Science, Leadership Academy is incorporated as D.C. non-profit corporation and has applied for 501 c 3 tax exempt status from the Internal Revenue Service, which is pending.

Attached as Section J are the following organizational corporate documents: Articles of Incorporation, Certificate of Incorporation, and the proposed Renaissance Math, Science and Leadership, Inc. By-Laws.

2. Governance and Management

a. Board of Directors - Overview

RMSLA's Board of Directors is charged with setting the strategic direction of the school, creating policies and procedures, overseeing charter faithfulness, and evaluating the Executive Director. The sole responsibility of the Board will be to govern the school by developing and maintaining school policies, hiring and evaluating the Head of School/Executive Director, and maintaining financial oversight and fiduciary responsibility for the school. This will be done in alignment with the mission and vision of the school. The Board will delegate management of the school to the Head of School/Executive Director, who will report directly to the Board. The Board will provide strong governance so that the school leaders can focus on the day-to-day management of the school with specific roles and responsibilities in oversight, resource development, publicity and advocacy. The Board will hold the public charter and use strategic planning and thoughtful governance and oversight to ensure that the school is held accountable to its mission.

The Executive Director (Head of School) will hold an ex-officio position on the Board that will allow him/her to perform critical advisory services and to provide an effective voice in

the school's governance that accurately reflects the ongoing needs of the school. This position is purely advisory in nature and includes no voting privileges.

Specific responsibilities of the Board include establishing school policy, strategic planning, monitoring the school program, fundraising, and ensuring compliance with all federal, state, and local laws. The Board will also adopt policies consistent with federal, state, and local laws that aid in the effective and financially responsible operation of the school.

RMSLA will be governed by a dedicated Board of Directors consisting of 9-15 individuals with diverse skills, areas of expertise and experiences essential to the school's proper functioning, organizational viability, and success. While Board membership may occasionally fluctuate, it will maintain a minimum of nine voting members at all times, and an odd number for voting purposes. The membership will always include two positions reserved for parents of students currently attending the school. The Board's members shall include at least four residents of the District of Columbia, including at least two residing east of the Anacostia River.

Selection of the Board Members

The members of RMSLA's Founding Group comprise the primary group from which initial Board of Directors will be selected. Thereafter Board members will be selected based upon a myriad of factors to ensure strict adherence to the mission and philosophy of the school. (See qualifications under the section entitled "Terms" below). To fully execute the Board's functions, position descriptions and expectations will be issued to each member. The Board of Directors will delegate management of the school to the Executive Director.

Terms

The initial members of the Board serve a three-year term from the date of their appointments, or until their successors are seated. A full three year term concludes following three annual meetings. After appointment no member's term may be reduced, except as specified in the by-laws. No Trustee shall serve more than two consecutive three-year terms.

Qualifications

The Board is ultimately responsible for ensuring that the school meets its mission. Therefore, the primary qualifications for serving on the Board are:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and leadership;
2. A set of personal and professional skills which will further this effort, including;

    - ✓ Commitment to improving access to quality education for all children regardless of race or socio-economic status;
    - ✓ Understanding of the Board's obligation to act as effective and vigilant stewards of public funds;

- ✓ Ability to be a good judge of information regarding the Executive Director's educational and fiscal management of the school and a willingness to replace the Executive Director if results are less than satisfactory;
- ✓ Willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
- ✓ Ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others; and
- ✓ Financial and /or legal, business, fundraising, management, governance, real estate development, and educational expertise;

3. A willingness to accept and support decisions made in accordance with the by-laws;
4. An ability and willingness to give time and energy to the school; and
5. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen candidates and present a slate of the best qualified as nominees for vacant Director positions on the Board; (b) present a slate of nominees for Officers to the Board for election at the annual meeting; (c) recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) provide ongoing orientation to Directors; (e) oversee a Board of Directors assessment process to ensure optimum performance; and (f) recommend the appointment of a past Chair to the Board, if necessary, in the interest of continuity.

Selection of Parent Members of the Board of Directors:

Two parent representatives on the Board of Directors will be selected by RMSLA Parent Association. The president of the Parent Association and an additional Parent Association representative will be nominated by the Parent Association body, represented by the students' parents and/or guardians. The nominees will go through the Board's committee review for new members and once confirmed by the full Board, participate fully in the Board activities. Both representatives will reflect the parental/guardian perspectives in school operations and the mission and vision of the school. In the event that the Parent Association does not recommend a parent representative, the Board Chair will work with the Director for Operations to identify potential parent candidates and those names will be shared with the governance Committee.

Roles and Responsibilities of the Board

The Board shall have the following responsibilities:

- ✓ Formally adopt, periodically review, and, as necessary update the RMSLA mission and vision statement.
- ✓ Review and update RMSLA strategic plan;
- ✓ Appoint members of the Board of Advisors;
- ✓ Meet periodically with the Parent Advisory Council;
- ✓ Hire and evaluate the Executive Director
- ✓ Approve RMSLA's annual budget and review the budget quarterly;
- ✓ Review RMLSA monthly financial statements;
- ✓ Approve RMSLA educational policies and plans;

- ✓ Approve the Academy's administrative policies and plans;
- ✓ Ensure RMSLA's fiscal accountability and compliance with regulatory and contractual obligations
- ✓ Raise funds to support RMSLA's programs and goals;
- ✓ Represent RMSLA in the community and in relationships with funders and other individual and institutional partners.
- ✓ Identify Board Officers, Terms, and Succession Planning:

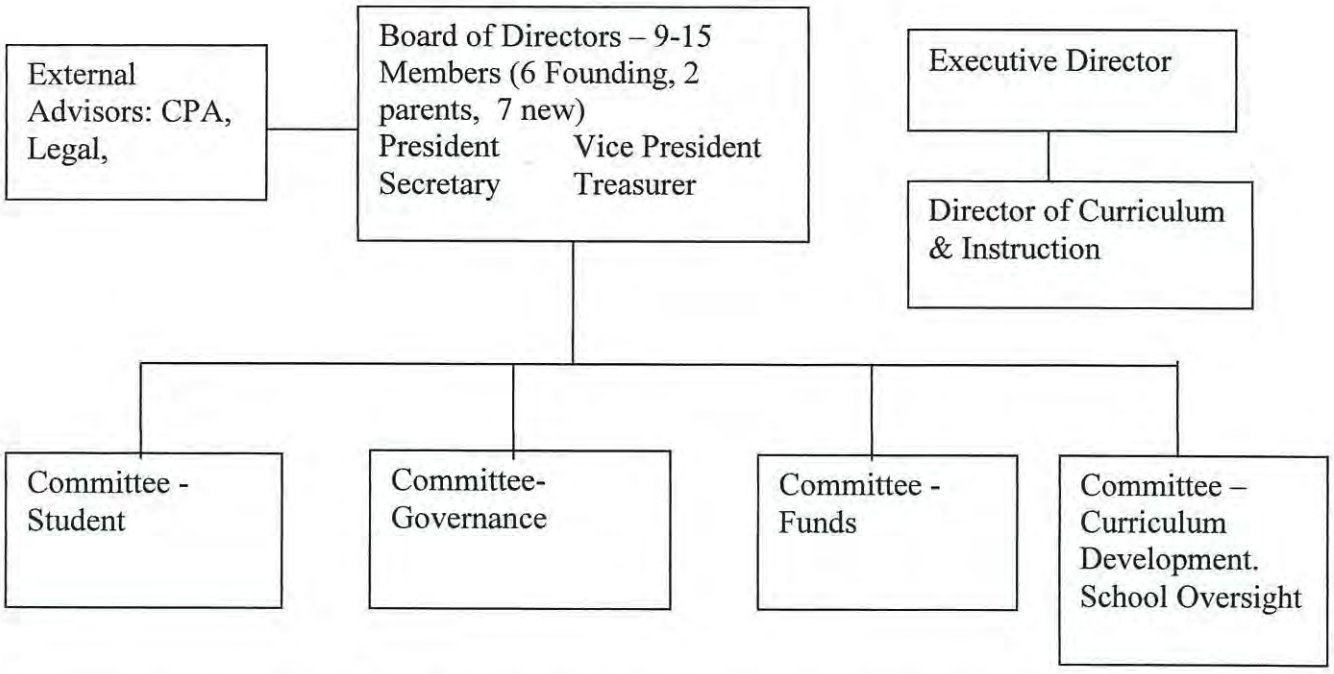
The Board of Directors may establish committees to carry out functions:

- ✓ Member recruitment to identify and recommend new Board members
- ✓ Fiscal accountability and funding support
- ✓ School operations

Succession Planning - A complete plan for officer succession is explained in the draft of the proposed by-laws (see Section J).

Organization

The Board will include a minimum of four standing committees: Student Achievement/Accountability; Finance; Governance; and Fundraising/Fund Development. The Board of Directors will elect from among their members such officers as it deems appropriate.



President - presides over Board meetings and provide leadership to and oversight of fellow Board members;

Vice-President - fulfills the President's duties in the event of President's absence or unavailability and who ideally will serve as President at the end of the current President's term;

Secretary – maintains accuracy of the Board's records; and

Treasurer – oversees the fiscal accountability of RMSLA and the accuracy of financial records.

Board meetings will be held monthly with a minimum of ten meetings per year. All Board meetings will be open to the public, and the Board will ensure that sufficient and advance notice of the time, date, and location of meetings is made public.

Board's Executive Decision-Making Regarding the School

As stated above, the Founding Group will develop policies and procedures to enable a smooth operation and optimal performance of the school. After chartering, Founding Group members transition to roles as a governing Board of Directors. The Board operates with the by-laws, written policies and any additional documentation or addendums. When the school begins to hire staff and recruit students, the Board assumes its oversight role ensuring all adopted policies and procedures are correctly implemented.

Under the supervision of the Board, the Executive Director will be responsible for the operations of the school. [34]. The Executive Director will have executive responsibility for business operations and contract management, proposing and implementing budgeting and financial planning (to be approved by the Board of Directors), fundraising and external relations on non-educational matters, facilitating and supporting operations, and fiscal and regulatory accountability. The Director of Curriculum & Instruction will lead the educational aspects of the school.

The Executive Director will report to the Board and they are the staff members whose compensation and employment terms are set by the Board and who will be evaluated and advised by the Board. It is within this leadership structure that clear lines between governance and management will be drawn, enabling the Board to govern well and the Director of Curriculum to manage curriculum and instruction and the Executive Director to manage operations and finances-effectively.

The Lead Founder, Founding Group, and proposed members, and Executive Director will receive thorough training in the distinction between governance and management and will be prepared to make decisions that are clearly within their purview as Directors or staff. The Board will determine the "what" of school operations while the Executive Director and his or her staff will determine the "how". Examples of policy the Board will adopt and the staff will implement include but not limited to:

> **Student Enrollment**. The Board sets the cap on how many students may be enrolled. The Executive Director implements the recruitment process, including information

[34] See Section B. 2. C (Administrative Structure) for a more comprehensive explanation on the roles

sessions, applications and a lottery. Executive Director ensures per pupil allotment allows for effective school operation.

Employment. The Board adopts a non-discrimination policy. The Executive Director advertises and recruits for all staff positions at the school; reviews qualifications of applicants; interviews candidates and selects finalists; constructs salary offers and contracts; and offers employment to the selected applicant. Executive Director also reviews HR policies, payroll and fringe benefits, and approves staff leave and substitute/additional staff (including teacher) needs.

School Schedule and Calendar. The Board will set as policy the length of the school year (number of days of instruction). The Executive Director will determine, for example, whether to close school during inclement weather and how then to ensure that the number of instructional days is adhered to or amended with the authorizer. The Executive Director will measure the fiscal impact.

Board's Relationship to Teachers and Administrators

The Board of Directors will hire, supervise and work closely with the Executive Director to ensure that they are executing the mission of the school according to its charter. The Board of Directors will delegate all managerial and decision-making authority regarding RMSLA staff to the Executive Director. The Board will meet on a monthly basis to discuss the state of the school and its progress toward the goals set forth in its Mission Accountability Plan detailed in Section D. Some of the Board's committees will involve key RMSLA personnel in their work, e.g. the Business Manager will work closely with the Board Treasurer and attend Finance Committee meetings.

Board's Relationship to Parents

RMSLA believes that parental support is an integral part of a students' education, and will make every effort to ensure that parental input is considered in the Board's decision-making process. The two parent representatives of the Board will serve as the primary voice of parents in addressing the Board. The Board of Directors will also serve as the final appeal for parents dissatisfied with decisions made by school management.

Board's Relationship to Students

The Board of Directors will be an active and engaged part of life at our school. They will be expected to visit and observe classes on a regular basis and will be invited to all special performances and presentations by the student body. The Board of Directors will not have a direct supervision of, or prescribed interaction with students and will not be expected to field direct questions or complaints from any student or group of students. Rather, should a student or group of students approach them, The Board of Directors will be instructed to notify the Executive Director so that official policy for incorporating input or addressing complaints may be followed. When appropriate and as they are able, the Board of Directors may be invited to address the student body about their area of professional expertise or may be asked to welcome students at their workplaces for career "shadow days" or similar enrichment activities.

b. Rules and Policies

Clear goals and expectations for the Board of Directors of RMSLA, are set forth in the policies of the proposed by-laws (see Section J) and will be further detailed in the Board Manual that will be developed during the planning year. The Board President will appoint an ad-hoc committee to draft the Board Manual and the committee will complete a draft copy. The draft will be reviewed by legal counsel for RMSLA, and returned to the committee for revisions.

Once final revisions have been made, the committee will present to the D.C. Public Charter School Board. The Board Manual will include rules and policies concerning: legal documents (e.g. charter, by-laws); strategic plans (e.g., Mission Accountability Plan, Resource Development Plan, Financial Management Plan); membership organization and operation (e.g., job descriptions, performance expectations, committee descriptions, calendar, agendas, minutes, Executive Director reports); finance and resources development references and talking points for development purposes; public and community relations (e.g., newspaper and magazine articles about the school, list of community partnerships and contacts); school code of conduct (e.g., discipline policies, Board's appeal hearing processes); and human resources and personnel (e.g., guidelines for hiring and evaluating Executive Director , school staff and organizational chart, personnel and student policies).

c. Administrative Structure

The RMSLA staff organization features an innovative structure of professionals to function in executive, administrative, instructional, and supportive roles. The initial organization is comprised of positions and reporting relationships to achieve the school's organizational and educational goals in the embryonic years. The positions and description of roles are as follow:

Executive Director (Head of School). Leads the successful implementation of the school's vision, mission, and goals. Provides leadership and directs all levels of school activities and operation. Exercises authority to hires, evaluate, and release staff; manages the executive team (Director of Operations, Business Manager, Director of Curriculum & Instruction, Dean of Students). Establishes and directs all long term strategic planning. Reports to the Board of Directors.

