

"The ultimate power to change is and has always beenin the heads, hands, and the hearts of the educators who work in the schools." —Sirotnik and Clark, 1988

District of Columbia Public Charter School Board Charter School Application Submitted by: One World Public Charter School March 3, 2014

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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 One World Public Charter School Name of Entity Applying for Charter Status One World Public Charter School Kimberley A. Yates, Ph.D. Contact Person Address Daytime Telephone Fax 1 E-mail Name of Person Authorized to Negotiate Kimberley A. Yates, Ph.D. (Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.) Authorized Signature Proposed Start Date August 20, 2015 Proposed Year 1 Budget \$1,670,350 **Start Up Information** Starting Age/Grade Highest Age/Grade Total Number of Year Students/ **Enrollment Ceiling** 14 yrs/8<sup>th</sup> One 10 yrs/5<sup>th</sup> 100 Two 10 yrs/5<sup>th</sup> 14 yrs/8th 150 10 yrs/5<sup>th</sup> 14 yrs/8th Capacity 300 Proposed Location of School (address or area of city): To be determined Name of Educational Service Provider (if applicable): \_\_\_

### Location of school: To be determined

Names of Organizations Involved in Planning (if applicable): NA

Name of Educational Service Provider (if applicable): NA

Type of Application (	Check	One)	)
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□ Conversion of Existing Public School □ Conversion of Existing Private School **X New** School

If conversion, name the school being converted: 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

#### ONE WORLD PUBLIC CHARTER SCHOOL EXECUTIVE SUMMARY

One World Public Charter School will admit one hundred 5<sup>th</sup> - 8<sup>th</sup> grade students from all wards of the District Columbia starting Fall 2015. The mission of the School is to develop critical and creative students who address global social, economic, and environmental conditions via artistic expression and rigorous academic discourse. We will equip our students with the necessary skills to be competitive in their educational careers and to perform at the highest levels on the global educational stage. This academic pursuit will strengthen their creative sensibilities in their drive for innovation and social equity. One World Public Charter School graduates will be inspired to define their futures based on high expectations of academic and artistic performance. The mission is embodied in the acronym E.A.R.T.H as a sign post for who our graduates will be:

E: Environment: Our students will actively advocate environmental issues concerning sustainability and practice eco-friendly living. The students will examine ecosystems and, more specifically, their own connections with their immediate environment so that as a community, we all nurture a sense of stewardship for future generations. At the curricular level, the Science and the Health and Wellness programs will be developed to center on sustainability and our interaction with the environment. The facilities and school operations will also reflect environmental ecofriendly practices from examining and using alternative energy sources, to recycling, to developing paperless systems that minimize the carbon blueprint. A: Arts: Our students will cultivate self-expression, self-discipline, and creativity. The integration of arts will be evident at various levels to promote artistic expression, creative and critical thinking skills, and innovation. The 21st century is rapidly requiring skills to address shifts not only in technology but in the human condition on a global scale. Arts provide an aesthetic lens that is particularly insightful and engaging for students, through which they can identify, articulate, and address these shifts and, in turn, create generative possibilities. Arts drive and produce an authentic dialogue that both comes from and motivates creativity and innovation. Whether in a Humanities course, a science lab, or an arts clinic of music, the students will be equipped, empowered, and expected to express meaningful conclusions with complex analyses.

R: Rigor and Reflection: Our students will practice a holistic worldview that promotes self-insight and engagement with the global community. Both the instructional methodology and the classroom design will provide students with the inspiration and the interdisciplinary opportunities to explore and articulate the interconnections between content, self, community, and the world. Rigor will exist in the development and delivery of authentic and relevant curricula.

T: Technology: Our students will be fluent in 21st century technological skills in order to maximize the exchange of ideas and to be the innovators of the 21st century. Students will use various technologies for research, analysis, innovation, project delivery, and global outreach. Faculty and the Leadership Team will use technology to support multiple strands from communicating student performance to parents, to distance learning opportunities, to showcasing variations of project modality from web design to interactive Passion Projects. H: Home Integration: Our students will be accountable to family, school, community, and world by maintaining academic excellence and by upholding their responsibility to service learning and community enrichment. The School's practice of 'home integration' is based on the premise that student achievement will increase by the School valuing family insight and contribution, increasing parental accountability, and working with families to understand the data in the student's learning profile and thereby implement the individualized learning plans.

#### **SCHOOL VISION**

One World Public Charter School graduates will challenge and elevate their communities and the global platform through creativity, innovation, and academic excellence.

#### SCHOOL CULTURE

One World Public Charter school will reflect the demographic transformation of Washington, D.C. as well as the global trajectory of its diverse population. The establishment of One World Public Charter School will be groundbreaking from its cultural identity to its new learning model of integrating academic and artistic skills. Arts will pervade core content delivery and overall school programming to stimulate creative inquiry, independent thinking, and a love of learning. In addition to the performance component of the afternoon art clinics, the learning environment will, for example, orchestrate mathematics with music, incorporate poetry in history, and intersect filmmaking with science. This interdisciplinary approach engenders opportunities for students to maximize their creative potential through authentic learning experiences that promote higher order thinking.

#### SCHOOL PHILOSOPHY

One World Public Charter School's philosophy is based on three interconnected components. Firstly, students will become self-reliant, self-directed, self-assessing learners by clearly understanding and investing in the School's standards and expectations. Secondly, parents will be able to assume a greater role in their child's learning by thoroughly understanding the multifaceted data assessment that marks their child's growth. Finally, teachers, administrators, and board members will develop and monitor school policies and practices in the interests of the students by having access to multifaceted assessment data of student learning. To live these interconnections, the School will function on the three pillars of Howard Gardner's theory of 1) multiple intelligence, 2) cooperative learning, and 3) data driven instruction.

- 1. One World Public Charter School will adopt Psychologist and Harvard Professor of Neuroscience, Dr. Gardner's theory of Multiple Intelligence on the premise that the result of celebrating individuality in the learning process is active student engagement in his or her own learning so that each is able to demonstrate a measurable increase in academic performance and learning outcomes.
- 2. His theory of Cooperative Learning consists five basic elements: positive interdependence, individual and group accountability, interpersonal and small group skills, face-to-face promotive interaction, and group processing. Cooperative Learning, therefore, is key as a defining characteristic of *One World Public Charter School* because we seek to create an educational environment that stimulates inquiry and problem-solving.
- 3. Grounded in his theory of Data Driven Instruction, *One World Public Charter School* will conduct a series of internal diagnostic assessments within the first month of the school year to create Individualized Learning Plans (ILPs) which will actively inform individual, cooperative group, and whole class learning reports for the success of every child. The internal and external diagnostic assessment data will inform curricula alignment and pedagogical practices to nurture the diverse learning styles of *One World Public Charter School* students.

#### A. EDUCATIONAL PLAN

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

"It is time for teachers as impassioned moral change agents to fight for the positive preconditions that will shape the profession for the next era; an era in which the learning of teachers will become inextricably bound.... to the learning of those they teach."

-Michael Fullan & Andy Hargreaves, What's Worth Fighting for in Your School?

We, in the 21st century, are witnessing and experiencing the repercussions of a shifting paradigm in the use of natural resources, in socio economic conditions, in the environment, and in education. This generation of youth is adversely affected by a range of social challenges and by the lack of investment in education. For the children, this leads to inner frustrations as well as a general sense of disenfranchisement. In order to intervene, *One World Public Charter School* will create a model environment that interconnects schools, families, and communities to launch a visionary future for young students and set them on the path toward achieving their dreams. In these years of development during adolescence, students must learn discipline, inquiry, ethical principles, and career possibilities. Therefore, this is a critical juncture in a child's life that determines her or his moral fabric and character.

#### a. Mission and Philosophy

The mission of *One World Public Charter School* is to develop critical and creative students who address global social, economic, and environmental conditions via artistic expression and rigorous academic discourse.

Twenty-first century education *must* be defined by interconnectedness, which motivates learning and nurtures positive change through rigorous dialogue, reflection, and action. The mission is embodied in the acronym **E.A.R.T.H** by developing graduates that will be:

E: Environment: Our students will actively advocate environmental issues concerning sustainability and practice eco-friendly living. The students will examine ecosystems and, more specifically, their own connections with their immediate environment so that as a community, we all nurture a sense of stewardship for future generations. At the curricular level, the Science and the Health and Wellness programs will be developed to center on sustainability and our interaction with the environment. The facilities and school operations will also reflect environmental ecofriendly practices from examining and using alternative energy sources, to recycling, to developing paperless systems that minimize the carbon blueprint.

A: Arts: Our students will cultivate self-expression, self-discipline, and creativity. The integration of arts will be evident at various levels to promote artistic expression, creative and critical thinking skills, and innovation. The 21st century is rapidly requiring skills to address shifts not only in technology but in the human condition on a global scale. Arts provide an aesthetic lens that is particularly insightful and engaging for students, through which they can identify, articulate, and address these shifts and, in turn, create generative possibilities. Arts drive and produce an authentic dialogue that

both comes from and motivates creativity and innovation. Whether in a Humanities course, a science lab, or an arts clinic of music, the students will be equipped, empowered, and expected to express meaningful conclusions with complex analyses.

- R: Rigor and Reflection: Our students will practice a holistic worldview that promotes self-insight and engagement with the global community. Both the instructional methodology and the classroom design will provide students with the inspiration and the interdisciplinary opportunities to explore and articulate the interconnections between content, self, community, and the world. Rigor will exist in the development and delivery of authentic and relevant curricula.
- T: Technology: Our students will be fluent in 21st century technological skills in order to maximize the exchange of ideas and to be the innovators of the 21st century. Students will use various technologies for research, analysis, innovation, project delivery, and global outreach. Faculty and the Leadership Team will use technology to support multiple strands from communicating student performance to parents, to distance learning opportunities, to showcasing variations of project modality from web design to interactive Passion Projects.
- H: Home Integration: Our students will be accountable to family, school, community, and world by maintaining academic excellence and by upholding their responsibility to service learning and community enrichment. The School's practice of 'home integration' is based on the premise that student achievement will increase by the School valuing family insight and contribution, increasing parental accountability, and working with families to understand the data in the student's learning profile and thereby implement the individualized learning plans.

One World Public Charter School's philosophy is that the way to develop students as critical and creative thinkers is through a holistic approach to learning that is centered on Howard Gardner's theory of 1) multiple intelligence, 2) cooperative learning, and 3) data driven instruction. What defines and separates One World PCS is the pervasiveness of the arts throughout the curriculum to develop the creativity necessary for addressing 21st century paradigm shifts, as well as home integration and the individualization of instruction, both driven by the Individualized Learning Plan (ILP). This holistic approach is structured to benefit all students, particularly English language learners and those with disabilities. An internal diagnostic assessment model will inform instructional methodology and identify individualized learning needs in order to maximize academic performance. The ILPs will create a cumulative profile for all students and provide diagnostic data in the following areas: reading, writing, numeracy, oral expression skills, learning style, standardized diagnostic information, and behavioral information.

Additionally, One World PCS will educate its students beyond the classroom by providing them with travel and service opportunities that will allow students to see learning as a lifelong continuum they will use to improve the human social condition. As global citizens and emerging scholars, our students will study and experience World Literature, History, Languages, Humanities, Math, Science, and Arts to expand their perspectives and cultivate cultural awareness. Ultimately, One World PCS will establish an environment of creative inquiry that fuels learning outcomes by approaching education as limitless versus limiting.

### **Enrollment Projections**

The table below identifies the enrollment targets for each age/grade level for the first five years of operation. Classes are based on 25 students per class, and 10% of the yearly enrollment is projected for limited or non-English speaking students and Students with Exceptional Needs.

Academic Years	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Enrollment	100	150	200	250	300
Targets					
Students per	25-5 <sup>th</sup>	50-5 <sup>th</sup>	75-5th	75-5 <sup>th</sup>	75-5 <sup>th</sup>
Grades					
	25-6 <sup>th</sup>	50-6th	50 <b>-</b> 6th	75-6th	75-6th
	25-7 <sup>th</sup>	25-7th	50-7th	50-7th	75 <b>-</b> 7th
	25-8 <sup>th</sup>	25-8 <sup>th</sup>	25-8 <sup>th</sup>	50-8 <sup>th</sup>	75-8 <sup>th</sup>

## **Staffing Plan Projections**

Staffing	Year One	Year Two	Year Three	Year Four	Year Five
<b>Executive Director</b>	1	1	1	1	1
Head Of School	1	1	1	1	1
Vice Principal	1	1	1	1	1
Arts Director	1	1	1	1	1
<b>Business Manager</b>	1	1	1	1	1
Special Education Director	1	1	1	1	1
Learning Specialist	0	1	1	1	1
Instructional Staff	5	7	9	10	11
Languages	1(PT)	1	1	2	2
ELL Teacher	1	1	1	1	1
Admin Assistant	1	1	1	1	1
Security Guard	0	1	1	1	1
School Psychologist (PT)	0	0	0	1	1
Artists (PT)	4	6	8	10	12
Lunch Staff (PT)	0	1	1	2	2
School Nurse (PT)	0	0	0	1	1
Data Specialist (PT)	1	1	1	1	1
Custodial Assistant (PT)	1	1	1	2	2
FT	12	17	19	21	22
PT	7	7	11	17	19
No salaried	1	1	1	1	1

#### b. Needs of the Target Student Population

One World Public Charter School will admit 100 students in grades 5<sup>th</sup>-8<sup>th</sup> grades from Washington, D.C. and will increase to a full capacity of 300 students by year 5. In compliance with the District of Columbia Public School System, the School will serve all scholars without discrimination based on race, color, marital status, national origin, national ancestry, sex, age, religion, disability, or sexual orientation, as well as any other basis protected by federal, state, or local law or ordinance. One World Public Charter's School target student population will reflect the social, economic, and cultural diversity of Washington, D.C. from Title One recipients who receive free and reduced lunches, to newly arrived immigrants, to middle class families who are looking for affordable alternative educational programs. It is estimated that one-tenth of the prospective student population will be special needs students who receive less than 20 hours of inclusionary service.

The feeder elementary schools for *One World PCS* will be: Latin American Montessori Bilingual, Potomac Lighthouse PCS, Two Rivers PCS, Inspired Teaching PCS, Yu Ying, and Washington Latin. *One World PCS*'s mission and philosophy will address a need in the District for a high performing middle school by providing a global curriculum, highly qualified leaders and teachers, and a 21st century educational framework.

The Office of the Deputy Mayor for Education commissioned the Public Policy and Research Department of IFF to conduct an analysis of public and charter school quality in relation to the geography and demographics of the District of Columbia. Published in January 2012, the report finds in its analysis of middle schools, sixth to eighth grades, the. The findings were as follows:

- The commute pattern shows that several Tier 1 charter schools draw students from lower need neighborhoods to higher priority neighborhood clusters—reversing the District trend of students from high-priority neighborhood clusters contributing to overcrowding in schools in low-priority neighborhood clusters.
- Of the twenty Tier 1 schools serving students in grades 6-8 (sixteen charter and four public schools), only five passed AYP threshold.
- While the data showed a two percent improvement slope in math district-wide, there was, unfortunately, a negative one percent declining slope in reading.
- In reading, the percent of students testing at or above grade level has remained flat with 45 percent in 2007, a peak of 54 percent in 2009 and a decline to 46 percent in 2011. 1

Further, the report found that in the 2010-2011 academic year "[m]ost of the overcrowded schools are Tier 1 DCPS schools, predominantly in the northwest." While the specificity of neighborhood is central to the findings, what is even clearer is that this overcrowding evidences the District's general need for top performing schools. In its recommendations, the IFF states directly that increasing "performing seats is paramount." One World Public Charter

<sup>&</sup>lt;sup>1</sup> "Quality Schools: Every Child, Every School, Every Neighborhood – An analysis of school location and performance in Washington, DC," Commissioned by Mayor Vincent C. Gray (January 2012): 33, accessed 15 September 2012, <a href="http://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/IFF">http://dme.dc.gov/sites/default/files/dc/sites/dme/publication/attachments/IFF</a> Final Report.pdf.

<sup>&</sup>lt;sup>2</sup> Ibid., 6.

School intends to draw students from all wards and reverse these negative trends in company with the charter schools and public schools that are producing these increases in proficiency.

The achievement gap between public schools in the District's poorest neighborhoods and those in its most affluent areas has narrowed slightly in some instances but continues to be extensive. Based on the 2012-2013 School Performance Reports:

Overall, charter school proficiency rates were the highest since the administration of the DC CAS seven years ago, with students posting 58.6% in math and 53.0% in reading, up by 3.9 percentage points in both subjects. Charter school proficiency rates have climbed every year of the DC CAS. Charter school 2013 DC CAS results were above the state proficiency averages of 53.0% in math and 49.5% in reading.