The ***Director of Operations*** manages comprehensive facility operations and supportive processes (contracts, regulations, resources). Supervises Office Manager, custodial, janitorial, and security services (staff and contractors). Leads external activities on non-academic matters as the school's liaison with the external community and the media. Reports to Executive Director

Director of Curriculum and Instruction directs and manages the academic activities of the institution. Guides the leadership of the teaching faculty, ensures the effective delivery of curriculum, and analyzes classrooms and instructional activity. Establishes and monitors professional development goals, testing and achievements; provides supportive resources for all levels of student assessment and performance. Issues periodic reports on academic

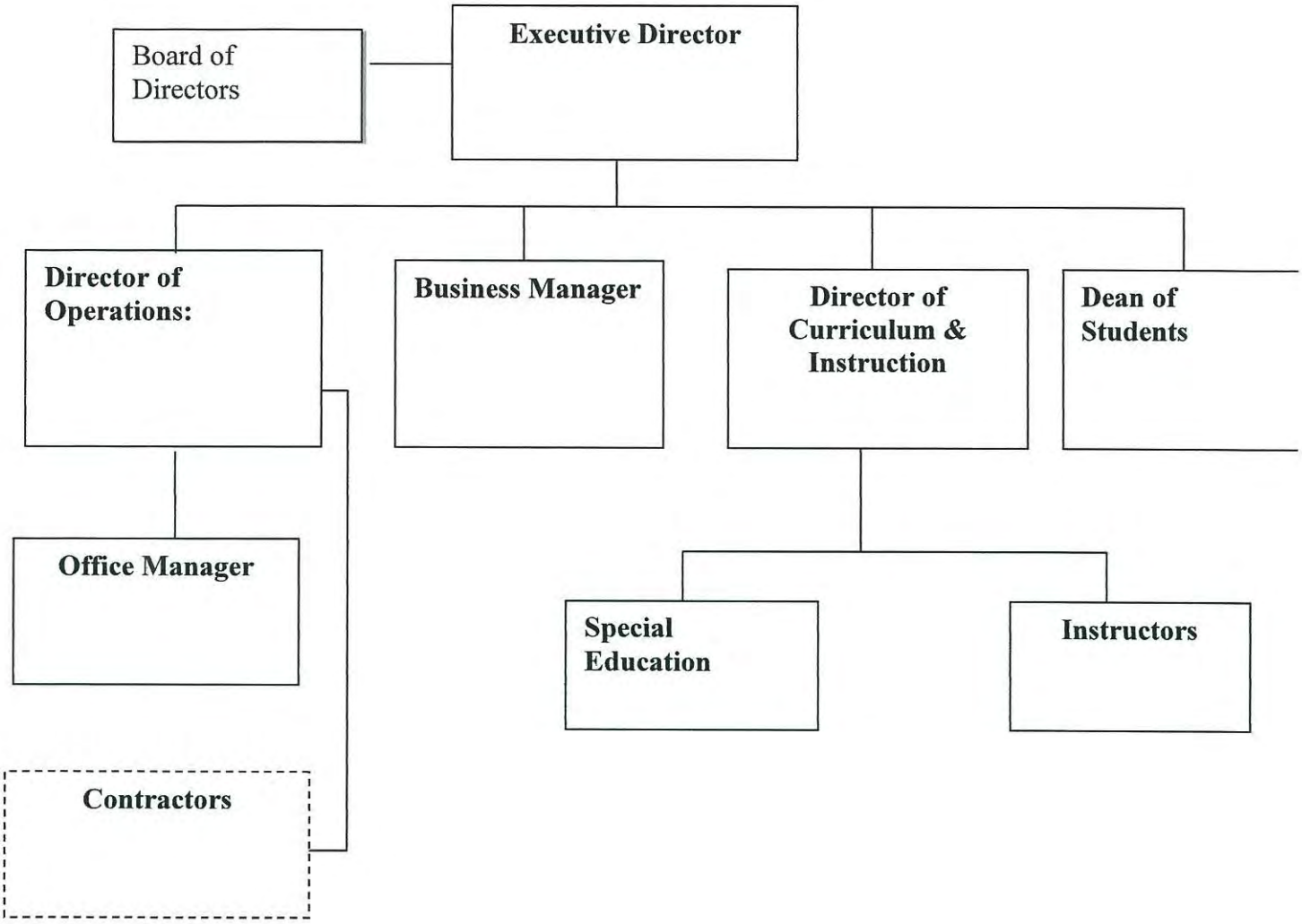
progress, and assures parental involvement in student progress and achievement. Reports to Executive Director.

Dean of Students manages the student culture for school behavior, discipline and involvement in all aspects of school life. Supports development and maintenance of respectful school culture, maintains frequent contact with parents, and oversees disciplinary procedures. Coordinates student involvement in various after-school activities (daily recreational/tutorial, Saturday Academy). Reports to Executive Director.

Business Manager, Ensures compliance with federal, state, and local reporting requirements, maintains the school's budget, accounting, and routine reporting, manages banking accountability, administers human resource program (documentation, payroll, benefits), manages procurement, expenditures, and asset management functions to support all aspects of school life. Participates in Board-directed strategic financial endeavors. Reports to Executive Director.

Office Manager. Manages the main office, administers daily activities to support school operations (i.e., attendance & truancy documentation, student files, administrative tasks) and serves as a central point for the daily school calendar. Reports to Director of Operations.

RMSLA ORGANIZATIONAL CHART (YRS 1, 2)



Input into School Decisions

For Families

Two venues will exist for families to provide input or assist the school leadership in its decision-making process. The first venue is through parent representation on the Board of Directors. We will also explicitly ensure that the widest family and community input is solicited and considered at specific decision points. We will accomplish this by hosting with our parent Directors community meetings, dinners, or socials that serve to bring community members together and enable us to gather input on specific issues. The second venue is through the Parent Association formed for the specific purpose of ensuring parents can participate fully in the school.

For Teachers and Staff

Our open door policy for our faculty and staff will garner feedback that can be used to strengthen our school and program. Additionally, we will hold faculty meetings and professional development sessions where faculty will be invited to provide input into appropriate decision-making processes of the school. Although it is the primary responsibility of the Executive Director to make final decisions on behalf of the school, we believe that the input of all professionals on the staff can support the strongest decision making,

For students

Out students will enter at 9th and 10th grades, and at full size enrollment, will include students from grades 9 through 12. A student government structure will be established and operate during each full school year. RMSLA's student body president twice yearly will be permitted to bring to the Executive Director, and Board of Directors, and ideas or concerns directly related to the effective functioning of the school and the academic achievement of its students.

d. School Management Contracts.

RMSLA does not intend to enter into a contract with a school management firm.

3. Finance

a. Anticipated Source of Funds

Revenue: Public per Pupil, Facilities

RMSLA anticipates receiving $2. million dollars in revenue generated via the combined public per pupil ($10,792) operating and non-residential per pupil facility ($3,000) allocation for operating year 1 (based on a planned initial enrollment of 200 students).

Revenue: Federal Entitlements

Based on the economic family income criteria, 65% of RMSLA's students will qualify for No Child Left Behind federal entitlements under Title I. Approximately, 12% of the student body is eligible for special education services. Therefore we anticipate receiving $306,000 of Federal Entitlements. At this time we are not anticipating Title III funding, however, this could be an additional source if we enroll ELL students.

Other Grants

We will apply for $173,000 under Title Vb in our program design year, and $260,000 in Year 1 and $200,000 in Year 2.

Revenues Per Pupil & Facilities Allotments, Federal Entitlements, and Other Income

	Planning Year	Operating Year 1	Operating Year 2	Operating Year 3	Operating Year 4	Operating Year 5
Revenue	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY15-16	SY 16-17
Student Enrollment	0	200	290	375	375	375
Per Pupil Allowance	0	$2,158,400	$3,129,680	$4,047,000	$4,047,000	$4,047,000
Facility Allowance	0	$600,000	$870,000	$1,125,000	$1,125,000	$1,125,000
Federal Entitlements	$173,000	$200,000	$260,000	$320,000	$380,000	$440,000
Other	200,000	$260,000				
Private Grants		$800,000	$800,000	$800,000	$800,000	
Total	$373,000	$4,124,000				

Additional and smaller amounts will be acquired for Title II (professional/teacher development), Title IV (safe schools), and Title V (innovative programs).

Our budget model and financial plan ensures that our core educational programs will be able to operate almost exclusively with public funds. [35] Conservative budgeting will allow us to maintain financial stability in our operating budget using our per pupil allocation, start-up grants, and federal entitlement grants. This conservative budget model assumes student attrition, conservative revenues, and zero to low fundraising, yet allows us to balance our

[35] We have created an educational plan that will operate solely under the allocated public funding. Notwithstanding the foregoing, we will raise funds and seek grants for those portions of our school programming outside of the core educational program (including, without limitation enrichment activities, field trips, Saturday School). The term core educational program refers to our academic classes and educational offerings Monday-Friday.

budget and focus resources in the classroom. Please see Section F for our complete budget, cash flow, assumptions, narrative, and financial commitments.

RMSLA has a budget comprised of funds from four major sources: DCPCSB per pupil allocations (75%), other public Federal and local funding (2%), private grants (15%), and corporate or individual donations (8%).

Federal and local funding

DCPCSB per Pupil Allocation.

As a public charter school, public funds will serve as RMSLA's primary source of revenue to cover core operational expenses and recurring facilities expense. RMSLA allocations are depicted in the budget in Section F, at the minimal amounts and additional funds for students with special education requirements, which we estimate at 25% of the total student enrollment.

No Child Left Behind (NCLB) Entitlements

Based on the economic family income criteria, a majority of RMSLA's students will qualify for No Child Left Behind federal entitlements under Title I. Additional and smaller amounts will be acquired for Title II (professional/teacher development), Title IV (safe schools), Title V (innovative programs) and Title V-B (new charter school development).

Other Federal grants and entitlements

RMSLA will pursue other public funds to serve the special needs of its students. For example, the USDA reimbursement for the National School Lunch Program (NSLP) reimburses a portion of our expenses for free and reduced breakfast and lunches, during the school year and for authorized summer school programming.

The applicants expect to apply for and receive grant funding to execute pre-operations planning and initial year start-up costs. While RMSLA expects to raise additional revenues from various other public and private sources, plans are prepared, as described in the No Funds Raising Scenario at Table F.2.B, to operate on a smaller budget if the per pupil allocation proves to be the only actual source of funding.

The budget is drafted as an extension of the first year financial plan projected over a period of five years. The budget continues to assume full enrollment in 9th and 10th grades, and a projected 10% attrition rate of students per year thereafter.

Private Revenues

Grants from Corporate and Private Sources

Our research has indicated a number of sources to augment the public funds available to operate RMSLA. Our intent is to acquire 15% of funding from grants sources that

will support specific endeavors: 5% for curricula support (Math, Science, Leadership, Reading, Instructional Excellence, and Environmental Literacy); 5% allocated for facility renovations and LEED building; and 5% to support physical and competitive sports development.

Upon receiving First Stage Clearance RMSLA will begin incurring expenses for the first year of operation.

Budget %	Funds will support:	DCPCSB	OSSE	Feds	Corporate Individual	Revenue Source
75%	**Basic School Operations**					
	Tuition per pupil	X				DCPCSB
	Facility per pupil	X				DCPCSB
	Entitlements	X				NCLB: Titles I, II, IV, V
	Charter School Development	X			X	Title V-B, Walton Foundation
	Special Education	X				IDEA
	NSLP		X			USDA
	Summer School	X				DCPCSB
2%	**After School**					
	Daily, Saturday Academy	X				21 CCLC
5%	**Curriculum**					
	Math	X		X	X	Publishing Company Pilots, Toshiba
	Science	X		X	X	Publishing Pilots NASA, Discovery Research, EPA, Nat. Sci. Found
	Leadership	X		X	X	
	Reading	X		X	X	
	Other/Engineering					Bristol Myers, UPS, Boeing, Gold- Sachs, Coca-Cola. Any new educational initiatives.
	Staff Development.					US Dept Ed (multiple), Wachovia; Professior Associations (NCTM, ASCD, NSTA, NCTE); Universities,
5%	**Building**					
	Facility Renovation	X	X			Credit Enhancement Revolving Fund, PNC
	Facility Renovation					Direct Loan Program, City Build (after yr 1)
5%	**Misc. Student Activity**					
	Sports			X		Carol White
	Academic & Sports				X	NASCAR
	Academic & Sports				X	Tiger Woods Foundation
	Academic & Health				X	Robert Woods Johnson
5%	**Corporate**					
	Infrastructure, Education				X	Microsoft, Citibank, Kellogg
	Equipment				X	Dell
2%	**Fundraising**					
					X	Board-directed
1%	**Other Sources**					**TBA**
100%	***TOTAL BUDGET***					

Fundraising from individual and corporate Donations

The budget also incorporates 8% of revenue achieved through fundraising efforts, under the direction of the Board of Directors. Such Board-directed efforts are a primary commitment of the membership and will be created, developed and delivered by the Board from a combination of individual and corporate donors.

External and Pre-operational Funds

RMSLA also plans to submit an application with the Walton Family Foundation and if chartered would be eligible for $200,000 of start-up funds. Additionally, NCB Capitol Impact has expressed interest and support in partnering to assist RMSLA in building and renovating the building in an energy efficient manner. PNC Bank and Wachovia Bank/ Wells Fargo have expressed interest in contributing to the renovation of the Charter School.

Contingency

RMSLA has projected contingency plans if public funding or entitlements are delayed or lower than expected or should under enrollment occur. If funds are temporarily unavailable, we plan to cover expenses with bank lines of credit that will be paid down as soon as the public funds are available. Additionally, an escrow account will reserve funds to be held for contingency and working capital needs – the fund projections are up to 5% of expected revenues. RMSLA has designed an aggressive recruitment and retention plan and, given the adequate number of potential students in the immediate area, enrollment targets can be achieved. Staffing expenses are tied to the number of students enrolled – this is based on a ratio of 16:1 – and expenses will be reflected accordingly. Finally, capital expenses and operating enhancements are planned on a phased in basis to mitigate financial deficits. The budget will be updated to reflect actual operating conditions.

We have constructed a conservative budget that assumes no substantial growth in key revenue sources such as the per pupil allotment rate, but does assume a growth in expenses, such as increasing salaries at 3 percent per year and site acquisition costs. Our budget includes non-public, grant funds and/or in-kind donations. However, should revenues be insufficient to meet this budget, we have the following contingency plans:

1. Attempt negotiations of current occupancy space and lease agreement with landlord.
2. Reduce expenditures on leasehold improvements, and technology. Instead of every student receiving a laptop, students would be required to share a laptop. We would obtain a mobile lab for each grade, rather than fixed PC or MAC labs.
3. We have budgeted for salaries above the local pay scales, and would consider reducing staff and salaries and stipends. We would consider increasing employee contributions to their health insurance plan and delaying the hiring of non-instructional staff.
4. If the shortfall were not chronic, we would also consider a short-term line of credit.

5-year Budget Goals

RMSLA's budget goals are to support its core curriculum, along with its teaching, executive, and administrative costs via public funds. To achieve its longer term goals, RMSLA expects to build a robust supplemental program that addresses the academic needs for students both within regular classes, and in additional sessions like the Empowerment Academy, RMSLA also expects to provide enrichment activities that go beyond and complement the core curriculum and promote learning about culture, the arts, the community, and physical fitness. Additionally, we intend to utilize grant funding to enhance student internship programs as a component of their leadership development.

RMSLA plans to support the establishment and growth of these activities through fundraising from philanthropic and grant making sources and extensive community outreach. We have begun discussions with program officers from several organizations including: Walton Foundation, Building Hope, Bill and Melinda Gates Foundation, Morris and Gwendolyn Cafritz Foundation, U.S. Environmental Protection Agency, U.S. Department of Energy Office of Science, and the National Environmental Education Foundation. Many of these foundations specifically target schools (1) serving economically disadvantage students and (2) proposing innovative curriculums (i.e. environmental science studies).

b. Planned Fundraising Efforts

Each year the Board of Directors will plan and execute an aggressive fundraising campaign to generate capital and supplement the public revenues. The fundraising efforts will be led by the Fundraising/Fund Development Committee of the Board of Directors with the involvement of the Executive Director. Annually, the chair of the Committee and Executive Director will review the plan. The plan will specify the dollar target (at 2% of the annual budget), donor prospects, and solicitation strategy and events. This planning is in the developmental stage.

The Board may work with experienced fundraisers to achieve targets, implement fundraising initiatives, develop a strong individual donor base, and identify local and national foundation/grant opportunities. We anticipate the majority of our supplemental revenue will come from foundations and corporate grant support in the initial years of operation, but that the percentage of funding coming from individual donors will grow each year, creating a diverse yet balanced set of funding sources. Based upon an anal
patterns and alignment between the organization's giving pattern and our educational program, we plan to seek funds in the pre-planning and operational years.

The Founding Group conducted an initial research of applicable sources and created a matrix to correspond with the projected budget, phase-in operations, and strategic mission of the school.

The Board has a pivotal role in identifying the sources for curriculum-specific and annual fundraising. The educational expertise of the members and ability to view the strategic needs and goals of the school ensure results aligned with the school's mission. Until the Board receives full approval as a charter school entity, no commitments or obligations for funding may be made. Anticipating approval, the plan for revenue sources (presented earlier) will

prevail. Below is a short list of funding organizations RMSLA plans to approach for funding.