The report highlights other, more specific upward trends as well, including a "nearly 14-percentage point jump in reading, improving from 30.9% proficiency to 44.7%" for English language learners; a "more than 3 percentage point" increase for "economically disadvantaged students" who "improved by to 48.4% in reading, 6.4 percentage points above the state average of 42.0%"; "gains of nearly 3 percentage points to 21.4% in reading" for special education students, as well as a "5.0 percentage point" increase in math to 29.7%. As indicated by its title, the report is celebrating these "impressive gains" because "[r]acial and ethnic subgroups saw increases and are now above 50% proficiency in reading and math for the first time."<sup>3</sup>

While these increases are certainly noteworthy, these percentages still indicate that nearly 50% of the District's Black and Latino students in public and charter schools are not proficient in math and reading and that there is much work yet to be done. The demographics of the city are changing, but many of the District's residences continue to live in a poverty that adversely affects learning and literacy:

Nearly 1 out of 5 of D.C. residents lives at or below the poverty level. This represents an increase of nearly one-third since 1999–2000. In 2005, the D.C. poverty rate was 19.8%—the 3<sup>rd</sup> highest of any jurisdiction in the nation. D.C. has the highest rate of children in poverty of any jurisdiction in the U.S. 33% of D.C. Poverty is linked to numerous social problems that affect the entire community. Rates of poor health, violence, low school performance and teen parenthood are all higher in neighborhoods with high poverty levels. <sup>4</sup>

Combined with the poverty statistics and the impact poverty has on education, we can conclude that since the need to increase performing seats is paramount, and that Tier 1 schools are overcrowded, there is a space and a demand for *One World PCS* – its mission, its vision, its innovations, and its leadership.

<sup>&</sup>lt;sup>3</sup> "Charter School 2013 DC CAS Scores Show Impressive Gains," District of Columbia Public Charter School Board, News Room, released 30 July 2013, <a href="http://www.DC PCSB.org/News-Room.aspx?id=380">http://www.DC PCSB.org/News-Room.aspx?id=380</a>.

<sup>&</sup>lt;sup>4</sup> "Poverty in Washington DC," So Others My Eat, November 2006, accessed 15 Februáry 214, www.some.org/docs/Poverty%20in%20DC.pdf.

#### c. Educational Focus

The focus of *One World Public Charter School* will be the educational delivery model that highlights the individuality of each student through the ILP and arts in order to develop students' intellect and creativity. Both the ILP and arts will drive school-wide programmatic decisions and inform instruction, which will also be guided the School's mission and international best teaching practices. Instruction will support high student performance by stimulating critical thinking skills that will in turn elevate classroom discourse that engenders connections to domestic and world events. Cross-curricular connections and culturally relevant curricula will provide the framework for developing higher order thinking skills. This model of integration and connection will provide students with opportunities for service learning, international travel and exploration, and artistic presentations.

The educational philosophy, curricula, and instructional methodology of *One World Public Charter School* will address the repercussions of a shifting paradigm in the use of natural resources, in socio economic conditions, in the environment, and in education that mark 21st century challenges, particularly regarding interconnectedness versus disconnection. Preparing students to be global citizens requires that *One World PCS* foster multiple levels of interconnectedness, including an examination of one's local community and its connection to the world. This does not mean, however, that as educators we subsume individuality. To the contrary, One World PCS aims to emphasize a sense of connection through the development of independent critical thinkers who challenge ideas and engage rigorous classroom dialogue verses compliant students. A 21st century approach to education, therefore, honors the individual and celebrates inquiry- based learning and innovation.

One of the greatest impediments to the provision of a meaningful education is not a lack of good programs, or innovation, or good teachers, but a lack of up to date perspectives. Old world-views have not only out lived their usefulness; they are detrimental to further progress. 21st century education needs a more holistic world-view. We need a leaner centered education system built on explicit assumptions of connectedness, wholeness and being.<sup>5</sup>

The critical attributes of 21st century education are integrated and interdisciplinary curricula that acknowledge the connection of all learning and works toward the wholeness of each scholar.

The holistic approach of an integrated curriculum provides students the opportunity for a deeper understanding of content which increases retention and ownership. A distinctive attribute of *One World PCS* is the allotment of time for co-teaching and planning so that integrated and interdisciplinary planning is evident in the delivery model. Humanities and Language teachers have designated planning time together as do the Math and Science teachers. Since writing is emphasized across subjects, the writing teacher is streamlined into both planning sessions to ensure that scholars are increasingly able to articulate sophisticated and complex critical thinking in keeping with the School's mission. Because the Leadership Team will engage an aggressive clinical observation schedule, weekly co-planning meetings

<sup>&</sup>lt;sup>5</sup> "Section 5: A 21st Century World-View: Connectedness, Wholeness and Being," *Why holistic Education* ..., Holistic Education Network of Tasmania, Australia, accessed 10 February 2014, <a href="http://hent.org/why/section\_5.htm">http://hent.org/why/section\_5.htm</a>

will be enhanced by the Leadership Team's ability to cross-pollinate feedback. The Leadership Team can provide insightful feedback and guidance regarding tighter delivery of an integrated curriculum by bringing to the table how, for example, math teachers might be delivering particular content in relation to what Science teachers are doing.

#### The Individualized Learning Plan and Arts Integration

During the first week of new student orientation in August, all students will engage in a series of internal assessments for the development of the Individualized Learning Plans (ILP). The assessment data will create a learning profile that will produce individual, group, and whole class learning reports that will support multiple intelligence classrooms and cooperative learning instructional methodology and that will target students for remediation and higher achievers. The Measures of Academic Progress (MAP), Myers-Briggs Indicator Test, and Learning Style Inventories will be used for the following purposes.

#### Measures of Academic Progress (MAP):

- Fully adaptive tests that produce a true measure of student growth and achievement
- Student growth that can be measured over time from kindergarten to high school
- Aggregated Data that meets the needs of decision makers at all levels
- Create instructional groupings, determine place, predict proficiency on high stakes tests and more

#### Myers-Briggs Indicator Test:

Used to identify learning preferences and educational implications

### Learning Style Inventories:

 Used to evaluate the student's general skills at processing information, perceptual responses, orientations and preferences, and written language skills

We will then use the Myers-Briggs and the Learning Style Inventories to align students with Howard Garner's Multiple Intelligence Indicators to best support and structure a young scholar's maximum learning in a multiple intelligence classroom.

Multiple I n t e l l i g e n c e s G r i d <b>Activities Geared Towards</b> :  Should Allow Students To:					
Linguistic Intelligence	read, write, discuss -				
Logistic Intelligence	solve problems, identify patterns				
Kinesthetic Intelligence	use hands and body, play a physical game				
Musical Intelligence	recognize sounds, tone, & rhythm				
Visual/Spatial Intelligence	illustrate, read maps, charts, graphs, etc.				
Interpersonal Intelligence	collaborate in groups, play games, sharing, etc.				
Intrapersonal Intelligence	self assess, keep a journal, critically analyze				
Naturalistic Intelligence	explore outside activities; plant gardens, environmental study				

The ILP will also include an arts narrative. During this two week period in August, scholars will engage in a series of art clinics that will assess oral and artistic expression skills in music, visual arts, dance, and theater. Instructors from the selected department will write a narrative based on instructional observational anecdotes, student proficiency of expression, and technical competency.

In addition to these internal measures, the ILP will include the results of external assessments, such as the DC CAS, which has "been designed to measure the academic proficiency of students in the District of Columbia relative to their mastery of the DC Content Standards. These tests are aligned to the approved English Language Arts, Mathematics, Science, and Health standards of the District of Columbia."

One World Public Charter School will contribute significantly to the field of education in general and more specifically to education in the District by combining Howard Gardner's multiple intelligence model with an analysis of artistic expression into the data of the ILP.

A sample schedule of the new student orientation below demonstrates the integration of the internal assessment, orientation objectives, and arts integration.

1st Week of Assessment Sample Schedule

OWPCS Orientation	Day 1	Day 2	Day 3/Day 4	Day 5
Schedule 8:00-12:00am	Orientation led by Leadership Team: Mission and Vision, Code of Conduct, Instructional methodology and pedagogy  Core Content and Art Teacher introductions and subject performance expectations	Internal Assessments:  Sample Math DC CAS Sample Reading DC CAS Sample Writing DC CAS Spanish proficiency inventories written and verbal	Internal Assessment: learning inventories, multiple intelligence inventories, Myers Briggs, social emotional inventories and conferences	Full Class Schedule
1:00-3:00	Core Content Classes	Core Content classes	Core Content classes	Core Content classes
3:00-4:30	Art Clinics	Art Clinics	Art Clinics	Art Clinics

The learning inventory will inform teachers about students' learning styles to better accommodate students. In addition, a sample ILP exemplifies the integration of diagnostic data, social emotional narratives, and art clinic observations. Perhaps the most innovative use of the ILP is its function as the basis of home integration: Instructional Staff and the Leadership Team will conduct home visits to carefully review the ILP and provide recommendations to fully support learning.

One World Public Charter School teachers and administrators will provide school and at-home counseling to discuss each student's ILP. Once families have a holistic understanding of the child's strengths, academic challenges, social emotional goals, and learning recommendations, they will be better equipped to support their learning and ultimately their academic success. Parents will receive information on family-based activities, sites, and community resources that increase literacy, vocabulary acquisition, qualitative and quantitative skills, and artistic expression. For example, parents might be advised on how to create better study environments at home, how to receive assistance with procuring technology, free health clinics that discuss wellness and nutrition, and scholarships for arts programs. This type of information sharing during home visits will provide families a more individualized plan that supports not only their child but the overall vision of the School to empower families and communities. Below is an example of the learning style inventory to be used as one part of the internal assessment.

## One World Public Charter School Learning Style Inventory Sample

- 1. If I have to learn how to do something, I learn best when I:
- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.
- 2. When I read, I often find that I:
- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.
- 3. When asked to give directions, I:
- (V) See the actual places in my mind as I say them or prefer to draw them. (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them..
- 4. When I write, I:
- (V) Am concerned how neat and well spaced my letters and words appear. (A) Often say the letters and words to myself.
- (K) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.
- 5. I prefer teachers who:
- (V) Use the board or overhead projector while they lecture.
- (A) Talk with a lot of expression.
- (K) Use hands-on activities.
- 6. When trying to concentrate, I have a difficult time when:
- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.
- 7. When solving a problem, I:
- (V) Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

## One World Public Charter School Individualized Learning Plan Sample Page One

Student Name: Jessica Wise Date: August 20th, 2015

#### Diagnostic Assessment Data: Date of Assessments & Score

Date of Measures of Academic Progress (MAP): April 5th, 2014

Score: Physical Science 188 (181-191)

Date of DC CAS: March 4, 2014

Score: Advanced Reading, Basic Math

Date of Myers-Briggs Indicator Test: August 15th, 2015

**Classification:** ENFP

Date of Learning Style Inventories: August 16th, 2015

Classification: Visual

**Howard Garner Multiple Intelligence Indicator:** 

Classification: Visual Spatial Intelligence

#### **Narratives**

#### **Myers-Briggs Narrative**

ENFPs (Extraversion intuition feeling Perceiving) are enthusiastic innovators, always seeing new possibilities in the world around them. Their world is full of possible projects or interests they want to pursue. Imaginative, high-spirited, and ingenious, they are often able to do almost anything that interests them. They are confident, spontaneous, and flexible, and often rely on their ability to improvise. They value home, family, friendships, creativity, and learning.

#### Multiple Intelligence Learning and Techniques Narrative:

As a visual learner, you use images, pictures, color and other visual media to help you learn. Incorporate much imagery into your visualizations. Visualization comes easily to you. This makes sure new material is obvious among all the other visual images you have floating in your head.

- Systems diagrams can help you visualize the links between parts of a system, for example major engine parts or the principle of sailing in equilibrium. Replace words with pictures, and use color to highlight major and minor links.
- The visual journey or story technique helps you memorize content that isn't easy to 'see.' The visual story approach for memorizing procedures is a good example of this.
- Peg words and events come easily to you; however, you need to spend some time learning at least the first ten peg words. Afterwards, your ability to visualize helps you peg content quickly.
- The swish technique for changing behaviors also works well for you, as it relies on visualization.

## One World Public Charter School Individualized Learning Plan Sample Page Two

#### Arts Narrative: Dance Teacher

Jessica shows focus when completing the cardio warm up. She was able to explain the movement, i.e. the purpose of what part of the body is being worked and the health value. When the choreography became more difficult, however, the teacher needed to use close proximity to make corrections. Jessica demonstrates difficulty at a certain skill level due to physical ability. However after having the choreography repeated, she was able to be more confident in her kinesthetic ability.

## Social-Emotional Short & Long Term Goal Narrative:

Jessica describes herself in three words: loyal, caring, and driven. Her shortcomings are her hyper-competitiveness, giving up when work becomes challenging, and talking in class. She lives with her mom and her two younger siblings. She has been exposed to some trauma and has felt withdrawn since her best friend passed.

Short Term social emotional goal: Jessica will ask for help when work is confusing. Long term social emotional goal: Jessica will be more diligent when work gets challenging in all of her classes.

## **Home Integration Narrative:**

**Behavioral Strengths:** Jessica is skillful in dealing with people and often has remarkable insight into the possibilities open to others. She looks for the potential in others and then helps them develop that potential. She is good at expressing appreciation and giving support. She values harmony and goodwill; she likes to please others; and she will adapt to others' needs and wishes when possible. She values family, friendship, and learning.

Behavioral challenges and recommendations: When dealing with the trauma, encourage her to use her creativity as a therapy, i.e. photo collages or painting. Speak to her concerning her social emotional goals on problem-solving options and how to deal with academic challenges. More specifically, remind her that she should ask for help. In her dance class, her frustration reflected her reaction to more challenging physical work, which is also evident in her social emotional self-reflection. Therefore, at home reinforce the idea of resilience and persistence during family time and continue to encourage her to talk to friends and family members about goals.

Recommendations for study support in class and at home: Jessica should use color and graphic organizers to assist with spatial organization. Use mind maps. Use color and pictures in place of text, wherever possible. When she is not using a computer, make sure she has at least four different color pens. In addition, use visual reinforcements for studying math concepts in order to address her Basic math level, i.e. a math glossary with visuals.

## Websites for study support:

**Khanacademy.org**: Use Khan Academy for additional reinforcement using technology integration with math concepts.

Eduplace.com: for graphic organizers

Mindtools.com: additional reinforcement for note taking and creating mind maps

The implementation of ILPs will define learning environments, instructional methodology, professional development, student support services, behavioral policy, and overall school culture. Based on the school-wide ILP data, the Leadership Team will be able to make programmatic decisions regarding additional remediation, wrap around services, afterschool tutoring, or establishing partnerships with organizations that provide additional out of school enrichment. Trends such as exposure to domestic violence or a large percentage of students coming from single parent families will determine focus class objectives as well as professional development for instructional staff targeted at supporting social emotional growth. The analysis of the social emotional narratives of students will provide school-wide targets and support systems amongst peers to address both short and long term goals. The cumulative ILP data will be a living component of the school culture as it is regularly analyzed and discussed at the leadership level — in data analysis meetings, with instructional staff during cooperative planning, with parents during home visits and weekly outreach, and amongst students during focus class.

The Diagram below, "How Student Performance Data May be Used by Others," delineates the effects of disseminating data to all stakeholders: it will boost academic performance, affect school-wide curriculum and assessment, and provide a communal approach toward achievement.<sup>6</sup>

School Leaders	<ul> <li>Percentages of students achieving proficiency—by grade, by program, by teacher, by subgroup</li> <li>School report cards</li> <li>Disaggregated longitudinal student-achievement records</li> <li>Attendance data</li> <li>Graduation rates</li> <li>Individual student-performance records</li> </ul>	<ul> <li>Help school community focus on student achievement</li> <li>Focus staff use of time</li> <li>Inform school choice</li> <li>Flag students in need of assistance</li> <li>Make schoolwide curriculum decisions</li> </ul>
Classroom Teachers	<ul> <li>Percentages of student subgroups achieving proficiency</li> <li>Individual student subtest scores</li> <li>School report cards</li> <li>Individual longitudinal student-achievement trends</li> <li>Attendance</li> <li>Student performance in prior and subsequent grades</li> <li>Diagnostic information on students' learning needs</li> </ul>	<ul> <li>Help students focus on achievement</li> <li>Focus staff use of time</li> <li>Flag students in need of assistance</li> <li>Make classroom curriculum decisions</li> <li>Create additional assessment items</li> </ul>
Students and Parents	<ul> <li>Grades on assignments and tests</li> <li>Portfolio work</li> <li>Individual longitudinal achievement record</li> <li>Diagnostic information on students' learning needs</li> <li>School report cards</li> </ul>	<ul> <li>Help students focus on achievement</li> <li>Inform progress against proficiency standards</li> <li>Inform school choice</li> </ul>
Community and Business and Industry	<ul><li>Percentages of students and subgroups achieving proficiency</li><li>School report cards</li></ul>	<ul> <li>Help parents and community to focus on student achievement</li> <li>Provide assistance to needy schools</li> </ul>