Funding Organizations	Funding Organizations
Walton Family Foundation	Prudential Foundation
Challenge Foundation	Sallie Mae Corporate Giving
Charter School Growth Fund	John Edward Fowler Memorial Foundation
Morris and Gwendolyn Cafritz Foundation	Porter Family Foundation of Washington, DC
Ford Foundation	Hattie M. Strong Foundation
Mc Arthur Foundation	Helen Sperry Lea Foundation
Philip L. Graham Fund	Commonwealth Foundation, Inc.
New Schools Venture Fund	Dorothy Jordan Chadwick Fund
Bill and Melinda Gates Foundation	National Environmental Education Foundation

c. Financial Management and Accounting

Although the Board of Directors will bear responsibility for the financial oversight of the school, RMSLA will hire a Director of Operations and Business Manager to develop and manage the school's business and financial needs. The Director of Operations will manage the school's pre-opening and Year 1 accounting revenues and expenditure, cash management, record keeping, preparation of the annual budget and other related financial management needs with assistance from the school's Business Manager. Additionally, the company will address other organizational needs to include cash disbursement, cash receipts, petty cash, recording of grants/gifts/bequests, check issuance, deposits, fixed asset recording and labeling, and the annual budget. The organization will hire an outside company (Paychex) to manage payroll. The Board of Directors with the Executive Director will concurrently develop personnel policies that include salary levels, grievance procedures, severance, compensatory and overtime and other personnel related matters that have budgetary implications.

We are in the process of setting up a checking account with PNC Bank. All pre-operating and Year 1 revenues and expenses will be deposited and expensed through this account. Two Founding members will have signature authority over this account. Any expense over $5,000 will require the approval of the President of the Board and the Treasurer.

The Board will select a Treasurer with professional experience in finance or accounting, and will convene a standing Finance Committee. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances. The Finance Committee will work with the Executive Director to develop the annual budget and present it to the full Board for review and approval during the fiscal year. The Board will review the monthly income statements and balance sheets, quarterly financial forecasts, and engage a firm to prepare the annual audit and management reports.

All reporting is under the direction of the Executive Director who reports to the appropriate Board position(s). RMLSA will contract with an independent certified accountant (CPA), to prepare a yearly financial audit and provide support to review the monthly financial income and balance statements and ensure fiscal accountability and operate using GAAP principles.

The school's administrative manual will be created and issued to maintain signature thresholds, expense practices, payroll and banking practices, asset management, reporting, payroll, and related fiscal responsibilities. The manual will also include procedures for banking and cash management, procurement, expenses and accounts payable, payroll and related liabilities, fixed assets; grants, donations and in-kind services; debt, investments; and security of financial data.

This document will be created, reviewed and retain by the school management and Board's Treasurer and Finance Committee. It will specify the financial controls and policies identified in the Fiscal Policy Handbook of DCPCSB and provide RMSLA with the foundation to properly safeguard assets, implement internal policies, provide compliance with District and federal laws and regulations, and produce timely and accurate financial information.

Budget Process

The Executive Director will work with the Treasurer to prepare and propose to the Finance Committee a detailed budget that shows line-item expenses that includes an analysis of the budget's relation to the school's Mission Accountability Plan. The budget will include a monthly cash flow analysis, to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment. The Finance Committee will present the proposed budget(s) to the Board for review and vote.

The Administrative Manual (described in previous section) will be developed and detail the specific steps and positions aligned with fiscal accountability of the school. Generally speaking, the Director of Operations maintains responsibility for the day to day operations and, while the Business Manager manages the cycle of fiscal activities. The annual budget is segmented into monthly allocations to control the expenses and income. Committed revenue is forecasted according the contract or payment allocations. Expenditures are set on a pre-determined schedule and are pre-approved by the Executive Director and Board of Directors.

The accounting software has the capability to capture all line items for revenues, expenses, contractors, vendors, invoicing, and asset management. Documentation of purchases, purchase orders and other financial request forms are systematic components of the financial management and accounting operations for the school. These procedures will be stated in the administrative procedures manual, with the appropriate staff access and authorization thresholds noted.

Monthly reporting will be prepared and issued to the key staff and Board of Directors as described. The independent CPA will review expenses at least quarterly, and an external audit is performed annually.

Cash Flow Management Plan

RMSLA's cash management plan includes processes and procedures that help signal a potential cash management problem and allow for immediate attention. The Executive Director bears ultimate responsibility to ensure that all formats are procedures are completed and followed, to ensure that all projected public and private dollars flow to the school without significant lag time. The school's Business Manager will oversee the school's cash flow management by maintaining a separate operating account at PNC Bank.

Additionally, the Business Manager will provide a cash flow update to the Executive Director to indicate any expected revenues, accounts receivables and payables, and pending budgeted expenditures. These reviews ensure that the school maintains a positive cash flow and to the extent possible, a cash reserve each month. These reviews will produce updated budgets that reflect the actual over projections. The Executive Director, the Director of Operations, and Budget Manager with the Board Treasurer will produce budgets that include cash surpluses each year to help offset any potential shortfalls in revenue and to help meet any short term cash flow challenges, as well as, with the assistance of the accounting firm review all aged accounts and grants receivable on a monthly basis.

There will be financial management policies and procedures in place to help ensure that all purchases and other expenditures are approved and accounted for with an eye toward fiscal prudence and long term value. These procedures for purchases and accounts payable will allow the effective management of cash flow.

The Board may authorize lines of credit with financial institutions for the school, to provide an extra layer of protection and offset any unanticipated financial requirements; additional revenue through private donations and fundraising; and scheduling expenses which are not urgent to student support, staff compensation, or facility operations; and re-negotiation of contract services.

The school agrees to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accounts).

d. Civil Liability and Insurance

RMSLA will obtain an insurance policy that meets or exceeds the minimum coverage recommended by the DC Public Charter School Board. An initial estimate of the cost is included in the budget. At a minimum, we will maintain the recommended amounts of insurance in the following categories

• General Liability	$1,000,0000 per occurrence, $2,000,000 aggregate
• Directors and Officer's Liability	$1,000,000
• Education Legal Liability	$1,000,000
• Umbrella Coverage	$3,000,000; $5,000,000 if providing transportation
• Property/Lease Insurance	100 percent of replacement cost
• Boiler and Machinery Insurance	$1,000,000
• Auto Liability Insurance	$1,000,000
• Workers Compensation as	required by law

e. Provision for Audit

On an annual basis, a full audit of RMSLA will be undertaken by an external CPA to audit the school's financial records in accordance with GAAP. The audit will be performed by a firm from the D.C. Public Charter School Board's approved list. RMSLA will voluntarily provide all financial records and requested data to support the timely completion of a financial audit. Upon completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines. The audit expenses set forth in the budget are based on actual audit expenses incurred by other D.C. Charter Schools. We have set aside $18,000 in our operating budget to cover the costs of performing the audit on an annual basis and other accounting needs for Years 1 through 5. (See Budget)

4. Facilities

a. Identification of a Site

The site selected for RMSLA will be the location of the old Anna Johenning Baptist Church/Temple of Praise facility located at 885 Barnaby Street, SE, Ward 8- Washington, DC. The site is in the Washington Highlands/Bellevue/Congress Heights neighborhood. It will serve all children from the District of Columbia-primarily families residing East of the River. A metro bus stop is directly in front of the facility, and is 3 miles from the Southern Avenue Greenline Metro Station.

b. Site Renovation

The building in its present size will accommodate us through year two of operation. It includes a space of approximately 21,000 total sq. ft, with a little over 100 sq. ft/ per student. We will renovate the site with the following features:

1. Space for 20 classrooms and adequate bathroom facilities to accommodate each anticipated cohort of students;
2. Space for administrative offices and common faculty workplace
3. Space for common and/or dining area
4. Space for library resources and computers; and
5. Convenient access to facilities for related and extracurricular activities and auditorium and large group meetings.

A letter of intent from the Johenning Baptist Church, dba the Temple of Praise indicating terms and conditions of proposed lease are included in Attachment 9.

The property is zoned R-5-A, and renovating the church to build a school is a matter of right. As a church, the existing site has an occupancy limit of 750. Therefore, our 400 student limit is well within our occupancy limitations.

The site is suitable for the proposed school, as it provides a large amount of opening space that can easily be converted into classrooms. RMSLA has received a site analysis and quote for the projected plans to renovate the space. Sources to fund this development are being pursued through the OPCSF, which include the Credit Enhancement Revolving Fund, and the Direct Loan Program. PNC Bank and Wachovia/Wells Fargo Bank have expressed an interest to participate through New Market Tax Credits or a Bond program.

c. Financing Plans for Facilities

We will lease the facility from Johenning Baptist Church/Temple of Praise. Our budget projection for the first year of operation includes costs associated with leasing a facility with twice the space needed to accommodate the school's growth during the following year, and renovation costs (above regular maintenance costs incurred throughout the year) on the public dollar. The lessor will be flexible with the pre-payment terms to accommodate any financing delays that may occur at start-up. We anticipate having to perform building renovations and will need to secure all applicable permits. Sources to fund this development

are being pursued through the OPCSF, which include the Credit Enhancement Revolving Fund, and the Direct Loan Program. PNC Bank and Wachovia Bank have expressed an interest to participate through New Market Tax Credits or a Bond program. If necessary we will also secure a line of credit from a local bank to assist with coverage of these expenses.

d. Building Maintenance

The Executive Director will receive professional assessment and guidance from a building engineer contracted to identify structural conditions, codes, improvement and inspections required to assure safe and compliant procedures. From that routine assessment the Director of Operations and Business Manager can initiate the appropriate steps to implement building maintenance, codes, and standards. He/she will create a list of the on-going monitoring and filing requirements and ensure that all applicable requirements are met. The school will contract with an outside agency for custodial purposes.

5. Recruitment and Marketing

a. Outreach to he Community

Community Advisory

RMSLA is committed to honoring its promise of a high quality high school for students and families of D.C., particularly those students residing East of the River. We believe that the community must be engaged in partnership with the school in order for the school to truly fulfill its mission and be a success at serving its students. As a result, RMSLA will engage the Director of Operations to lead the charge to ensure that the community is involved and remains involved development and direction of the school. In recognition of the importance of community input, RMSLA has already begun to engage the community in informing them of the development of the school. The Founding Group has met with multiple community organizations and leaders serving families and children located in Wards 7 and 8, and we are honored by their pledges of support for the school. While current commitments do not allow all community leaders to serve on the Board, RMSLA has invited these individuals or organizations to serve as advisors keeping the school leaders and the governing Board of Directors abreast of the community needs and happenings. These individuals and organizations have committed to advocacy for the school, assistance in recruiting students, and attendance at two annual meetings to provide feed back to the school from the community.

The Director of Operations will serve as a liaison between school and the local community and will be responsible for ensuring that the school remains accountable to the community and does not leave residents with another unfulfilled promise of community improvement. As a partner and outgrowth of the well known and successful faith-based organization in Southeast, (the Temple of Praise), we have already established relationships with many of the organizations and community leaders serving families located in Wards 7 & 8.

The table set forth in subsection b. below titled "Targets for Marketing", outlines some of the strategic efforts that we will continue to undertake to notify the community and parents about the school.

b. Recruitment of Students

Several marketing strategies will be used to attract, recruit, and retain the student population -- community outreach, social marketing, and traditional advertising. These strategies will be applied simultaneously, to link RMSLA across a broad spectrum of the targeted student network.

At full operation, RMLSA will serve grades 9-12. RMSLA will initially recruit 100 9th grade students and 100 10th grade students in the first year. Each year a grade will be added to the school until RMSLA reaches full enrollment: 400 students. RMSLA will recruit from youth and community organizations, churches and middle schools throughout Washington, DC – with a focus on families East of the River. The founders of RMSLA have contacted civic and church leaders and local school principals, and guidance counselors, so that they may refer students to RMSLA. The founders understand and recognize the challenges of recruiting potential families and students to a new school, particularly in D.C. where there is an intense focus on education reform and charter schools are under close scrutiny and great debate. RMSLA founders recognize the challenges surrounding student recruitment in general, and have thoughtful planned concerted and strategic efforts to reach all vital stakeholders and address as many concerns in a thorough hones and transparent manner.

The Director of Operations will have the responsibility of overseeing the student recruitment and community outreach process in conjunction with the Executive Director. Upon chartering, the Director of Operations will solicit our community partners and the local churches East of the Rover announcing the school's chartering and the proposed opening date. He/she will also use the first three months after the school is chartered to continue to cultivate relationships with additional community organizations. It is with this foundation that the school will begin an intensive parent and student recruiting effort, as outlined.

An issue that we do not have to necessarily fight that many schools have to wrestle with is "newness" to the community. It should be noted that a major partner of RMSLA is the Temple of Praise church. The Temple of Praise draws 4,500 persons to Sunday worship service, weekly, and the majority of attendees live in Washington, DC. For almost two years, the plans regarding the establishment of RMSLA have been announced during church services and events. There is widespread support, and a fair number of families who have expressed a commitment to enroll their child(ren) once we open. These families are not just members of the church, but also community members, who have participated in the church's community based summer camp and after school programming. The Temple of Praise has partnerships with many other churches and throughout Washington, DC. with families also interested in a high performing high school in Washington, DC. It should be strongly stated that we are not only marketing to churches, but have siginificant partnerships from which to draw upon to ensure our target enrollment.

This is not a Christian school or private school. We will not exclusively market, or give priority to those who attend the Temple of Praise or another faith-based organization. However, our longevity and success in the community and the District in general, and the captive audience that the church has available to it consistently is a strong point that will be accessed to ensure full enrollment at all times.

RMSLA will also draw on contacts from the Navy Yard, and Bolling Air Force Base, both located in the Southeast area of Washington, DC. Both Bolling Air Force Base, and the Navy Yard, both located in Southeast Washington, DC will offer a diverse mix of students, a fact that will benefit all students on campus and, in addition, will honor the principles upon which Renaissance is built. Further, recruiting from the Air Force Base and Navy Yard is expected to present significant additional opportunities for resources and partnerships for RMSLA.

RMSLA has also developed a partnership University of the District of Columbia, Massachusetts Institute of Technology and is in discussions with Howard University and Florida A & M. Our conversations relationship with Howard University and their public charter middle school Director includes a plan to establish a direct feeder relationship from their high performing middle school with a Math and Science focus, to our proposed high performing public charter high school with the same focus.

RMSLA is in a unique position to recruit and enroll homeless students and service homeless families. RMSLA partners, The Temple of Praise and Way of the Word, CDC, operate two model transitional housing programs in Ward 8 for homeless families. These organizations are intimately connected with, and funded by, The Community Partnership for the Prevention of Homelessness, the D.C. Superior Court Family Treatment Court, and the D.C. Child and Family Services Agency. These agencies service homeless families in the District of Columbia and RMSLA will notify those families in the homeless continuum of care about enrollment.

RMSLA will hold informational sessions in the winter and early spring following the first year of operations, led by the key school administrators. These sessions will provide interested parents and students with information regarding the school's philosophy, curriculum, methodology, and future plans and will allow students and parents to meet representatives from the RMSLA. These sessions will be open to all and will be conducted every year. The Parent Association and Director of Community Outreach will market the school through its many community partnerships, while always seeking more partners. The Director of Community Outreach will make every effort to market the school to students whose parents may not contact us through educators, school guidance counselors, and social workers.

Application Process

Applications may be filled out in a number of ways:

- An application may be picked up at any number of participating youth organizations and community partners, and returned by mail.
- An application may be filled out during one of the informational sessions (with or without the assistance of RMSLA staff.
- Interested parents and students may make an appointment with a staff member for assistance with the application process.
- E-Applications can be retrieved on-line at the school's website and *Facebook* pages.

The final deadline for fall applications will be July. Enrollment in the first year will be determined strictly by lottery in accordance with section 2206 (c) of the D. C., School

Reform Act. After the first year, preference will be given to siblings, then to students in the surrounding neighborhood. Further enrollment in subsequent years will be determined through a lottery.