<sup>&</sup>lt;sup>6</sup> Palaich, Griffin, & Ploeg, "State education data policies that increase learning and improve accountability," NCREL No. 16 (June 2004)

Data would be implemented at various levels of the school program using the ILP data to inform instruction, home integration, and teacher professional development. Leadership would utilize ILP data to provide school-wide goals of literacy and numeracy as it relates to curriculum. The Leadership Team along with the Data Specialist would meet to discuss how school-wide areas of weakness could be addressed via the curriculum and instruction. If it is identified that students have severe deficiencies with vocabulary acquisition, all content and art teachers would have a dedicated time and would take responsibility for teaching vocabulary. Additionally, during focus class and test preparation, skills such as identifying context clues and understanding prefixes would be explicitly taught. They would identify barriers to student learning, and create and improve solutions to overcome those barriers. Teachers would be supported in professional development training to become reflective practitioners seeking the most effective ways to improve children's learning outcomes. The Leadership Team would establish practices, processes and routines to yield the greatest academic impact – from flagging students for remediation via weekly case studies to establishing focus groups for parents to assist students with basic math skills.

#### Cooperative Learning, Multiple Intelligence Classrooms

One World Public Charter School seeks to promote cooperative learning standards, multiple intelligence classrooms, and Individualized Learning Plans that will provide data to inform instruction. Instruction will be cross curricular, project based, and culturally relevant so that scholars are reflecting on real world, authentic learning experiences as they relate to content. Ultimately, learning will be a multi-leveled, experiential quest for discovery and meaning whereby both the students and teachers learn and grow together.

For example, from the perspective of a *One World PCS* scholar, this might mean encountering an essential question for a unit in Humanities that asks what a particular piece of literature shows about a particular historical moment. The scholar then moves to her Focus class with one of the School Leaders and is asked to think about what reliance on cell phones shows about our contemporary historical moment. In her reflection journal for service learning, she then writes about her time at Martha's Table in response to the question of what the levels of homelessness and poverty tell us about our contemporary concerns as well as our social responsibility. Thus, on multiple levels and in various circumstances, the young scholar is asked to infer how something is a sign of the times, and the intentional interconnected of *One World PCS* planning and programming has led her to consider her role and responsibility as a global citizen.

The STEAM model provides a specific example of a delivery model using a holistic approach. Student research projects will be generated using technology and multimedia in a way that encourages student to work analytically and creatively. Student work will reflect rigorous and real-world content which reinforces their connection to their communities and the world and evidences their own investment in their work. *One World PCS* will incorporate the tenants of the STEAM (Science Technology, Engineering, Arts, and Mathematics) initiative from the Rhode Island School of Design:

STEAM Education aims to bring Functional literacy to all. It promotes bridging the gap between business and educational goals to create a more productive and sustainable global culture based on teamwork. This educational framework is for

all disciplines and types of learners with the goal of being more engaging and naturally successful for all members of any educational system.<sup>7</sup>

This program intersects well with *One World PCS*'s approach of cooperative learning and our mission to integrate the arts to produce creative and critical thinkers and to support innovation. Furthermore, its emphasis on the democratic nature of STEAM as appropriate for all disciplines and types of learners speaks directly to *One World PCS*'s focus on pushing all students, including those with special needs, toward higher learning as reflected in their ILPs and standardized testing. STEAM's integrated approach will further prepare our students to engage with a technologically evolving world and in the long term prepare them for a wide variety of educational and career opportunities.

One World Public Charter School's classrooms will promote active learning. Students will be expected to stretch the understanding of concepts, challenge information, and implement problem solving skills. Socratic seminars are an example of instructional methods that will be utilized to increase students' effectiveness in discussion, explain ideas, and support with evidence. Such discussions require a balance of impassioned questioning and de-personalized, dispassionate discussion. In this particular kind of intellectual pursuit, scholars will be able to support or refute an analytical claim about a piece of literature, defend a scientific finding, and explain the rationale in a mathematical proof. Socratic seminars will also promote research-driven, text-based inquiry, higher Blooms Taxonomy analysis, and student-centered dialogue. Paulo Friere, the great Brazilian educator, challenges us to "teach with both our hearts and our minds." Therefore, in order to stimulate this generation, we must consciously make connections to their lives and the greater world, continually examining the impact of content on both their intellect and emotions.

Multiple intelligence classrooms will facilitate rigorous exploratory learning that builds student achievement through collaborative work and active discourse. These classrooms will cater to various learning styles in order to increase retention and deeper levels of understanding. In a Multiple Intelligence classroom, students are divided into learning centers that represent a type of intelligence, such as kinesthetic or linguistic. Instruction is delivered thematically at the beginning of the lesson, and then students transition into these centers where learning can occur in different modalities. This cooperative learning environment will allow students from diverse backgrounds to feel valued, giving them the space to articulate and develop their voices, which is particularly well-suited to English language learners and students with disabilities.

Beyond the multiple intelligence classroom, the learning environment as a whole will reflect the School's mission to promote a well-ordered and safe school climate, achievement for *all* students, and the utilization of technology to maximize learning. Research shows that ecological factors contribute to academic achievement:

<sup>&</sup>lt;sup>7</sup> "STEAM: A Framework for Teaching Across the Disciplines," STEAM Education, 10 January 2014, http://www.steamedu.com/html/steam-about.html.

<sup>&</sup>lt;sup>8</sup> Peter Skillen, "The Science of Passion Based Learning," The Construction Zone, Copyright 9 April 2013, accessed 19 January 2014, <a href="http://theconstructionzone.wordpress.com/2013/04/29/the-science-of-passion-based-learning/">http://theconstructionzone.wordpress.com/2013/04/29/the-science-of-passion-based-learning/</a>.

A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6 percent below schools in fair condition and 11 percent below schools in excellent condition. (Building Conditions, Parental Involvement and Student Achievement in the D.C. Public School System, Maureen M. Edwards, Georgetown University, 1992).9

One World PCS's learning environment itself will reflect literacy rich standards, critical thinking, and Blooms Taxonomy skills. One World PCS facilities and classrooms will reflect all elements of the School's E.A.R.T.H. mission.

E: Environment: The facilities and classrooms will be fitted with recycled furnishings made and/or acquired through community partnerships. The permanent building itself will use innovative green technologies, such as alternative energy sources and outdoor spaces to collect and filter rain water. The building will be constructed using recycled and sustainable materials, like viable demolition debris. Students will actively recycle materials, both through the City's collection and through their art projects.

A: Arts: The integration of arts will be visible in the building's layout with therapeutic spaces such as listening centers for the support and strengthening of language and reading skills, as well as an arts therapy room for re-focusing students. These are spaces that also mark *One World PCS*'s forward thinking vision for Special Needs students.

R: Reflection and Rigor: On display throughout the facility will be student work, both academic and artistic, that exemplifies high standards, school-wide academic and non-academic goals, honor roll lists, and interactive mobile art exhibits. In this culture and environment that celebrates achievement, rigor, and reflection, students are then able to work in an atmosphere free from oppressive behavior where dialogue becomes rigorous and reflective.

**T: Technology**: Technology integration will be evident with mobile computer labs and smart boards accessible to all students that promote literacy and reflection. It will also be These spaces will develop students' ability to reflect and have interpersonal discussions which will further develop communication and problem- solving skills.

H: Home integration: Home integration kiosks will be stationed in the School which will allow parents to access ILP information, online parent workshops, and community information.