In the unlikely event that significantly fewer applications are received than expected, RMSLA will consider implementing its No Fund Raising scenario described in Section F.2, below. It is also expected that any such under enrollment would be a temporary and one-time phenomena, as RMSLA's reputation after the first year of operation would generate increased enrollment during the first academic year and in subsequent years.

Community Partners - We will also use community partners including local libraries, boys and girls clubs, and other after school programs, local media, local television stations and local radio stations to spread the word about RMSLA. The Director of Community Outreach will market the school through its many community partnerships, while always seeking more partners. The Director of Community Outreach will make every effort to market the school to students whose parents may not contact us through educators, school guidance counselors, and social workers.

Technology – Internet access will make RMSLA visible and accessible to students, parents and community partners via website information and downloads a *Facebook* page, and e-mail marketing. This strategy enables RMSLA to connect with students in a contemporary way, and reach a broader audience more frequently and more quickly. It also offers a count of the total number of persons or "hits" our recruitment campaign reached. The development of a robust and engaging site and marketing strategy is a critical piece of the pre-operational phase.

The final deadline for fall applications will be July 2012. Enrollment in the first year will be determined strictly by lottery in accordance with section 2206 (c) of the D. C., School Reform Act. After the first year, preference will be given to siblings, then to students in the surrounding neighborhood. Again, further enrollment in subsequent years will be determined throughout a lottery.

Lottery

If at the close of the initial enrollment period, fewer applications have been received than seats available, all grade level eligible students who have submitted an application will be enrolled in the school, and a second enrollment period will be opened to fill the reaming seats. If at the close of the enrollment period we have received more applications than allotted capacity, we will hold a public lottery. Enrollment preference will be given to D.C. residents and to siblings (see "sibling preference" section for more details).

We will conduct the lottery in a manner similar to a "bingo" style forum. All names from the student applications received by the deadline will randomly be assigned a numbered bingo-style ball ("the lottery ball') between one and the number of applications received. If the potential student is a sibling of a student currently attending the school, the lottery ball will be marked with a colored "X" to indicate sibling preference. The lottery will be open to the public and will be held on a night and time announced to the families at the beginning of the enrollment process. The Executive Director, Director of Curriculum and Instruction, and

Board members will be present at the lottery. However, lottery balls will be pulled by a party who is neutral to the school such as a community leader.

The lottery will be conducted by grade. All numbered lottery balls of students applying for enrollment in a particular grade will be placed in one bingo cage. Lottery balls will be pulled blindly without bias. Subject to the provisions of the sibling preference set forth below, the order in which the lottery balls/numbers are pulled will determine whether the student has a seat in the school, whether the student will be placed on the waitlist, and the order of the waitlisted students. A letter with the results of the lottery, as it pertains to their child (ren) will be sent to all families who participated in the lottery via U.S, mail within 48 hours after the lottery has occurred.

Being allocated a seat at RMSLA either via application submission or lottery does not complete admission to the school. Families with children who have received a seat must return an Internet to Enroll form and all registration forms/materials to the school. In the event the family of a student who receives a seat in the school does not return the Intent to Enroll form within the time specified in this application (approximately two and one-half weeks), or even after returning the Intent to Enroll form, decides not to accept admission to the school, the family will forfeit their right to enroll and another student will be selected from the waitlist in the appropriate order.

Sibling Preference

Sibling of students who are already enrolled in RMSLA or who receive a seat during the lottery will receive preferences for enrollment into RMSLA. While all applicants will be included in the lottery and will be pulled blindly, the lottery process will account for a sibling preference.

.Since we plan to locate East of River where there are many middle school-aged children and middle schools, we do not anticipate having a significant impact on the enrollment of the surrounding schools. To ensure that we remain viable organization, we have created a contingency budget in the event that we are unable to meet our targeted enrollment numbers (see Section F).

c. Future Expansion and Improvements

The table below displays our expected enrollment for the first five years of operation which includes a potential 10% attrition of students after the 9th grade enrollment. Nationally, the special needs population is approximately 12%, we expect a slightly larger percentage of students (no more than 14%) with IEP and 504 plans in Ward 8. The ELL population is currently less than 1%, however, demographic shifts may alter the figure upwardly. We are developing instructional plans and strategies appropriate in serving the needs of that population should they enroll at RMSLA.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
9th	100	100	100	100	100
10th	100	100	100	100	100
11th		100	100	100	100
12th			100	100	100
Total ELL[36]	n/a	n/a	5	5	8
Total SPED[37]	22	25	28	30	32
Total Population	200	300/290[38]	400/375	400/375	400/375

Our budget currently anticipates our growing enrollment and allocates funding accordingly. Each year we will increase our staff to ensure we have sufficient administrative, teaching, and support positions to serve our students and implement our programming. Our facilities budget anticipates our occupancy need through full enrollment. We have drafted a budget that anticipates an initial facility capable of accommodating our school population through year two. We have budgeted to renovate to accommodate additional students in year three and beyond.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

As stated previously, RSMLA has an open door policy for eligible DC students. In December 2011 RMSLA will release its student application and begin its open enrollment period. Families interested in enrolling a child at RMSLA will be required to submit a completed application or reapplication form. The applications will be made available at the school's Open House, at the school, and on the school's website. The application will be clear and simple, requesting basic biographical, contact, gender, and other pertinent information (e.g., school currently attending). We will make clear to all families that there are no fees associated with the filing of an application, nor are there any tuition charges for attending

[36] According to the 2006 NCLB Report Cards, the only charter school reflecting a percentage of its student population classified as ELL is Cesar Chavez Public Charter School located in Ward 7. All other Ward 7 & 8 charter schools currently show zero percent of their student populations classified as ELL. For this reason, we do not anticipate serving any ELL students within our first two operational years. However, we welcome and will be prepared to accept ELL students in our first year of operations and all years going forward.

[37] See Section A. 2. D for information on our anticipated Special Education enrollment and services.

[38] We will plan for future expansion based upon total enrollment projections yet will anticipate attrition.

RMSLA. The application will be available in both English and Spanish, and the school will make staff or volunteers available to any parent or guardian who needs help completing their application, including translators as needed. Working closely with social service agencies, RSMLA will make every effort to ensure that homeless students also receive the appropriate information for enrollment.

All applications for enrollment will be due April 2, 2012. As RMSLA receives applications, the information will be entered into a central database and the date of the receipt will be tracked. RMSLA will notify families by postcard/email of application receipt. No pre-admission activities will be required, though optional information sessions will be held for parents. If on the close of the enrollment period fewer applications have been received than seats available, all grade level eligible students who have submitted an application will be enrolled in school, and a second enrollment period will be opened to fill the remaining available seats. In the event on April 2, 2012, that we have received more applications that our allotted capacity (which we fully expect), we will hold a public lottery as described in Section B, one week later on April 9, 2012.

The table below indicates the intended timeline for registering and admitting students for the first year of operation.

Date(s)	Activity
April 2, 2012	Deadline for school to receive student applications
April 9, 2012	Lottery held to determine admission, Wait list established for students not selected.
May 2012	Notification of families (email, phone ,US Mail letter (Intent to enroll forms included with letter)
June 2012	Intent to enroll deadline. Families who do not return their Intent to Enroll forms by this date will forfeit their child's seat.
Upon receipt of intent to enroll	Registration materials including full student application and health forms mailed to families
May 2, 2012	If applicable, Wait list activated and students notified of admission for any available seats.
May 2012-June 2012	School leaders visit the homes of admitted students to welcome students, review school program and expectations and execute RMSLA covenant.
July 2012	All student registration materials required, including proof of D.C. residency.
August 25, 2012	School year begins.

b. Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students

Enrollment in RMSLA shall be open to all students, including homeless students, who are residents of D.C. and have completed 8th grade. The RMSLA policy will not discriminate against students or limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures for achievement or aptitude, or status as a student with special needs or any other grounds that would be unlawful. In accordance with § 38-1802.06 (b) and § 38-1802.06 (e), if seats remain available after all D.C. residents have are enrolled, a non-resident may be offered admission to the school. However, a non-resident admitted to the school must pay tuition in the amount of per pupil funding allocation set by the D.C. City Council. This tuition will be payable in accordance with the requirements set forth by the D.C City Council.

The Director of Community Outreach will be primarily responsible for overseeing the student recruiting and enrollment process at RMSLA. In order to ensure that our process is fair, transparent, and being closely monitored, the Director of Community Outreach will serve as the primary contact on student enrollment issues, and will be responsible for the care and security of all student enrollment materials and records. The Head of School will work closely to support the Director of Community Outreach and ensure that all procedures for registration and admission are closely followed.

Student Discipline

RMSLA believes that it is of the utmost importance that children remain in school. We all share the responsibility for maintaining a safe, positive, learning environment. When there is a need for disciplinary action, we will first consider disciplinary alternatives that allow the student to remain in school without effecting the safety and education of themselves or other. Such sanctions as requiring students to complete additional course work, increased participation in Saturday Academy, and the performance of additional community service hours we believe will deter students from further infractions. In addition, before they can re-enter the regular schedule, students must attend a behavioral workshop and sign a contract outlining how they will change their behavior.

RMSLA strives to create an environment where learning comes first. Discipline at RMSLA is a vital support to this goal. RMSLA's system of consequence is designed to cultivate a respectful, serious be administered for behavior that is unproductive or counter-productive, such as unpreparedness for class, minor for behaviors including, but not limited to the following:

> **Disrespect and/or disruptions of learning**. RMSLA will not tolerate disrespectful behavior towards staff, guests, or other students. Behaviors which prevent other members of RMSLA from pursuing their education (such as failing to follow a teacher's directors, repeated talking or deliberately distracting other students during class) are considered disruptions of learning.

Cheating and/or plagiarism. Cheating and plagiarism represent breaches of community integrity and trust. RMSLA defines cheating as conversing with another student during a graded assessment, copying or attempting to copy the work of another student, or using/attempting to use materials other than those allowed during an assessment. Plagiarism its defined as representing the work of another as one's own.

Unprofessional Contact. This includes any forms of touching, groping, or other displays of affection.

Attendance violations. Students are required to attend all scheduled classes and events on time. RMSLA has a closed campus. Students should not go beyond the specified limits of the school ground without an approved chaperone or express written permission of a faculty member.

Property violations. The theft, destruction, or defacement of school or private property constitute violations of state law and jeopardizes the integrity of the school community.

Inappropriate behavior on public transportation and/or in school uniform. Students represent RMSLA when riding the Metro, and when in school uniform. They must not engage in any disruptive and/or dangerous behavior.

Harassment. RMSLA is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability.

Acts or threats of violence or aggression. Fighting, abusive or aggressive language have no place in an institution of learning and self-improvement.

Alcohol, controlled substances, and tobacco. The sale, transfer, use, or possession of alcohol and controlled substances at school, or school related functions constitute a violation of District of Columbia law. Smoking on school grounds is strictly prohibited.

Weapons. DC law dictates that "any student who is found on the school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to a gun or knife…may be subject to expulsion from the school."

Voluntary Withdrawal

RMSLA is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. Parents may withdraw students by providing written notice to the school. The Director of Community Outreach will ensure the timely transfer of any necessary school records to the student's new school.

Voluntary Due to Impending Disciplinary Action

Should a parent withdraw a child dare to an impending disciplinary action, the student will not be readmitted.

Involuntary

Should a student be absent for more than 10 days without a note or any contact from the parents, the child may be involuntarily withdrawn from the school. The school will make every attempt to contact the parent concerning the student's absence prior to the student being withdrawn. This will include a contact via mail and contact via telephone at all available numbers. At the discretion of the Head of school and Director of Community Outreach, the child may not be allowed to re-enroll in the school. A student who attends another school is subject to being involuntarily withdrawn from RMSLA.

Disciplinary Actions

Suspension

The following outlines criteria and procedures for a student's suspension. RMSLA will have two levels of suspension.

In school suspension

In-school suspension will serve as a form of discipline reserved for serious offenses that are not life threatening and/or do not endanger the safety of others. The specific guidelines for behaviors that constitute grounds for in school suspension will be included in the Student and Family Handbook. Examples of such behavior are use of profanity within the school building or on school grounds, and cheating.

Procedures and Door Process for Disciplinary Action; Short Term Suspension

If a student commits an offense that calls for a short term suspension (10 days or less), the student is afforded the due process rights required by Goss v. Lopez 419 U.S. 565 (1975). Such student is subject to the following:

- If necessary, the student is immediately removed from class and/or school
- The student is entitled to respond to the charges against him/her
- The Dean of Students or his/her designee addresses the conduct and, in consultation with the Head of School assigns an appropriate consequence.
- The parent/guardian is notified by the Dean of Students or his/her designee; a parent/guardian may be required to meeting the Dean of Students or Head of School regarding infractions prior to the students' return to school.

Expulsion

Under federal law, if student is in possession of a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school sponsored function, then the student will

be automatically be recommended for expulsion. Likewise, if a student physically assaults a faculty member, the student will be recommended for expulsion. The specific guidelines for behaviors that constitute grounds for expulsion will be outlined clearly in the Student Family Handbook. The following outlines criteria and procedures for a students' expulsion.

Procedures and Due Process for Disciplinary Action: Long Tern Suspension or Expulsion

If a student commits an offense that calls for long term suspension (more than 10 days) or expulsion, the following steps are taken: If necessary, the student is immediately removed from class and/or school. The parent/guardian is notified by the Dean of Students. The school sets a hearing date.

2. Human Resources Information

a. Key Leadership Roles

Chief Administrative Officer: Executive Director (Head of School) -100%

During the planning year Founding member, Dr.Yvonne Coates will serve in this capacity until a suitable candidate has been identified. Dr. Coates has been selected due to her extensive educational experiences in both educational administration and teaching. Additionally, Dr. Coates has experiences serving a student population similar to the proposed student population of RMSLA. Dr. Coates is a retired educator from DCPS with over thirty-three years of teaching/administrative experience. Dr. Coates taught English for seventeen years on the secondary and adult levels. Dr. Coates' management/administrative positions have included: Assistant Director, PAUSE An Alternative School Program; Assistant Director, Instructional Recruitment and Orientation Branch; Assistant Director, Teacher Education and Certification Branch; and Director, Educational Credentialing and Standards Branch. Dr. Coates is currently a clinical faculty supervisor with American University providing instructional support to new teachers.

Curriculum Leader: Director of Curriculum and Instruction-100%

We have not yet identified a permanent candidate for the position of Director of Curriculum and Instruction. However, during the planning year Founding member Dr. Brownley will serve in this capacity until a suitable candidate can be identified. Dr. Brownley has been selected due to her experience as a teacher at one of the highest performing charter schools in the nation, serving a student population similar to the proposed student population of RMSLA. Dr. Brownley has a strong background in mathematics education and can provide relevant input into the design and implementation of the focus areas articulated in the RSMLA mission and vision. Dr. Brownley has experience with the selection of curricula for secondary school students, hiring staff to serve students in high school, and monitoring of assessments for students.

Business Officer: Director of Operations-100%

We plan to hire a Business Manager prior to the start of the first year. During the planning period, Founding member, Elaine Gipson will serve in this capacity until a suitable candidate

can be identified. Ms. Gipson was the Director of Resources of Young America Works Public Charter School from 2003-2007 and was the executive manager for the start up school plans including human resources, professional development, financial and payroll administration, federal and local compliance for education auditing and reporting requirements. Ms. Gipson will help guide and develop standards for RSMLA with their fiscal operations, and help leverage resources for the school.

Legal Counsel-50%

The founder group plans to connect with a law firm to provide pro bono legal assistance. We have been in contact with two firms, who have expressed interest, and are awaiting a response. In the interim and during the planning period, Dr. Sharon Styles-Anderson will direct the legal aspects of RSMLA. Dr. Anderson has practiced law in the District throughout her career. Dr. Anderson has also been very involved in curriculum development in post secondary education. Dr. Anderson was an associate professor at Howard University Law School, where she founded two major programs for the law school in clinical education and trial advocacy. She also has taught at Georgetown University Law Center, and currently teaches as a visiting professor at Harvard University Law School during their winter term. Dr. Anderson has worked on many multi-million real estate projects, and has supervised all community programs for the Temple of Praise church to include the transitional housing program, parenting center, after school and summer camp programs -geared to provide academic enrichment for public school children.

b. Qualifications of School Staff

The success of any organization is directly related to the quality of the people it recruits. Realizing that we are a new school, we need people who are extraordinary in what they do and want to be part of something great. We recognize that the quality of our staff (teachers, administrators, support team) will be the prime variable dictating our success. RMSLA will look for intelligent, passionate educators who are strong classroom managers, have proven successful experiences with our target population, maintain a shared view of the school's mission, and are firm believers that all students can-and must succeed at high level.