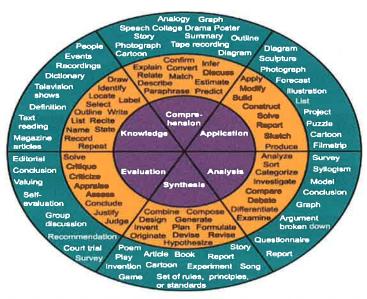
**Instruction and Planning** 

The development of the School's curricula will incorporate the seven survival skills for the 21<sup>st</sup> century advocated by Tony Wagner in his work, *The Global Achievement Gap*: 1) critical thinking and problem solving, 2) collaboration across networks and leading by influence, 3)

<sup>&</sup>lt;sup>9</sup> "Inadequate School Facilities Impact on Student Learning," Iowa Association of School Board, Copyright 2014, accessed 10 February 2014, <a href="http://www.ia-sb.org/SchoolFacilities.aspx?id=562">http://www.ia-sb.org/SchoolFacilities.aspx?id=562</a>.

agility and adaptability, 4) initiative and entrepreneurialism, 5) effective oral and written communication, 6) accessing and analyzing information, and 7) curiosity and imagination. <sup>10</sup> Based on the accessibility of information in the age of technology, students must be equipped to analyze sites for reliability and synthesize data with greater fluency. Forum for discussion are not only confined to the classroom but happen on social networks and international networks. Our students must have the necessary skills not only navigate their own communities but these vast, technological global networks. Thus, within the context of a 21st century global platform, instruction will provide opportunities for students to express themselves in various modalities. By creating interdisciplinary dialogue learning will be more meaningful which intrigues students' academic and artistic interests. The integration of project based learning will foster inquiry and creativity. Students will produce filmstrips, poetry, editorials engaging and challenging educational discourse versus merely regurgitating facts. Project based learning provides increased student autonomy as their work is student-centered and driven versus teacher-centered. This approach promotes lifelong learning and enables the teacher to have multiple assessments of student understanding.

One World Public Charter School is an inclusive learning community that celebrates individuality. Differentiated instruction will be the foundation that provides adaption and spiraling of instruction to address students' learning curves and differences. Instruction will vary in pacing, content, and flexible grouping in order to cater to diverse learners. Addressing the needs of the entire student population, One World Public Charter School's instructional model will position a Content Specialist in every classroom along with a Learning Specialist. This model will provide inclusionary services for special needs students, additional expertise on best instructional practices, and collaborative planning sessions which will support delivery and differentiation of the curriculum and instruction.



Bloom's Taxonomy Wheel is a visual representation of how teachers can design lessons and projects by presenting ideas and concepts at various levels to meet the needs of diverse learners. Similar to dividing students into multiple intelligence centers, a teacher can divide the classroom into the six levels of complexity: comprehension, application, analysis, synthesis, evaluation, and knowledge. These flexible groupings will provide students the structure to move from simple to more complex understanding of material to increase performance and

depth of understanding. The outer layer of the wheel provides examples of final projects that

<sup>&</sup>lt;sup>10</sup> Wagner, T. "The Global Achievement Gap," accessed 3 September 2012, http://www.tonywagner.com/resources/the-global-achievement-gap.

will reflect a student's higher order mastery of content demonstrating both academic and artistic outcomes.

#### **Extended Day and Year**

While DC PCSB reports increases in DC state scores among and Black and Latino students, the larger reality is that the United States as a whole does not rank internationally among the top ten countries for core academic subjects and skills as might be expected given its relative wealth and standing in the global arena. A 2010 Huffington Post article, "U.S. Falls in World Education Rankings, Rated 'Average'" reported that according to the "three-yearly Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) Report," which "compares the knowledge and skills of 15-year-olds in seventy countries around the world," the United States ranked "14th out of 34 OECD countries for reading skills, 17th for science and a below-average 25th for mathematics." 11

In order to address the increasing national and international achievement gap and to produce students who are competitive not only in terms of D.C. standards but in terms of the world stage, *One World PCS* will offer an extended day and year program, which increases student achievement on standardized tests, promotes higher graduation rates, minimizes learning loss that occurs during the summers, and increases accessibility to academic support and technology for extended learning opportunities. Overall, the increased contact hours will enable the School to provide in-depth remediation and arts enrichment for students, as well as professional development for the instructional staff, pushing the *One World* community to maximize learning.

The day will run from 8:00 am-4:30pm during an extended year of an additional 302 contact hours plus an additional twenty days for below basic students, and a two-week program of assessment and acculturation in August. This additional time will also enable *One World PCS* to provide students with sports programming to supplement the art clinics and meet health and wellness objectives. In conjunction with local partnerships, *One World PCS* will offer sports twice a week on Tuesdays from 4:30-5:30 and Fridays from 3-4:30.

The program in August will provide the necessary time for *One World PCS* to conduct several in-house assessments that will yield the data for the ILPs, to define school culture, to develop community building skills, and to communicate the assessment analyses to families. These two weeks are crucial for early identification of students in need of remediation and/or wrap around services, as well as the high achievers in need of accelerated programming.

For staff, those two weeks in August will provide time for professional development and training, cooperative planning, and an enculturation of the school philosophy and instructional pedagogy. Therefore, due to the high expectations for cooperative planning, instruction, and the implementation of an integrated curricula, teachers will receive a total of 140 hours of inschool professional development and 302 hours of cooperative planning, in addition to daily

<sup>&</sup>lt;sup>11</sup> "U.S. Falls In World Education Rankings, Rated 'Average'," *The Huffington Post*, Education section, last updated 10 October 2012, <a href="http://www.huffingtonpost.com/2010/12/07/us-falls-in-world-education-rankings\_n\_793185.html">http://www.huffingtonpost.com/2010/12/07/us-falls-in-world-education-rankings\_n\_793185.html</a>.

individual planning. This high concentration of planning and training will produce increased student performance through relevant, engaging, thoughtfully planned instruction.

#### Interconnectedness and Partnerships

Consistent with an ideology and practice of interconnectedness, One World PCS will utilize its local and international partnerships with other educational and artistic institutions to foster learning beyond the parameters of the classroom. The George Washington University (GWU) and One World PCS partnership will provide: 1) professional development courses and/or degrees for our instructional staff; 2) professional cohorts for our instructional staff and GWU's School of Education students to explore real world classroom challenges and current research in the field; 3) potential, highly qualified graduates from GWU to be hired for the One World PCS instructional staff; and 4) One World PCS as a site for GWU's School of Education students to perform field hours.

Integral to our program and the building of the art clinics is the collaboration with Urban Nation Academy and Guerilla Arts, which will expand the students' artistic portfolios, from theory to the professionalism of performance. Building on such partnerships, we look forward to exploring others with, for example, Fab Lab DC, which would give *One World PCS* students the opportunity to experience learning through the real application of science, technology, engineering, and math.

Similar to STEAM's integrated approach, FabLabs provide high tech, fabrication laboratories and community workshops that stimulate innovation, design, and collaboration while also examining business possibilities: "With a focus on life-long learning and emphasis on investigative teamwork, FAB LAB DC provides a range of educational opportunities for people of all ages, including access to the international Fab Lab network and Fab Academy, which extend opportunities for information sharing, research, and broader social impact." Students will appreciate technology not simply for consumption or entertainment but for creation. FabLabs, therefore, promote technological literacy via inventions and project based investigation from using computer aided design programs to global collaborations. FabLab DC has partnerships with MIT and TEDx MidAtlantic who sponsor forums, workshops, and international conferences that are invested in the education of the next generation of inventors.<sup>12</sup>

<sup>12 &</sup>quot;About the MIT Fab Lab project." FABLAB DC, 15 January 2014, http://www.fablabdc.org/about/history/.

#### 2. GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

The Public Charter School Board description of the purpose of the Performance Management Framework is "to provide a fair, complete picture of a school's overall performance using common indicators. The framework will allow the PCSB to evaluate schools in a systematic and fair manner. Schools are measured and earn points in four different categories: student progress over time, student achievement, gateway measures, and leading indicators." <sup>13</sup> In addition to the internal assessments and auditing that will be conducted by the Leadership Team and Board, *One World Public Charter School* will be evaluated under the PMF framework in order to be accountable to our stakeholders for being a high performing Tier 1 school. The PMF framework will be an additional layer of accountability that will provide data for policy and procedures, short and long term institutional goals, and strategic planning. *One World Public Charter School* will be using the PMF in setting student academic achievement. Each indicator is allotted the points as indicated below. A school earns these points based on the overall percentage of students who score proficient or advanced as it relates to the achievement and gateway indicators. Growth is measured using Median Growth Percentile, and two data points for each student is needed. A school receives its Tier ranking based on the total percentage of points possible. <sup>14</sup>

## a. Student Academic Achievement Expectations

As stated by the Public Charter School Board Application mandates;

The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the [elementary/middle, high school, adult education, early childhood, and/or alternative accountability] Performance Management Framework(s) developed by PCSB ("PMF"). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School's academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to §38-1802.04(c)(10).15

<sup>&</sup>lt;sup>13</sup> "Performance Management Framework," DC Public Charter Board website, January 2014, accessed 20 January 2014, <a href="http://www.dcpcsb.org/PCSB-Accountability/Performance-Management-Framework.aspx">http://www.dcpcsb.org/PCSB-Accountability/Performance-Management-Framework.aspx</a>

Public Charter School Board (2012, November 7). Charter Board Releases 2012 Performance Management Framework (PMF) Results and New Parent Guide. Retrieved August 15, 2012, from <a href="http://dcschoolreform.org/content/charter-board-releases-2012-performance-management-framework-pmf-results-and-new-parent-guide">http://dcschoolreform.org/content/charter-board-releases-2012-performance-management-framework-pmf-results-and-new-parent-guide</a>.