Hiring Standards

No Child Left Behind legislation stipulates that all teachers must be highly qualified. In addition to the guidelines specified by NCLB all RMSLA teachers hired will meet the following minimal criteria:

- A bachelor's degree from an accredited university/college with at least 30 semester hours in the content area;
- Possess a clear understanding of curriculum, instruction, and student development;
- Demonstrates competency in the core academic subject area;
- Demonstrates ability to integrate curriculum across academic disciplines;
- Demonstrates ability to teach using interactive, hands-on, project-based learning techniques that promotes critical thinking and self-discovery;
- Experiences in urban teaching;

- Possess the ability to work collaboratively with school staff, parents, and members of the community;
- Possess strong oral and written communications skills; and
- Models professional behavior with good interpersonal skills and high personal expectations.

Level A Teachers- Bachelor's Degree
Level B Teachers – Bachelor's Degree + 3 – 5 years experience in content teaching (Master's preferred)
Level C Teachers – Master's Degree or higher with 5+ years of experience in content area teaching

Educational leadership is the key variable to an effective school program. School leaders are responsible for the overall management of the school's operation. The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders are based on a framework of knowledge, dispositions, and performances that provide a common vision for effective school leadership. These standards serve as the basis for the selection of RMSLA school leaders. These qualifications include:

- A master's degree in school administration
- Previous successful and diverse experiences as a school-based administrator
- Ability to provide instructional leadership for curriculum implementation
- Ability to monitor and access student achievement using technology and multiple sources of data
- Ability to recruit and maintain a teaching and support staff that reflects the diverse needs of the student population and community
- Ability to create a team that works collaboratively and promotes high expectations for all students
- Ability to engage community and business resources to support student achievement and student leadership opportunities
- Communicates effectively with students, staff, parents, and community representatives

While specific qualifications have been outlined for teachers and school leaders, it is important that all staff employed with RSMLA share the vision and mission established by the school. All staff must demonstrate a commitment to educational excellence; possess excellent communication skills; and have the ability to work collaboratively with others. Only with this shared vision can we be assured that our students will receive a successful educational experience.

Recruitment

We believe our greatest asset in attracting great candidates is the fact that we are a new school with an innovative academic program. Many high potential driven people want to be a part of something from the ground up where they believe they can impact immediate change. We will capitalize on the fact that many components of our school programming are things that may entice many high-performing successful teachers and administrators are to join our team. We will emphasize that they will no longer work in isolation, but with a team of

individuals with the same work ethic, the same expectations and a mutual sense of team. We believe this will be attractive to many candidates.

In order to attract the finest candidates, RMSLA will extend a broad net to attract applicants. In particular, in order to hire a faculty that mirrors the diversity of the student body, we will make concerted efforts to create a large number of applicants who are teachers of color. RMSLA will use the following sources to help locate great talent.

Nemnet. RMSLA will seek membership in the National Employment Minority Network. (Nemnet). Once a member, RMSLA leaders will go to several Nemnet career fairs, list our openings with them, and actively search their resumes books and web site for attractive candidates.

National Association of Black Educators. RMSLA will advertise on www.nabse.org and work with the organization to recruit top black educators.

Carney Sandoe. RMSLA will seek membership with Carney Sandoe & Associates, an organization that primarily place teachers and administrators in independent schools. We will go to several Carney career fairs, list our openings with them, and actively search their resumes books and web site candidates.

Notices to colleges and universities. RMSLA will inform the career services offices at certain colleges and use a national database for career service offices to list openings at RMSLA.

National professional organizations. With an academic emphasis on science, math, and leadership RSMLA will forge an ongoing relationship with the appropriate professional organizations for recommendations in the selection process to ensure high quality staff with the same vision as RSMLA.

New Leaders for New Schools, Teach for America, Peace Corps. ,and Summer Bridge Alumni. RMSLA will actively use recruiting tools of these organizations to find top candidates.

Personal referrals. This is perhaps our best source for recruiting staff. With an active marketing campaign (to include the District area community and businesses) we anticipate the use of personal referrals as a component of our recruitment strategy.

Advertising in local newspapers. RMSLA will place classified ads in the Washington Post, Washington Times as well as other local and community newspapers.

Web site advertisements. Upon charter approval, our website. RMSLA will post job openings on the RMSLA website (to be developed).

Early Bird Recruiting. Upon approval, the Executive Director intends to visit some of most successful graduate programs for veteran teachers/administrators in the fall and winter of 2011 with the intention of hiring as many faculty members as possible before the traditional hiring season begins in March.

RMSLA will perform national background checks on all school personnel, including volunteers. Background checks will be performed prior to hire of any employee and prior to the start of service for any volunteer. For all personnel and volunteers, we will also perform a criminal background check that covers states they have lived in within the last five years. In addition, hired staff will be required to submit three references-two business references and one personal reference-that will be contacted prior to hire. We will consult with other charter school leaders for recommendations of agencies to use to conduct the background checks.

b. Staffing Plan

The pupil to teacher ratios for each year of operations as follows

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
16:1	16:1	18:1	18:1	18:1	

In the first year we will hire 14 full time instructional staff (2 English, 2 Math, 2 science, 2 social studies, 2 leadership, 2 special education, 1 World Language, 1 school counselor). The Founders and Executive Director will determine the number of faculty needed by reviewing the per pupil allotment as well as the staffing plans of other high performing schools. The staffing plan will be guided by the school's curriculum and planned programs. The academic support staff (special education teachers and special education coordinator) will work closely (in Year 1) with English and Mathematics teachers to ensure that all identified students are receiving the necessary educational modifications, accommodations and support as determined by their Individual Education Plan or 504 Plans.

RMSLA will continue to grow to full grade capacity through the fourth year of operation. As the student body of RMSLA grows, the staff and administration must also continue to grow to meet the needs of the students and to provide a program that consistently performs at high levels. Positions will be added slowly to progressively accommodate the growing academic and administrative needs of an increasing student population. A list of the administrative positions that will be added after year one, [39] and the year in which they will be added are listed below:

1. **The Director of Development** will coordinate with the Executive Director to identify and secure funds for the school. The Director of Development will be responsible for applying for grants on behalf of the school and accurate maintenance of individual donor records, in-kind contributions, and federal corporate and private grant awards. The Director of Development will cultivate donor relationships, and will work with the Board of Directors to develop strategies to increase individual giving to meet the needs of the school.

2. **The School Counselor** will aid the Special Education Coordinator in addressing the social, emotional and counseling needs of students. There are challenges that students face that affect their performance in the classroom and the ability to meet school expectations set within framework of the core values. The School Counselor will help students address these non-academic challenges, coordinating efforts with

faculty and parents. The School Counselor will work with the Special Education Coordinator to meet the counseling needs required for students with IEPs.

3. **The College Placement Coordinator** will help the school to develop relationship with public, private, colleges and post secondary institutions that RMSLA students could potentially attend. The College Placement Coordinator will work with parents to develop a clear plan for each student's college application process. He/she will work with students in cohort groups and one-on-one throughout the process, including help with essays, coordination of test taking classes for SATs, and coordination of visits to schools.

4. **The Academic Support Coordinator** will be responsible for the coordination of all support programs offered to students outside of those provided to Special Education students. These include after school tutoring, Saturday Academy, Empowerment Academy (summer sessions) for students. He/she is responsible for keeping data on the progress of student receiving support services an coordinating staff to provide support services.

A strong culture of collegiality will exist upon faculty at RMSLA. We will create a professional environment that focuses on student achievement. We will operate as a single unit with one focus-fulfilling our mission in our students' lives.

d. Employment Policies

We will develop all employment policies and human resources processes, including benefit packages, salaries, contracts and evaluation, beginning in August 2011, and in accordance with the timetable set forth on p. 101 under the "Personnel Section" of the RMSLA Charter Implementation Plan. All of our policies, procedure and processes will be clearly outlined in the Personnel Handbook that will be distributed to all employees during staff orientation.

Compensation and Faculty Employment Letters

We will determine the compensation and benefits package for each employee based on experience and qualifications. In order to compensate for our extended day and school year, we intend to pay teachers and non-instructional staff at a competitive level. In addition, we may increase salaries of teachers and non-instructional staff to account for the additional time spent with students in the extended day extended year model, as well as for time spent teaching in Saturday Academy. All employees will be 'at-will' employees. We will not enter into employment contracts. All employees will sign an employment letter for one year. The letter will include the title/position, duties, salary, and any benefits. All letters of employment will be renewed annually in accordance with our developed policies and procedures. All employees will receive formal bi-annual evaluations-one mid-year and one at the end of the school year.

Benefits

We believe that it is important to ensure that all employees be offered a competitive benefits package. RMSLA's benefits package will include health care, dental, vision, short and long

term disability insurance and a retirement plan. The Business Manager and the Head of School will work diligently to find a competitive group rates for benefit packages.

Teachers and staff hired by RMSLA from D.C. Public Schools will retain their level of pension benefits within 60 days after the date of their employment. These employees may elect to transfer their pension payments to the plan selected by RMSLA for all other employees, or they may elect to continue making payment to their current fund. With either option that the employee selects, RMSLA will make the same contribution that DC Public Schools would have been required to make if the person had remained an employee of the D.C. Public School System. RMSLA will not require these teachers to enroll in its pension plan as a condition of employment.

Non-discrimination

RMSLA will not discriminate against any employee on the basis, creed, color, gender, national origin, religion, ancestry, age, sexual preference or disability in the recruitment, selection, training, utilization, or termination of employees or any other employment-related activities.

Drug-free Workplace and Assault

RMSLA will maintain a safe and drug work environment. Distribution of illegal drugs on school grounds, or arrest for drug use or distribution by staff will be cause for immediate dismissal. Assault or attempted assault of any staff, students, parents, or volunteers will also count as immediate grounds for dismissal. These and all other guidelines pertaining to termination of employment will be outlined in the Personnel Handbook.

e. Volunteers

RMSLA will seek to create partnerships with the greater community, including local colleges, universities, businesses, and philanthropic organizations. To this end, the Director of Community Outreach will actively seek volunteers to help support various academic and non-academic programs. Volunteers working with children or working in the building during hours when children are present will be required to complete an application, submit to a background check, and participate in volunteer training.

Every volunteer who works directly with our students will do so under the guidance and supervision of a member of the RMSLA staff until it is determined that the volunteer is capable of working with our students independently. Opportunities to work directly with students include academic tutors, Saturday Academy, Empowerment Academy, Teaching Assistants, and internship opportunities. Volunteers will also be engaged in projects that indirectly impact our students' academic success. For instance, they may assist in beautifying the classrooms or hallways, assist the Director of Community Outreach in implementing a book drive, or organize materials prior to the beginning of a trimester.

All of our volunteers will receive intensive training prior to being allowed to interact with our students. All training of volunteers will be overseen by the Director of Community Outreach in tandem with applicable staff. In addition, to District requirements for screening

and training volunteers, our training process will enable our volunteers to understand our mission, articulate and carry out the school's system and procedures, and maintain the consistency of our school culture while supporting the academic and social development of our students.

Arrangements for Meeting District and Federal Requirements

a. **Health and Safety**. RMSLA will comply with all health and safety laws of §(11) and § 38.1802.04 (c) (4) of the D.C. School Reform Act.

b. **Safety.** RMSLA will comply with the facility requirement of the American with Disabilities Act and all school fire code requirements including Section 404 (Fire evacuation and Safety Plans, Section 405 (Emergency Evacuation Drills) Section 406 (Employment Training and Response Procedures), Section 407 Hazard Communication) and Section 408 (Use and Occupancy Related Requirements).

c. **Transportation**. RMSLA will ensure that all students and their families are informed of the reduced fare student Metrorail ticket program and the reduced fare student bus token program for transportation.

d. **Enrollment Data**. RMSLA will comply with the D.C. School Reform Act and regulations governing student enrollment policies and procedures, and verification of residency. As required by the D.C., we use DC E-SISSTARS to assign DCPS student identification numbers to maintain enrollment data.

e. **Maintenance and Dissemination of Students Records**. RMSLA will maintain comprehensive electronic database of all student data including personal and health data, attendance, grades, and performance assessment data. This electronic record system will enable RMSLA to maintain and disseminate information as required by the District of Columbia School Reform Act, Parts B and D, and other applicable Laws, including D.C. Code sec. 31-401 et. Seq. (Compulsory School Attendance); D.C. Code sec. 13-501 et. Seq. (Immunization of School Students); D.C. Code sec. 31-601 et. seq. (Tuition of Non-résidents); D.C. Code sec 29-501 et. seq. (Non-profit Corporations).

f. **Compulsory Attendance Laws**. RMSLA will utilize DCPCSB required on-line Attendance Management Software (OLAMS) to maintain accurate attendance records and to comply with the D.C. Compulsory Attendance Act (D.C. Code 31-401).

g. **Subchapter B of the Individuals with Disabilities Education Act** (20 U.S. C. 1411 et. seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) RMSLA will consult with individuals with expertise in the areas of Special Education to assist in ensuring that the school is in complete compliance with all requirements of IDEA and the Rehabilitation ACT of 1973.

h. **Title I of the Improving America's Schools ACT**. RMSLA will comply with requirements of Title I and NCLB including the requirement for demonstrating AYP for the entire school, as well as for ethnic socioeconomic, English Language Learner, and special education subgroups of students. RMSLA will comply with parent notification requirements regarding AYP and highly qualified teachers.

i. **Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia**. RMSLA will comply with the Civil Rights laws that apply to public school including Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the American with Disabilities Act of 1990. RMSLA will not discriminate on the basis of race, gender, national origin, or disability.

j. **Other**. RSMLA will comply with any other national and district mandates as warranted by its policies and procedures

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

The following is a detailed timetable of projected steps and dates leading to the opening of RMSLA.

Task	Completed
Work with Board to develop standards for RMSLA curriculum	October 2009
Identify Facility	March 2009
Establish relationship with bank (City First Bank and PNC Bank)	March 2010
Negotiate Contract for Site Renovation	January 2011
Identify funding source for renovation	January 2011-March 2011
Incorporate RMSLA	January 2010
Draft By-laws for RMSLA Board	January 2010
Submit final application	February 1, 2011

The following schedule details the courses of action over the next 15 months in preparation for opening the school in August, 2012.

Task	Timing
Finalize site plan	March 2011
Identify sub-contractor(s) for renovation	March 2011
Complete application for 501(c)(3)	January 2011
Conduct first fundraiser to secure	December 2011
minimum of $100,000 in funding	
Start renovation	October 2011
Complete renovation	March 2012
Finalize insurance plan (operations)	December 2011
Begin marketing	October 2011
Student Application	February 2012
Begin marketing /Open Houses	March 2012
Student application deadline	April 2012
Conduct student lottery	April 2012
Families notified	May 2012
Submit fundraising proposals	October 2011-August 2012
Recruit mentors and volunteers	May 2011-August 2012
Hire Executive Dir.& Director of Operations	January 2012
Recruit and Hire teachers	January 2012 –June 2012
Recruit and Hire staff	January 2012-July 2012
Finalize Board of Directors operating policies	May 2011
Form Board Committees	June 2011
Raise additional $100,000 from foundations and other private donors	May 2012
Purchase books supplies and equipment	May 2012-August 2012
Conduct Staff Development	June 2012-August 2012
Conduct orientations for students and parents	July 2012-August 2012

RMSLA Opens	August 2012
Conduct Baseline Assessments	August 2012

b. Maintenance and Reporting of Academic and On-Academic Performance Data

RMSLA will responsibly maintain and computerized database of all records as required by the D.C. School Reform Act, parts B and D, and all other applicable laws, including D.C> Code Sec. 31-401 et. Seq. (Compulsory Student Attendance); 31-501 et. Seq. (immunization of School Students); 31-601 et. Seq. (Tuition of Non-residents); 20-501 et. Seq. (Non-Profit Corporations). The records will be continuously updated and monitored throughout the academic year, and will be disseminated upon request by DCPCSB, OSSE, DCPS and other public charter school authorities.

c. Major Contracts Planned

General Procedures for Award of Major Contract

In accordance with Section 38-1802.04 c.1 of the D.C. School Reform Act RMSLA will place a request for proposal (RFP) in the District of Columbia Register and newspaper of general circulation for all contracts which are equal to or greater than $25,000. The RFP will remain in circulation not less than seven days before a contract is awarded by the school. This shall include contracts for equipment, services, facility development, and insurance. This shall not include any contracts for the lease or purchase of property, employment contracts, management contracts, or any contract entered into by reason of an emergency (as determined by the D.C. Public Charter School Board). Not more than three days after the contract has been executed RMSLA will report to the D.C. Public Charter School Board all bids received, the name of the contractor receiving the bid, and the reasons why the contract was awarded. All contracts will be thoroughly reviewed by the school's legal counsel before the contract has executed. The effective date of the contract shall be 10 days after RMSLA submits the information regarding all bids received and the awarded to the D.C. Public Charter School Board, or the date specified within the contract-whichever is later.

Specific Major Contracts Planned for Opening Not Requiring RFPs.

Facilities Lease and/or Purchase

RMSLA will lease the former Johenning Baptist Church/Temple of Praise site located at 885 Barnaby Street, SE. Washington, DC. RMSLA has negotiated a lease for $250,000 in year one, and $350,000 in year two.

Employment Contracts

If granted the charter, the contract for the Head of School, will be written by the Board of Directors, under the leadership of the Board Chair. The Board will draft a consultant agreement for the Head of School, Director of Operations, and Director of Curriculum and Instruction during the planning year. These consultant agreements will be reviewed by legal counsel and will be voted on for approval at the first meeting of the Board of Directors post-charter authorization. After the planning period, the Board will draft a letter of employment hiring the Head of School as an employee of the school. This letter of employment will be reviewed by legal counsel and voted on by the full Board for approval. This contract will not take effect until June 2012.

All other letters of employment/contracts will be drafted by the Head of School, using samples from other schools. Legal counsel will review all contracts for legal sufficiency.

Management Contracts

RMSLA will not enter into any management contracts with Educational Management Companies, for the purposes of delivering services to students, financial administration, or programmatic operations.

Specific Major Contracts Planned for Opening Requiring RFPs

Contracts for the following major contracts will be secured by RMSLA prior to opening:

e. Services Sought from the District of Columbia Public Schools

Currently, the Founders do not anticipate that RMSLA will seek any services from D.C. Public Schools, with the possible exceptions of seeking transportation services for special education students.

D. Renaissance Math, Science, and Leadership Academy (RMSLA) Mission Accomplishment Plan

The mission of the Renaissance Math, Science, and Leadership Academy (RMSLA) is to educate students for success in college and careers by (1) providing an innovative learning environment that is academically and developmentally responsive, (2) implementing programs enhancing student leadership and civic participation; (3) instilling a commitment of continuous improvement and assessment that promotes life-long learning; and (4) maintaining a responsive organizational culture based on a shared vision, empowerment, collaboration, and fiscal responsibility.

Renaissance Math, Science, and Leadership RMSLA will have three overarching goals: 1) student achievement; 2) student civic participation; and 3) institutional excellence. These three areas are tied together by RMSLA's college preparatory model for its instructional approach integrating math, science, and leadership and further cemented by the learning standards and assessment strategies to be implemented.

1. Student Academic Achievement Performance Goals

Performance Objectives/Goals	Assessment Measures	Performance Indicators	Annual Target	Five Year Target	Strategies for Attainment
1.1 Students will demonstrate proficiency in mathematics	District of Columbia Comprehensive Assessment System (DC-CAS) Weekly/Monthly teacher assessment measures (quizzes, homework, unit	Percentage of students achieving proficiency on DC-CAS Percentage of students achieving proficiency on Stanford 10	50% of students will demonstrate proficiency as measured by DC-CAS 50% of students will demonstrate proficiency as measured by Stanford 10	95% of students will demonstrate proficiency as measured by DC-CAS 95% of students will demonstrate proficiency as measured by Stanford 10	• Extended learning time (tutorial program) • Saturday Academy for all students • Academic Support Team for students below grade level • Completion of quarterly assessments to determine areas of weakness/strengths • Use informal mathematics inventories in planning instructional strategies

	exams, projects) Quarterly benchmarks End of semester comprehensive tests				• Reinforcement and/or acceleration instruction tailored to student needs • Student participation in Empowerment Academy (summer program) • Implementation of research based best practices to support classroom instruction
1.2. Students will demonstrate proficiency in English/Language Arts	District of Columbia Comprehensive Assessment System (DC-CAS) Weekly/Monthly teacher assessment measures (quizzes, homework, unit exams, projects) Quarterly benchmarks End of semester comprehensive tests	Percentage of students achieving proficiency on DC-CAS Percentage of students achieving proficiency as measured by DC-CAS	50% of students will demonstrate proficiency as measured by DC-CAS 50% of students will demonstrate proficiency as measured by Stanford-10	95% of students will demonstrate proficiency as measured by DC-CAS 95% of students will demonstrate proficiency as measured by Stanford-10	• Extended learning time (tutorial program) • Saturday Academy for all students • Academic Support Team to monitor and support student achievement • Completion of quarterly assessments to determine areas of weakness/strengths • Use informal English/language arts inventories in planning instructional strategies • Reinforcement and/or acceleration instruction tailored to student needs • Implementation of research based best practices to support classroom instruction

	College Preparation Portfolio (CPP)				• Student participation in Empowerment Academy (summer program)
1.3. Students will demonstrate an increase in reading scores on internal summative and formal assessments	Assessment to be determined	Increase by one grade level	50% of all incoming students testing below grade level will show an increase by one grade level in reading (one grade increase each year)	95% of all incoming students testing below grade level will show an increase by one grade level in reading (one grade increase each year)	• Extended learning time (tutorials/ Saturday Academy) • Empowerment Academy (summer program) • Professional development for teachers in literacy • Use of The Wilson Reading System
1.4. Students will demonstrate grade level proficiency in science	Science assessments (to be determined)	Percentage of students who demonstrate at or above grade level in science	50% of students will demonstrate grade level proficiency in science 50% of students will demonstrate proficiency as measured by Stanford 10 and DC-CAS Biology	95% of students will demonstrate grade level proficiency in science 50% of students will demonstrate proficiency as measured by Stanford 9 and DC-CAS Biology	• Extended learning time (tutorials/ Saturday Academy) • Empowerment Academy (summer program) • Professional development for selected teachers for science development
1.5.Students will demonstrate grade level proficiency in social studies	Social Studies assessments (to be determined)	Percentage of students who demonstrate at or above grade level in social studies	50% of students will demonstrate grade level proficiency in social studies	95% of students will demonstrate grade level proficiency in social studies	• Extended learning time (tutorials/ Saturday Academy) • Empowerment Academy (summer program)

1.6. Students with special needs will meet 80% of the goals set in the IEP	IEP goals indicated	Percentage of students meeting 80% goal	50% of special education students will meet the goals of the IEP	95% of special education students will meet the goals of the IEP	• Extended learning time (tutorials) for students with learning differences and/or have IEPs or 504 plans • Implementation of an inclusion model for instruction • Hiring of Special Education Coordinator, certified special education teachers, and instructional aides • Conduct regular meetings with parents and instructional staff
1.7. English Language Learners (ELLs) will demonstrate proficiency in English and mathematics skills	Language Assessment Battery-Revised results Home Language Questionnaires Internal assessments	Percentage of NEP and LEP students who demonstrate gains in English and mathematics proficiency	50% of ELL students will demonstrate proficiency in English and mathematics	95% of ELL students will demonstrate proficiency in English and mathematics	• Use of targeted technologies/ instructional practices to promote English Language • Professional development training for selected teachers • Extended learning time (tutorials/Saturday Academy) • Conduct regular meetings with parents and instructional staff

1.8. Students will participate in rigorous coursework through Advanced Placement classes	Class enrollment Student grades	Percentage of students who complete AP courses	15% completion and pass of at least one AP course and exam with a 3 or more	25% completion and pass of at least one AP course and exam with a 4 or more	• Honors and/or AP courses will be offered in all grades • Professional development training for teachers in selected areas
1.9.Students will complete their high school education	Graduation rates	Percentage of students promoted to senior year who graduate	75% of students will graduate in four years	95% of students will graduate in four years	• School/career counseling • Student participation in internships, community service projects
1.10. Students will complete a comprehensive college preparatory instructional program to prepare them for postsecondary opportunities	Subject area assessments (core courses- to be determined)	Number of students being promoted to the next grade	50% of students receive a passing grade in final exams across grade levels and content areas	95% of students receive a passing grade in final exams across grade levels and content areas	• Subject area assessments aligned to content standards • Extended learning time (tutorials/Saturday Academy) • Empowerment Academy (summer Program)

2. Student Non-Academic Performance Goals (Student Leadership and Civic Participation)

Performance Objectives/Goals	Assessment Measures	Performance Indicators	Annual Target	Five Year Target	Strategies for Attainment
2.1 Students will participate in leadership activities	Student interest surveys	Number of students participating in internships/externships	75% of students will complete internship/externship opportunities	100% of students will complete internship/externship opportunities	Developing partnership opportunities with local community organizations, businesses, agencies Completion of Student Development Program
2.2 Students will participate in community service projects	Student interest surveys	Number of students completing community service projects	75% of students will complete 100 hours of community service hours	100% of students will complete 100 hours of community service hours	Develop partnership programs with local community organizations
2.3 Develop the character of each student with emphasis on appreciation of the common core of human values and a respect for our common tradition of excellence.	Student referrals for behavioral issues Student clubs	Number of students referred for behavioral issues Number of student clubs established	50% reduction in student referrals for behavioral issues (suspensions) 10% increase in student organizations	95% reduction in student referrals for behavioral issues 30% increase in student organizations	Develop a peer mediation program Establish unified rewards/penalties for student behavior Develop student clubs and extracurricular activities that promote a positive school climate

3. Institutional Excellence

Performance Objectives/Goals	Assessment Measures	Performance Indicators	Annual Target	Five Year Target	Strategies for Attainment
3.1 Implement a four year curriculum with a focus on math, science, and leadership with high academic standards to serve as a national model	Detailed accountability plan	Percentage of core content courses and elective courses meeting the academic needs of students	10% increase in specialized/elective courses in addition to core content	Well-balanced educational program	Ongoing review and revision of school curriculum Research best practices and instructional strategies
3.2 Recruit and maintain a highly qualified staff as outlined in the No Child Left Behind Legislation	Completed staff rosters (instructional, administrative, and support) Completion of professional development training	Percentage of staff vacancies Percentage of teachers identified as highly qualified Percentage of staff participating in professional development training	50% of instructional staff identified as highly qualified as determined by NCLB Completion of a minimum of at least three professional development workshops	95% of instructional staff identified as highly qualified as determined by NCLB 10% of instructional staff completed National Boards for Teacher Certification Program	School wide recruitment program Establish staff development committee Survey school staff regarding staff development needs Assign mentor/coaches for new teachers and educational aides/staff

					Identify university and external partnerships for staff development Provide ongoing workshops for support staff regarding customer service, collaboration, and work ethics
3.3 Design and implement programs to encourage family and community involvement in the education of our students.	Parent Survey Data List of community and business partnerships	Percentage of parents participating in school-wide activities Percentage of community and business partnerships	50% of parent participation in school-wide activities 20% increase in the number of community and business partnerships	95% of parent participation in school-wide activities 50% increase in the number of community and business partnerships	Develop a school based/parent/community plan Host Parent/Community Open House/Parents' Day Organize parent and community volunteers Identify community and business partnerships Conduct ongoing workshops (i.e. RSMLA academic goals; standardized assessments; college preparation tools)

					Foster cooperation between service providers/service agencies and parents to provide social, emotional, physical, and intellectual support to students and their families.
3.4 Maintain a fiscally viable organization	Quarterly Budget/Finance Reports Audited financial statements(annual)	Percentage of increase in school revenue	5% increase in revenue (DC per pupil allocation; grants)	25% increase in revenue (DC per pupil allocation; grants; in-kind donations)	Identify appropriate accounting firm Generate operating budget projections Identify educational grants and in-kind donations Establish financial oversight committee

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.*

4. 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.*

5. 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.*

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

7. 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.*

8. 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.*

9. 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.

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

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

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

13. 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.

[redacted] Signature of Authorized Certifying Official	Executive Dir Title
Renaissance Math, Science, Leadership Applicant Organization	1-25-11 Date Submitted

The Temple of Praise

Bishop Glen A. Staples, D. Min, DD.
Senior Pastor and Presiding Prelate



Bishop Glen A. Staples, known around the world for his oratorical gifting and anointed ability to teach the Word of God in such a profound, provocative, and prophetic manner invoking the call to high praise and worship serves as Presiding Prelate and Senior Pastor of The Temple of Praise (formerly known as Anna Johenning Baptist Church) which is located in the heart of Southeast Washington, DC. While covering more than 14,000 members, overseeing more than 35 churches in the D.C. metropolitan area, New York, Ohio, and more than 200 churches in India, Nigeria and the Bahamas, Bishop Staples is lovingly known as the "Pastor's Pastor."

Bishop Staples answered the call to preach in 1981, was licensed on April 14, 1982, and ordained on December 6, 1986. His love for uplifting God's people led him through his journey of ministry beginning from 1982 to 1986 where he served as Associate Minister at Mt. Zion Baptist Church in Beckley, West Virginia. He also served as interim Pastor at both Shady Grove Missionary Baptist Church and First Missionary Baptist Church also in Beckley, West Virginia. From 1986 to 1990, he served as the Pastor of Shiloh Missionary Baptist Church in West Virginia. After nine years in ministry, God called Bishop Staples to relocate to the Washington, DC metropolitan area where he served as an Associate Minister at the Tenth Street Baptist Church under the spiritual guidance of Pastor A.C. Durant. One year later, he was appointed as the third Pastor of Anna Johenning Baptist Church – currently known as The Temple of Praise. But, God in His infinite wisdom, was not done with Dr. Staples' journey; on November 6, 2005, Bishop T.D. Jakes, Senior Pastor of the Potter's House International, consecrated Dr. Staples as Bishop and Presiding Prelate.

Through his liberation theology teachings and with a strong stance on higher education – lives have been transformed, miracles of healing have taken place, hundreds of congregants are currently enrolled in higher learning institutions and many have moved from a life of dependency to self sufficiency. In fact, more than 45% of The Temple of Praise members are now homeowners with viable jobs compared to less than 10% five years ago. Additionally, through a partnership with the University of the District of Columbia, all Temple of Praise members who live in the District and render volunteer hours to after school programs with a local high school are provided with free college tuitions.

Known for his strong business acumen in the area of economic development and empowerment and a proponent for quality education, healthcare, and affordable housing, Bishop Staples established the Way of the Word Community Development Corporation in an effort to better service the needs of the community.

700 Southern Avenue, SE, Washington, DC 20032 (202) 561-0100 (o) (202) 561-0749 (f)
www.thetempleofpraise.org

Through the CDC, Bishop Staples is currently undergoing three major multi-million dollar projects in the Southeast DC community in an effort to revitalize and bring back pride to this forgotten area east of the Anacostia River.

To address the dire healthcare needs of the community, he is currently developing a state-of-the-art medical healthcare center in partnership with several local hospitals on the grounds of his former edifice located at 885 Barnaby Street SE, Washington, DC. Because of his desire to assist homeless women, in December 2007 - Bishop Staples in opened the doors of the "New Day" Women's Transitional Home for homeless women and their children . This 18 month program provides women with life and job skills, access to GED certificates and college degrees, as well as job placement. (This facility is the largest women's transition home of its kind in the District of Columbia.) In addition, Bishop Staples is currently blueprinting a real estate development project to build multi-dwellings for low-to-moderate income and senior citizens in the community.