<sup>&</sup>lt;sup>15</sup> Public Charter School Board (2012, November 7). Charter Board Releases 2012 Performance Management Framework (PMF) Results and New Parent Guide. Retrieved August 15, 2012, from <a href="http://dcschoolreform.org/content/charter-board-releases-2012-performance-management-framework-pmf-results-and-new-parent-guide">http://dcschoolreform.org/content/charter-board-releases-2012-performance-management-framework-pmf-results-and-new-parent-guide</a>.

PMF Framework: Grades measured: 5th-8th 16

Weight	Indicator	Metric	Weight	Floor	Target
40%	Student	Median Growth Percentile	20%	30.0	70.0
	Progress	- Reading			
		Median Growth Percentile	20%	30.0	70.0
		- Math			
25%	Student	DC-CAS Proficient and	10%	32.3	100.0
	Achievement	Above in Reading			
		DC-CAS Proficient and	10%	39	100.0
		Above in Math			
		DC-CAS Advanced in	2.5%	0.3	25.0
		Reading			
		DC-CAS Advanced in Math	2.5%	0,3	25.0
15%	Gateway	Proficient and Advanced 8th	15%	38.9	100.0
		Grade Math			
20%	Leading	Attendance	10%	82.0	92.0
	Indicators	Reenrollment	10%	60.7	90.0

#### Student Progress (40 points): Academic improvement over time

Student achievement and growth will be measured in each subject area and within each grade span. In addition, growth on DC-CAS Reading and Mathematics over time will be compiled.

## Student Achievement (25 points): Meeting or exceeding academic standards

Student achievement will be based on:

- the results on the state assessment DC CAS for our student population and specifically students with disabilities, measured as percent proficient, percent advanced;
- results on the School's chosen assessment measure, such as NWEA;
- individual student growth on the state assessment and/or the proposed school's chosen assessment measure for students who have taken the DC CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient);
- specific measures of academic proficiency using widely used normed assessments for non-tested grades.

Gateway (15 points): Outcomes in key subjects that predict future educational success
What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? What are specific goals around these? (For example, 90% of 9th graders will have sufficient credits to graduate on time, or 60% of 4th graders will test proficient on the ELA section of the DC CAS.)

<u>Leading Indicators (20 points)</u>: <u>Predictors of future student progress and achievement</u>
95% attendance and re-enrollment rate will demonstrate student and family satisfaction with the school's mission and an investment in increasing student academic performance

<sup>&</sup>lt;sup>16</sup> "2013-2014 Performance Management Framework Guidelines and Technical Guide,' DCPCSB website, January 2014, accessed 10 February 2014, <a href="http://www.dcpcsb.org/data/files/2013-2014%20pmf%20tech%20guide%20.pdf">http://www.dcpcsb.org/data/files/2013-2014%20pmf%20tech%20guide%20.pdf</a>.

In order for One World Public Charter School to accomplish the mission of developing critical and creative students who excel academically as well as artistically target goals will be established by the One World PCS Board. There are (4) academic, (4) non-academic goals, and (7)organizational goals that will be established, monitored, and reviewed by all stakeholders ie DC Public Charter School Board, the school's Board, Leadership and instructional team, parents, and student. The School's Board, focus groups, consultants, parent and student body, along with educators from top performing schools will continuously evaluate goals across the school year. The Leadership Team will conduct a process of rigorous self-assessment by gathering and analyzing information from many areas of reliable data to identify strengths and areas for development. On weekly basis the Leadership will meet to discuss daily operations, strategic planning, evaluation of ILP data, and monitoring of school-wide goals. The team will also conduct focus group meeting with parents, Student Council, instructional staff, and partners to evaluate the overall effectiveness of the operation and direction of the school. The data will provide a baseline from which progress will be measured. The One World Public Charter School's action plan will be substantiated by the data, and the accuracy, rigor and relevance of the self-assessment will determine planning to address the needs and priorities of the School.

There are four stages of this self-assessment process: 1) gathering preliminary data and statistical analysis from the stakeholders' feedback, 2) analyzing data, 3) sharing data with the School's stakeholders, and 4) analyzing the data to identify the priorities for the action plan. The following prompts will serve as the guiding questions toward reviewing and achieving both the Academic and Non-Academic goals:

**Parent Association**: How effective is the quality of teaching in ensuring high quality progress and achievement? How effective is our school in establishing a high quality partnership with parents, other schools and the community? How well does the School help us to help our children learn?

**Board of Directors**: How effective is our school overall in raising student achievement? How effective is our school in providing relevant and appropriate curriculum for all students and grades? What does our monitoring show about teaching and learning? How effective is our school in ensuring high quality achievement for students in all grades?

**Leadership Team**: How effective is our school in creating a high quality learning environment? How is the instructional staff supported to ensure highest performance? How is the mission and vision of the school monitored?

**Instructional Staff**: How effective is our school in ensuring high quality leadership and management? How effective is the professional development programming? Is instructional feedback consistent, reliable, and useful?

All inputs from these discussions will be circulated to all stakeholders, discussed in focus groups, and used as assembly discussion points. These inputs will be triangulated with substantial data, both qualitative and quantitative sources, such as quarterly analyses, surveys, and minutes from focus group meetings, as well as external and internal assessment data. The Leadership Team will be responsible for providing the School's Board and all stakeholders monthly reports on the status of the school self-assessment via Monthly Board reports, Head of

School newsletters, and PTA and Student Council meeting minutes to ensure transparency and accountability.

#### b. Academic Goals

Academic, non-academic, and organizational goals have been developed to reflect the mission of the School. Each goal will include an assessment tool for monitoring and evaluation purposes. Examples of monitoring and evaluation include home visits, case studies, PTA meetings, satisfaction surveys completed by all stakeholders, internal auditing mechanisms, and standardized test scores such as DC CAS. Each goal will have a timeline for review, responsible persons, and an internal and external accountability component either to stakeholders or to the DC Public Charter School Board via school performance reports or monthly Board reporting. Goals will be achieved based on a one to five year framework from the inception of the School to full capacity. Data will be collected and stored by the full-time Data Specialist and analyzed twice a week with the Leadership Team to examine trends, status, and growth. Additionally, data will be available for review by the DC Public Charter School Board and all stakeholders, including the One World PCS Board, instructional staff, parents, and students. In reviewing their data, students with special needs will receive accommodation via inclusionary services from the Learning Specialist. The Special Education Director will assess progress of the special education students based on the Learning Specialist's reports, in terms of their achievement of school-wide academic and non-academic goals, in addition to their individualized education plans goals.

One World PCS founding members believe that by establishing high expectations and increasing ownership and accountability of all stakeholders, school-wide targets can be achieved, and state standards can be exceeded. Many charter schools face issues of low parent attendance to parent teacher conferences and PTA meetings, minimal gains in reading and math, a small percentage of honor roll students, and low teacher retention to name a few. As a result, schools are not functioning at an optimal level, and student success is marginal. Thus, to attain high percentages in areas of parent involvement and student achievement, an aggressive system of self-assessment, monitoring, and evaluation will be the cornerstone of the School's culture. By beginning the school year with an extensive internal assessment plan, home visits, extensive time commitment to clinical observations, post conferencing, and professional development, these goals will be attained. The extended school day, the dedication of an additional 140 hours of professional development hours, and over 302 hours of cooperative planning will maximize the effectiveness of instruction, which will support academic achievement.