A native of Beckley, West Virginia, Bishop Staples holds two Bachelor of Arts degrees in Social Studies and History and Government. He also holds a Masters Degree of Education in Behavioral Disorders, a Doctorate of Ministry in Pastoral Counseling and most recently received a Theological Doctorate from the University of Phoenix. Bishop Staples studied in the doctoral program at Trinity Theological Seminary in Newburg, Indiana and later received an Honorary Doctorate of Divinity from the Gospel Ministry Outreach Theological Institute, Houston, Texas. Additionally, in October 2005, he was nominated to receive an Honorary Doctorate of Divinity degree from Saint Thomas Christian College, Jacksonville, Florida. Formerly a special education teacher, Bishop Staples has taught in Raleigh County West Virginia and in the Prince George's County Public School system in Maryland. He currently serves as an adjunct professor at the University of Phoenix and serves on the Board of Advisors at Nyack University.

Bishop Staples was appointed and selected as the Washington, DC nominee for inclusion in the 2006-07 Honors Edition publication of the Empire Who's Who Among Empowering Executives and Professionals registry. He was also selected, recognized and published in the Outstanding Men of America; the National Register of Who's Who in Executives and Professionals, and the International Who's Who of Professionals. The American Biographical Institute Board of International Research previously nominated Bishop Staples for Man of the Year, and he was also selected one of the Outstanding Intellectuals of the 21st Century First Edition by the International Biographical Centre, Cambridge.

In an effort to continue to spread the Gospel to all nations, Bishop Staples has availed his ministry to various media. The broadcast ministry of the Temple of Praise airs on The Word Network Friday mornings at 7:00a.m. (EST) and via the Internet Sundays at 8:00a.m. and 11:00a.m. and on Wednesday nights for bible study at 7:30p.m. at www.thetempleofpraise.org. (click onto our online bookstore during your visit)

Bishop Staples was married to the late Martha Ann Day Staples and he is the proud father of three sons -- Glen, (Pastor) Lamar, and Rodney; and two daughters, Jamie and Micah. He is a great Bishop, loving father, great teacher, and a Holy Ghost filled Pastor…but more important, he is truly a SAVED MAN OF GOD!

CURRICULUM VITAE
DR. SHARON STYLES-ANDERSON, ESQ.

Business Address
700 Southern Avenue, SE
Washington, DC 20032
(202) 561-0100

Permanent Address
11201Old York Rd
Bowie, MD 20721
[redacted]

PROFESSIONAL EXPERIENCE

The Temple of Praise ***2002-present***
Washington, DC
General Counsel/Community Development Coordinator
Coordinates transactional corporate legal affairs of the one of the largest faith-based organizations in the District of Columbia. Provides corporate legal advice and assistance on all church activities, programs and projects. Handles all legal matters for the church and Bishop. Serves as project coordinator and church liaison for Church's multi-million expansion projects, negotiating financing, reviewing contracts, coordinating project building schedules, negotiating sub contracts, and design coordination. Organizes and manages senior housing project, female and male transitional housing plans, charter school plan, affordable housing plans, health clinic development, and youth development projects. Organized and developed church's non-profit organization (The Way of the Word-CDC). Acts as Executive Director for church real estate development company, Renaissance Properties, Inc.

Harvard University Law School ***1999-present***
Visiting Professor of Law
Boston, MA
Winter term educator and lecturer on intensive trial advocacy techniques to second and third year students.

Organization of American States ***May 2002-2004***
Consultant
Washington, DC
Lecturer and workshop trainer for the OAS–CICAD Office of Demand Reduction. Training on legal issues as it relates to legal processes, legislative drafting and program evaluation and implementation throughout the English speaking Caribbean.

Office of the Corporation Counsel ***1999- 2002***
Senior Deputy for Public Protection and Enforcement
Washington, DC
Responsible for all affirmative litigation as chief legal prosecutor in the District of Columbia. Managed six major divisions of the office (Child Abuse and Neglect, Affirmative Civil, Domestic Violence, Juvenile Prosecutions, General Crimes, and Child

Support (1-year)) and handled all emergency management legal issues for the District. Organized and managed the legal aspects of the District's Community Court Program, Neighborhood Services Program, Family Court Implementation Committee, and Child Welfare Task Force. Provided legal advice to the Mayor in drafting the District's state of emergency on 9-11, and participated in drafting the District's emergency preparededness plan.

The Law Offices of Sharon Styles-Anderson, P.L.L.C. ***May 1999-2000***
Private Practice
Washington, DC
CEO of general practice of law in the Superior and District Courts in the District of Columbia and Maryland including criminal matters, family law matters, employment law and civil litigation. Responsible for firm management and case administration. Supervised attorneys and legal assistants. Frequent lecturer on criminal law matters at conferences throughout the country.

Howard University School of Law
Director and Associate Professor of Law ***August 1994-May 1999***
Washington, DC
Instructor of Criminal Law, Criminal Procedure, Evidence, and Trial Advocacy. Developed and designed Criminal Justice Clinical Program, geared toward training students and providing practical experience in trial advocacy. Supervised and evaluated personnel in criminal clinical program. Supervised and evaluated students handling indigent defense cases in the District of Columbia Superior Court. Founder and Director of "The Hoover Isaiah Brown" Trial Advocacy Moot Court Team which competed successfully throughout the country.

Georgetown University Law Center
Visiting Associate Professor of Law ***July 1993-August 1994***
Washington, DC
Professor of law on constitutional law and criminal procedure topics to third year law students in the Criminal Justice Clinic. Supervised third year law students in clinical case load management and in DC Superior Court.

EDUCATION

Georgetown University Law Center — May 1986
Juris Doctorate

Tufts University — May 1983
Bachelor of Arts

Universidad de Barcelona, Spain — January – May 1982

Andersonville Theological Seminary	Doctorate of Ministry January 2006
Phoenix University School of Theology	Doctorate of Ecclesiastical Law May 2007
Ordained Minister of the Gospel	January 2007

BAR MEMBERSHIP

Court of Appeals-District of Columbia

United States District Court for the District of Columbia

PROFESSIONAL ACTIVITIES

Presidential Distinguished Rank Review Board Member	2009
Conference Presenter-Colorado Summit on Children Youth and Families and Family Treatment Court	2009
Brandywine Street Association-Vice President	2006-2008
Board Member-Phoenix University School of Theology	2008-2009
Mayor's Juvenile Justice Task Force	2003
Mayor's Blue Ribbon Commission on Youth Safety and Juvenile Justice	2001-2002
Blue Ribbon Commission Legislative Subcommittee Chair	2002
Leadership Team Member Neighborhood Services Program	2002-2002
Mayor's Child Welfare Leadership Team	2002
Family Court Implementation Committee	2002

AWARDS

Who's Who in Professional and Executive Women 2006-2007

Mayor's Trail Blazer Award 2002
For outstanding service to the District of Columbia
in coordinating City Services

Outstanding Trial Advocate 1997-1999
National Conference of Trial Lawyers
Dallas, Texas

Tradition of Excellence in Teaching Award April 1997
Howard University School of Law
Student Bar Association

REFERENCES AVAILABLE UPON REQUEST

KEVIN ASHTON ANDERSON

[redacted]

PROFESSIONAL EXPERIENCE

CITY FIRST HOMES, INC. WASHINGTON, D.C.
President and Chief Executive Officer ***Jan. 2008 – Present***
Responsible for overall operation and administration of $75 million community land trust to develop workforce housing through a shared-equity program. Responsible for constructing and maintaining operating budget. Coordinate the preparation of department program budgets and work plans. Coordinate fundraising and grant writing activities as a 501(c) 3. Oversee partnership agreements. In conjunction with the Board of Directors, develop vision and ongoing strategic planning; recommend courses of action to Board; implement policy enacted by Board. Represent the organization to the public and direct public information program and advocacy campaign.

THE JAIR LYNCH COMPANIES, INC. (JLC) WASHINGTON, D.C.
Chief Financial Officer and Vice President for Equity Capital ***May 2004 – Dec. 2008***
Responsible for establishing and negotiating organizational and capital structures of joint ventures and partnerships. Responsible for design, preparation and distribution of investor documents. Responsible for identifying investment opportunities for JLC and its investment partners including JLC Development projects and equity positions in other projects. Responsible for maintaining relationships with sources of financing including traditional lenders, investment banks, real estate investment funds, development partners, and government agencies. Responsible for corporate reporting policies and procedures. Developed performance indicators and goals.

D.C. DEPARTMENT OF TRANSPORTATION (DDOT) WASHINGTON, D.C.
Chief of Staff ***June 2000 – Mar. 2004***
Responsible for the efficiency, reliability, and credibility of operations in the 600 person, $180 million newly formed agency. Directed and supervised the staff of professional, technical, and clerical personnel assigned to the Office of the Director. Used judgment and resourcefulness in implementing DDOT's strategic and tactical agenda. Established new methods, policies and procedures for the Department. Prepared reports and briefings for the Director.

OFFICE OF THE CITY ADMINISTRATOR WASHINGTON, D.C.
Special Assistant ***Mar. 1999 – May 2000***
Responsible for maintaining accountability of the Division of Transportation, Department of Public Works, and the Department of Motor Vehicles. Advised and assisted agency directors and agency program staff on policy and operations. Established new methods, policies and procedures. Prepared reports and briefings for the City Administrator and Mayor of the District of Columbia. Member of Mayor Anthony Williams' "Short-term/Immediate Action" Team.

OFFICE OF THE CHIEF FINANCIAL OFFICER WASHINGTON, D.C.
Policy Analyst ***Feb. 1998 – Mar. 1999***
Forecasted non-tax revenues for $5 billion D.C. budget. Performed fiscal impact analysis and wrote fiscal impact statements for policy and proposed legislation in the District of Columbia. Reported to and worked closely with the Chief Economist for the District of Columbia.

JEROME S. PAIGE & ASSOCIATES WASHINGTON, D.C.
Financial Analyst/Consultant ***Jan. 1997 - Feb. 1998***
Responsible for preparing and calculating current and future economic losses and structured settlements for expert use by forensic economists in cases of wrongful death, wrongful termination, wrongful birth, and personal injury. Analyses included life and worklife expectancy, past and future earnings, occupational outlooks, growth rates, discount rates, taxes, fringe and retirement benefits, employer paid benefits, household services and personal consumption.

PRYOR, MCCLENDON, COUNTS & CO., INC. PHILADELPHIA, PA
Institutional Salesman ***Sept. 1989 - Dec. 1996***
Responsible for developing and maintaining client relationships for fixed income syndicate and fixed income sales functions for investment bank. Provided sales distribution for new issue financings which required pricing, market timing, hedging and allocation. Sales account coverage included insurance companies, pension funds, money center banks, and investment advisers. Marketed municipal, mortgage backed, government agency and corporate bonds.

EDUCATION

STANFORD UNIVERSITY STANFORD, CA
BA, Economics, June 1989.
Resident Assistant in Lagunita Court.

THE LAWRENCE ACADEMY AT GROTON, MASSACHUSETTS GROTON, MA
June 1985 with honors, 3-year resident student.
The Headmaster's Award. The Proctor Award. ABC National Award for Excellence.

CERTIFICATIONS, AWARDS, EXECUTIVE EDUCATION

- Leadership Prince George's – Class of 2008
- Leadership Greater Washington – Class of 2006
- Professional Certification in Economic Development Finance (EDFP) 2004
- National Development Council Training in New Markets Tax Credits 2005
- "March 31, 2004 - Kevin A. Anderson Day" in Washington, D.C. A Proclamation by Anthony A. Williams, Mayor of the District of Columbia
- Executive Education: "Leadership for the 21st Century", Kennedy School of Government, Harvard University
- Executive Education: "Leadership on the Line" Cambridge Leadership Associates, Cambridge, MA
- Realtor®, Licensed in District of Columbia, Maryland

AFFILIATIONS

- Board of Trustees, The Lawrence Academy at Groton, MA
- Board of Directors, Project MatchDC
- Stanford Alumni Association of Washington, D.C.
- Chair, Committee for Economic Development Transition Team for Ward 7 Councilmember Vincent Gray - 2004

REFERENCES

- Available Upon Request.

TERRI HARRIS REED

[redacted]

EDUCATION

Ph.D., Rhetoric and Intercultural Communication
Howard University - Washington, D.C.

Dissertation Topic - Does Diversity Matter: Developing Dimensions of Intercultural Communication Competence

> Societal trends and growing public sentiment suggest every college student should have as an essential element of their educational experience (formal and informal) the acquisition and enhancement of skills that will facilitate their development as competent global citizens, international workers, and future world leaders. This study demonstrates that cultural diversity influences the development of cognitive, affective and communicative skills associated with adapting to the challenges inherent in intercultural interactions.

Ed.M. – Higher Education - Administration, Planning, and Social Policy
Harvard University - Cambridge, MA

B.A. – Psychology
Calvin College - Grand Rapids, MI

Certificate
Bryn Mawr/HERS Summer Institute for Women in Higher Education Administration - Bryn Mawr, PA

CAREER HIGHLIGHTS

September 2004 – Present — Princeton University, Office of the Provost – Princeton, NJ

Vice Provost for Institutional Equity and Diversity (May 2006 – present)

In addition to duties listed under the Associate Provost description, oversee efforts designed to make Princeton accessible to and inclusive of all persons; develop programs and services that support the University's commitment to equity, diversity and community in a context of academic excellence; and champion, facilitate and promote Princeton's commitment to diversity through group presentations and one-on-one coaching. Also, oversee the University's implementation of equal opportunity and affirmative action efforts, including the management of budgets and personnel associated with affirmative action compliance and equity, diversity initiatives, and disability services.

- Identify and implement strategies for improving climate, complying with state and federal regulations, and for advancing Princeton's respect for others policy.
- Supervise the Office of Disability Services and the Director for Equal Opportunity Programs.
- Co-manage efforts to improve employment policies and practices, so that academic and administrative units take full advantage of a workforce of individuals with differing perspectives and talents.
- Co-chair Princeton's Diversity Council.
- University lead on response to a Title IX Compliance Review conducted by the Department of Energy Office of Civil Rights and Diversity

Associate Provost for Institutional Equity (September 2004 – April 2006)

As a member of the Provost's senior team, manage academic reviews, senior searches and faculty or cabinet-level committees; provide fiscal and administrative advice and support to a wide range of campus units; represent Princeton and the Provost to internal and external audiences; provide oversight for an array of campus-wide policies and procedures; facilitate the review and enhancement of institutional equity issues across the institution involving internal and external constituents, facilities, teaching, research, and extracurricular activities; participate in annual departmental (academic) meetings; assist with faculty retention; and oversee and conduct investigations into complaints of harassment and discrimination.

- Work directly and independently with operating units of the university to solve complex problems and support new initiatives related to the university's academic, fiscal and fundraising priorities.
- Represent the Provost's Office on university committees and task forces, such as: Institutional Equity Planning Group, Sexual Assault Response Protocol Committee, Childcare Working Group, Target of Opportunity Committee (faculty hiring), Environmental Safety and Risk Management Committee, Pedestrian Safety Committee, University Benefits Committee, Academic Manager's Group and Ivy Plus Affirmative Action/EEO Group.
- Ensure compliance with state and federal nondiscrimination regulations (e.g. NJ Law Against Discrimination, Title VI and VII, ADAAA).
- Serve as the University's Title IX and ADA Coordinator
- Coordinate the design and/or delivery of training programs (on-site and online).
- Work with the offices of the Dean of the Faculty, Human Resources, Campus Life, General Counsel, Graduate School and others to further diversify the Princeton University community, and to implement policies and resolve complaints relating to discriminatory treatment; respect for

others; and sexual, ethnic, and racial harassment.
- Serve as Provost's liaison and adviser to the University Ombuds Office, Office of Human Resources and to the Sexual Harassment and Assault Resources and Education Office.
- University lead on response to ADA Compliance Review conducted by the Department of Education Office of Civil Rights

January 2003 – August 2004 Princeton University, Woodrow Wilson School – Princeton, NJ

Assistant Dean of Graduate Education

As a member of the Dean's senior leadership team, assisted with the academic and administrative leadership of the school and developed and implemented strategies that advanced the School's outreach and communication activities. Oversaw day-to-day operations of the graduate programs, including monitoring program budgets totaling approximately $1,000,000 dollars and supervising the Graduate Program Office staff ("GPO").

- Identified and facilitated the hiring of visiting lecturers.
- Managed all aspects of the School's three graduate degree programs including: curriculum development; creating, monitoring and evaluating academic rules and regulations; directing summer academic and orientation programs that advanced the School's vision in the areas of diversity and leadership; overseeing registration, academic counseling, retention activities, internal and external fellowship programs and commencement.
- Served on three admission committees evaluating 500 MPA applicants, 100 MPP applicants and JSI program.

July 1995- December 2002 University of Maryland –School of Public Affairs – College Park, MD

Assistant Dean/External Affairs (July 1999 – December 2002)

Managed School planning activities, special projects and relationships with external entities --- other campus units, Board of Visitors, State governing bodies, peer institutions/associations, media, foundations, and others. Coordinated external relations activities, including strategic planning, media relations, events planning and management; provide advice and assistance with protocol and visitors to the School.

- Facilitated the design production and distribution of a wide range of information to various constituents via printed and electronic publications.
- Assisted in the overall management of the School including budget oversight, strategic planning, and facilities and personnel management.
- Directed the School's 2001 five-year strategic planning process
- Developed a visibility strategy to raise the School's profile among key

constituents.
- Facilitated the design of the School's new website
- Coordinated the School's 25th Anniversary Celebration

Assistant Dean/Director of Student Affairs (July 1995 – June 1999)

Managed all aspects of the School's degree programs, including program development, recruitment, admissions, orientation, registration, academic counseling, intern and career placement, retention activities, graduation, and alumni relations.

- Compiled statistical reports that incorporated fiscal analysis and program evaluation for school faculty, board of visitors and university officials.
- Assisted in the overall management of the School including budget oversight, strategic planning, and facilities and personnel management.
- Served as a liaison between the School of Public Affairs, the Graduate School, the Fellowship Office and the Office of International Education Services.
- Administered internal and external fellowship programs including those funded by the Ford Foundation, U.S. Air Force Academy, the U.S. Departments of Education and State, and the Metropolitan Council of Governments.
- Led successful effort to secure competitive grant funding (approximately $275K/per year) for summer leadership institute designed to prepare underrepresented students for careers in international affairs.
- Served as Project Director for the Maryland Junior Institute that included a partnership with the College Fund/UNCF: hired faculty and staff, designed and implemented competitive selection process, managed annual budget and provided oversight for day-to-day operations.
- Designed and implemented five-year enrollment plan for the School.
- Participated as member of curriculum revision committee.
- Served two terms as a member of the President's Commission on Ethnic Minority Issues.
- Coordinated the development of new publications and promotional materials.

January – May 2001 Howard University, School of Communications – Washington, DC

Adjunct Lecturer

- Taught two sections of required core undergraduate Principles of Speech course.

June 1990-
June 1995 University of Chicago, Harris School of Public Policy –Chicago, IL

Associate Dean of Students

Had primary responsibility for recruitment, enrollment and retention of students, delivery of student services and management of internal and external fellowship budgets.

- Analyzed and monitored enrollment trends of graduate programs in public policy.
- Designed and coordinated recruitment and retention initiatives.
- Monitored and assessed students' academic performance.
- Created and designed consultative outreach program that engaged students and faculty in analytic assessment projects for outside clients including city agencies, non-profit organizations and research centers.
- Expanded and implemented a highly successful mentoring initiative that linked graduate students with members of the Board of Advisors and other successful policymakers.
- Designed policies and procedures that resulted in a 100% increase in the size of the applicant pool and an eight-fold increase in the enrollment of underrepresented minority students.

January 1989-
June 1990 University of Chicago, Office of Graduate Affairs – Chicago, IL

Assistant Dean of Students/Dir. of Recruitment and Special Programs

- Investigated and drafted grant proposals to federal agencies and foundations to underwrite programmatic activities and fellowship initiatives. Served as principal investigator.
- Administered and monitored annual fellowship funds in excess of $1,000,000 (Patricia Roberts Harris Fellowship, Danforth ,Title VI, Committee on Institutional Cooperation, and Benjamin Mays Fellowship Programs).
- Served on national committees concerned with recruiting and retaining ethnic minority students in doctoral programs.

August 1987-
January 1989 Oberlin College, Office of Admissions - Oberlin, OH

Assistant Director of Admissions

- Served as coordinator of minority undergraduate recruitment program and as Eastern regional representative - evaluated academic credentials of 700+ student applicants.
- Designed programs for recruiting, orienting, and advising students in an academically competitive environment.

- Supervised professional staff of three.

July 1986-
August 1987 Western Maryland College, Office of Admissions - Westminster, MD

Admissions Counselor/Minority Recruiter

- Traveled extensively representing the college at fairs, high schools and churches.
- Conducted group and individual information sessions.
- Interviewed prospective students.
- Reviewed application materials and made recommendations for admission.
- Created and implemented a plan for increasing the number of minority applicants, admits and enrollees.

May 1984-
June 1986 Calvin College, Office of Admissions – Grand Rapids, MI

Ethnic Minority Admissions Counselor

- Responsibility for recruitment activities in major metropolitan areas and the Mid-Atlantic and Northeast regions.
- Created networks with civic organizations and churches to encourage linkages between campus and ethnic minority communities.
- Coordinated activities designated to encourage college-bound thinking in minority youth.
- Designed and promoted model summer academic achievement program.

PROFESSIONAL ACTIVITIES

Presentations, Workshops and Honors:

Tribute to Women Honoree, YWCA Princeton (2011)

AAAS/AAU Law and Diversity Project – workshop participant (October, 2009)

Education without Borders Regional Forum (North America), sponsored by the Higher Colleges of Technology (Abu Dhabi) and the Institute of International Education – "Reframing Higher education: North American Perspectives on Internationalization and Globalization" (October 2008)

Advancing and Empowering Scholars: Transforming the Landscape of the American Academy through Faculty Diversity, workshop participant (April 2008)

Dissertation oral defense at Howard University Johnson School of Communication, pass with

distinction (April 2008)

Coming Back and Looking Forward: A Conference for Black Princeton Alumni, sponsored by the Alumni Council and Office of Development – panelist, "Princeton Diversity Initiatives" (September 2006)

Kaleidoscope: An Alumni Conference on Race and Community at Princeton University, sponsored by the Alumni Council and Office of Development – panelist, "Princeton Diversity Initiatives" (November 2006)

Princeton University Office of Development Annual Retreat – "Recruiting and Retaining a Diverse Workforce" (June 2006)

Princeton University Office of Information Technology, OIT Leadership Group – "Effective Management: Understanding Styles of Communication (January 2006)

Fellowship Selection Committees:
U.S. State Department Pickering Foreign Affairs Fellowship Program (1995 – 2004)
Public Policy and International Affairs Fellowship Program (1998 – 2004)

Princeton University Committees:
High Meadows Sustainability Fund Academic Review Panel (2009 – present)
Sexual Assault Working Group (2008 – present)
Childcare Working Group (2006 – present)
Healthier Princeton Advisory Board (2005 – present)
NCAA Certification Self-Study (2007 - 2008)
Community Based Learning Initiative Advisory Board (2005 – 2008)
Taskforce on the Status of Women and Minority Faculty at Princeton University (2006 - 2007)
President's Staff Achievement Award (2004 -2006)
Diversity Working Group (2004 – 2006)
Taskforce on Health and Well-Being (2004 -2005)

Affiliations and Boards:
Board of Directors, National Association of Diversity Officers in Higher Education (2011 -2014)
Board of Directors, Boys and Girls Club Trenton/Mercer County - Trenton, NJ (2008 – present)
Way of the Word Community Development Corporation Advisory Board - Washington, DC (2007 –present)
Association of Black Women in Higher Education (2008 – present)
Board of Directors, New Jersey Network of the American Council of Education's Office of Women in Higher Education, Ewing, NJ (2005 - present)
Princeton Borough and Township Youth Concerns Advisory Board (2006 – 2007)
National Communication Association
Phi Delta Kappa International Association for Professional Educators

MICHAEL L. POWELL
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PROFESSIONAL SUMMARY

IT Professional with 6+ years in the field of technology. Background starts with several years of IT help desk support dealing with software and hardware. Skilled and ambitious enough to advance into the networking phase of technology. Proven ability to learn quickly in a fast paced environment which has lead to becoming the lead or supervisor in several different industries.

TECHNICAL SKILLS

- **Operating Systems:** Windows (95, 98, NT, 2000, XP), Windows Server (2000, 2003), Windows Exchange Server; Familiarity with Linux, Unix, FreeBSD, MAC OS
- **Applications:** Microsoft Office Suite (97, XP, 2003, 2007, 2010), Adobe Acrobat, OmniPage Pro, Norton Anti-Virus, McAfee Anti-Virus, DeepFreeze, Webmin, Smartboard 9.X, Certiport, SynchronEyes, PC Docs
- **Hardware:** Dell Computers/Laptops, Apple, Compaq, IBM, HP, Canon, Gateway, Sony, Intel, Belkin, Smartboard, Lucent, Dell Servers, Netgear Firewalls, Linksys Switches/Routers, Netgear Switches/Routers (Wireless), Hubs
- **Networking Skills:** ISP, Firewall, Routers, Wireless, Switches, Servers, Printers, TCP/IP, DHCP, DNS, IP Addressing
- **Proficient Concepts:** Anti-Virus, Firewalls, Routing, Switching, Imaging, Scanning, CD Replication, Back-up, E-mail, Security, LAN/WAN, TCP/IP, Networking Troubleshooting, Designing, Implementing, Administering, Networking and Managing Network Infrastructure
- **Completed Training Courses:** CompTIA A+, CompTIA Network+

CERTIFICATIONS

MOS Expert (Word 2003), January 2007
CompTIA Security + (June 2007)
MCP (June 2007)
MCSA 2003 (June 2007)
MCSE 2003 (June 2007)
MCSA/SE 2003: Security (June 2007)

EDUCATION

Loyola College, Baltimore, MD May 1998

- B.B.A. – BUSINESS ADMINISTRATION

PROFESSIONAL EXPERIENCE

October 2007-Present — District of Columbia Public Library, Washington, DC

IT Specialist (Network)

- Planning, developing, maintaining and improving IT systems and services throughout the DC Public Library system
- Collaborate with the CIO and assist with the overall vision of the DC Public Library Technology Plan
- Provide network and hardware support to the 26 branches of the DC Public Library system
- Collaborate with team members to suggest and improve on IT ideas that better serve the public within the DC Public Library

November 2009-August 2010 — Washington Math Science Tech PCHS, Washington, DC

Director of Technology

- Develop, coordinate and implement technology plans and recommend modifications as needed
- Provide technical assistance to teachers and administrators to facilitate the effective integration of technology into school curriculum
- Provide support for teachers and administrators to assist with technology problems and concerns
- Support and maintain school wide software applications
- Create and recommend budget suggestions and requirements to support the school technology plan
- Assist with fundraising and grant proposals to afford more opportunities with needed technology issues
- Supervise the desktop support specialist

April 2005-November 2009 — Washington Math Science Tech PCHS, Washington, DC

Network Admin Assistant/MOS Instructor/Math/Reading Tutor

Network Admin Assistant

- Assisted Network Administrator with designing, implementing, administering, networking and managing network infrastructure consisting of 8 servers and 200 end users
- Managed one server with 50 end users consisting of firewall, proxy and student instructional content
- IT Department Chairman/Lead on IT Team whereas all job request and troubleshooting were supervised by myself
- Set up all end user stations using IP Addressing or DHCP capabilities
- Set up and managed all network printers and copiers
- Handled Help Desk support calls involving software/hardware

MOS Instructor

- Structured training for teachers involving the certification of students in Microsoft Office 2003
- Administered certification exam through Certiport for Microsoft Office

Math/Reading Tutor

- Facilitated web-based learning software to high school students in order to increase their reading and math skills
- Implemented one-on-one tutoring with students to create self-worth and confidence
- Consulted with troubled teens and encouraged to increase motivation and determination to become better students/citizens (Vice-Principal assigned)

April 2002-July 2004 — Aventis Pharmaceuticals, Bridgewater, NJ

Pharmaceutical Sales Representative

- Created sales demand through the implementation and execution of Aventis sales strategies.
- Identified influencers in the customer environment and presented with product features and benefits.
- Addressed business and scientific oriented needs.

September 2000-April 2002 — Bowne Business Solutions @ Venable, Washington, DC

Document Support Specialist/Lead

- Re-created documents for patent attorneys in fast paced setting.
- Trained new employees on Microsoft Office to reach proficient level.
- Composed monthly reports to assist manager with monthly documentation for meetings.
- Handled Help Desk support calls involving software/hardware

TONYA N. SLOANS

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LEGAL EXPERIENCE

U.S. TAX COURT — Washington, DC
Attorney-Advisor to Judge Maurice B. Foley — February 2009 – Present

- Draft opinions involving issues of corporate, partnership, and individual taxation, administrative procedure, jurisdiction, assessment, collection due process, innocent spouse relief, tax exemption, charitable contribution deductions, and conservation easements. Opinions drafted (with editing by and approval of Judge Foley) include *Estate of Mark Brandon v. Commissioner* (133 T.C. No.4) and *Free Fertility Foundation v. Commissioner* (135 T.C. No. 2).
- Draft orders disposing of motions for summary judgment, dismissal, penalties, judicial notice, withdrawal as counsel, entry of decision, and reconsideration. Also draft orders to restrain assessment and collection as well as orders granting leave to amend pleadings.
- Advise Judge on the tax law with respect to all assigned cases and recommend a course of action.
- Prepare Judge for trials, hearings, court conferences, and conference calls with litigants.
- Review and edit all written documents produced in chambers by attorney-advisors.

TAX ANALYSTS — Falls Church, VA
Legal Editor – Tax Notes — June 2008 – February 2009

- Selected and edited submissions regarding Federal taxation for final publication in weekly magazine.
- Recruited tax practitioners to write commentary of interest to academics and policymakers.

JOINT COMMITTEE ON TAXATION — Washington, DC
Legal Extern (Substantive nature of work is confidential) — January 2008 – April 2008

- Conducted research and drafted memoranda on tax issues before Congress for the Chief of Staff.
- Prepared reports covering Senate Finance Committee hearings for professional staff.
- Assisted in research to prepare hearing pamphlets for distribution to the general public.

T.SLOANS GROUP, LLC — Washington, DC
Tax Attorney — April 2003 – January 2008

- Provided tax planning and return preparation services to corporations, partnerships, and individuals.
- Advised tax-exempt corporations in matters of formation, acquisition, development, unrelated business income, exempt use, property tax exemption, and general matters related to I.R.C. § 501(c)(3) and § 170.
- Trained leaders of tax-exempt corporations to effectively utilize resources. Training activity included presenting public policy seminars on behalf of the U.S. Department of Health and Human Services.
- Updated 2006 state tax publication entitled *All States Quick Answers* for Kleinrock.
- Counseled clients on selecting the appropriate business entity to suit present and future business needs.
- Drafted documents for business operations including contracts, policies, and lease agreements.
- Provided business advisory services including preparation of business plans and projections as well as negotiations, dispute resolution, and document review.
- Facilitated seminars on the legal, tax, and financial aspects of developing a business enterprise.

ERNST & YOUNG, LLP (FORMERLY ARTHUR ANDERSEN, LLP) — McLean, VA
Tax Associate – Mergers & Acquisitions/Real Estate — September 2001 – April 2004

- Supported partners in structuring corporate reorganizations, mergers, and acquisitions.
- Conducted research and drafted memoranda regarding partnership taxation pursuant to Subchapter K.
- Analyzed shifts in ownership of corporate clients to determine the application of I.R.C. § 382.