Academic and Non-Academic goals will be monitored by the Leadership Team, and monthly reports to the Board will provide a measure of accountability. The instructional staff will provide the baseline data and use the Individualized Learning Plan as the basis for review during parent teacher conferences. The annual goals, such as the completion of Passion Projects upon graduation, DC CCAS assessments, promotion, attendance, and re-reenrollment rates will be reported in internal audits of school performance. In addition, PTA membership, Board attendance, and parent teacher conference attendance rosters will confirm the attainment of goals. The Leadership Team will prepare and submit any additional reporting required by the DC Public Charter School Board.

## ACADEMIC, NON-ACADEMIC, AND ORGANIZATIONAL GOAL TABLES

Academic Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to Parents/ DC PCSB	Special Needs Accommodations: Track and Assess progress After-school work
Goal 1: 100 % completion of Passion Project upon 8th grade graduation:  The independent 8th grade Passion Project will require scholars to take charge of their learning. Students will complete a research project of their choice.	Assigned Advisor  Formal project proposal  Process journal of ideas, information, tasks, and reflections  Scheduled meetings with Staff Advisor  Reflection composition based on process journal  Academic showcase exhibition	Yrs 1-5: Annual formal presentations to Leadership Team and review panel	Collection: Quarterly tasks with deadlines  Quarterly reports provided to parents  Stored: Writing teacher student portfolios  Analyzed: Quarterly review by Leadership Team of reports to identify any students for remediation or additional supports	Final grade matrix and narratives provided to PCSB and parents	sessions with Learning Specialists in research, media, and arts  Dedicated Friday Writing class (1hr) in 8th grade schedule, with Learning Specialist accommodations

Academic Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to Parents/ DC PCSB	Special Needs Accommodations: Track and Assess progress
Goal 2: 99% student promotion:  All One World Public Charter School scholars must demonstrate a strong academic performance before advancing to a higher grade. All scholars must meet the requirements for promotion outlined in the School Handbook. To graduate, scholars must receive a minimum of C- in all core subjects, maintain 90% or higher attendance rate, and complete one hundred hours of community service.	August internal assessment will provide early identification of students in need of remediation.  Home visit to discuss ILP  Biweekly progress reports  Mandatory Friday Academy for academic probation  Weekly Leadership case studies for identification of wrap around services  In-service opportunities built into school year	Yr 1: 95% Yr 2: 95% Yr 3: 96% Yr 4: 97% Yr 5: 98%	Collection: Bi weekly progress reports  Academic probation identification for mandatory Friday Academy  Parent contracts of commitment (School contracts that outline parents' expectations of academic support)  Storage: Data Specialist data base  Analysis: Weekly Leadership Case studies	Biweekly progress reports to parents  Friday Academy Signed parent commitment contracts  Friday Academy attendance roster  DC PCSB Final School performance report	Special Education Coordinator will provide quarterly reports to the Head of School based on ILP objectives and ILP objective mastery.

Academic Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to Parents/ DC PCSB	Special Needs Accommodations: Track and Assess progress
Goal 3: 100% development of Individualized Learning Plans for all students:  One World Public Charter School's Leadership Team in conjunction with the Instructional Staff will complete Individualized Learning Plans for the entire student body. Internal assessments will be conducted to provide individualized student profiles, which will enable data-driven instruction for the school year and will inform parents.	2 week of internal assessment  Data Specialist to provide a school matrix for ILP data  Home visits to discuss ILP with parents and students	Yrs 1-5: 100%	Collection: ILP data base will be developed in the first 2 weeks of school after internal assessments and narratives completed  Storage: ILP database monitored by Data Specialist and updated semi annually  Analysis: Leadership Team and Data Specialist will be having weekly meetings to discuss case studies and trends school-wide for planning	Parents: Individual ILP student information will be accessible to parents via home visits as a well as located on a parent kiosk at school. In addition a school- wide performance report will address academic, non- academic, and organizational goals annually.  DC PCSB: The Leadership Team will provide DC PCSB access to the ILP school database or cumulative reports annually as part of the school performance report	Special Education Coordinator would provide quarterly reports to the Head of School based on ILP objectives and IEP objective mastery

Academic Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to Parents/ DC PCSB	Special Needs Accommodations: Track and Assess progress
Goal 4: 2013 DC CAS averages for proficiency are 58.6% in math and 53.0% in reading.  One World Public Charter School scholars will demonstrate a significant increase in achievement in Math and Reading on the DC CAS test. A minimum of 75% of the student taking the DC CAS will score proficient or above in Reading and Math.	ILP parent conference — home visit  Wednesdays DC CAS mock testing — paper and computer- based via Study Island for individualized remediation  Weekly leadership meeting to review and discuss case studies for students on academic probation to identify wrap around services  Quarterly schoolwide mock testing  Parent workshops on test preparation support  School-wide practices from assemblies, literacy rich environment, lesson plans and HW with sample questions	Yr 1: 5% Yr 2: 5% Yrs 3-5: 10%	Collection: ILP data base will be developed in the first 2 weeks of school after internal assessments and narratives are completed (will include DC CAS test data)  Storage: ILP database monitored by Data Specialist and updated semi-annually  Analysis: Leadership Team and Data Specialist will meet every two weeks to discuss case studies and school-wide trends for planning.	Parents: Individual ILP student information will be accessible to parents via home visits and on-campus parent kiosks.  A school-wide performance report will also address academic, non- academic, and organizational goals annually.  DC PCSB: The Leadership Team will provide DC PCSB access to the ILP school database or annual cumulative reports as part of the school performance report	Special Education Coordinator will provide quarterly reports to the Head of School based on DC CAS performance and accommodations

Academic Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to Parents/ DC PCSB	Special Needs Accommodations: Track and Assess progress
Goal 5:  85% of student population on Honor Roll by the 4th quarter:  One World Public Charter School scholars will be held to a rigorous academic standard. At the end of every quarter, students will be assessed and acknowledged on a visible, academic achievement board, at assembly, on announcements, and on the Honor Roll. Collective Achievement is the standard of the School; therefore, by the end of the fourth quarter, the goal is to have 85% of the student body on Honor Roll.	Initial ILP will inform instruction.  Home visit to discuss ILP with parents and student  Early identification for students in need of remediation  biweekly progress reports  Incentives for honor roll; weekly Assembly acknowledging academic achievement and students modeling the mission; good news calls monthly; monthly Certificates for Achievement; annual field trips and leadership luncheons for parents  International travel top ten scholars	Yr 1: 70% Yr 2: 80% Yrs 3-5: 85%	Collection: Quarterly progress reports will be collected by Data Specialist  Storage: School-wide database and will also be posted in the School  Analysis: Leadership Team and Data Specialist will meet weekly to analyze the progress of the school-wide academic goals	Parents: Honor roll information will be located at a parent kiosk on campus.  They will also receive monthly Head of School Newsletters and will have access to an annual school- wide performance report.  DC PCSB: The Leadership Team will provide DC PCSB access to the ILP school database or annual cumulative reports as part of the school performance report.	Special Education Coordinator will provide quarterly reports to the Head of School based on ILP objectives and IEP objective mastery.  Biweekly progress reports will monitor special needs students' overall academic progress.

Non-academic Goal	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/ stakeholders	Special Needs Accommodations: Track and Assess progress
Goal 1: Attendance and reenrollment rate:  95% attendance and re-enrollment rates will demonstrate student and family satisfaction with the School's mission and an investment in increasing student academic performance.	Daily-monthly attendance reports  SST process to identify students with attendance issues  Monthly incentives by class for attendance  Incentives to families for reenrollment and for new student referrals  Quarterly parent focus meetings to discuss school performance and parent satisfaction  Integration and representation of parents in strategic planning process	Yrs 1-3: 90% Yrs3-5: 95%	Collection: Attendance data will be collected on a daily basis and monitored on a biweekly basis to identify issues of truancy.  Storage: Attendance will be part of the schoolwide database monitoring system (PowerSchool)  Analysis: Leadership Team and Data Specialist will have a weekly meeting to analyze the progress of the school- wide non-academic goals	Parents: Attendance will be reported on the biweekly and quarterly report cards  DC PSCB: Attendance will be available via PowerSchool reports and provided to DCPSCB annually in the school performance report.	Learning Specialist will report to the Special Education Coordinator on attendance and truancy to ensure special needs students have appropriate accommodations for transportation.

Non-Academic Goal	Assessment: Tools of	Timeline	Data (collection, storage, analysis)	Communication to PCSB/	Special Needs Accommodations
	Monitoring and Evaluation		mechanism	stakeholders	: Track and Assess progress
Goal 2: Completion of 100 hours of service learning activities:  One World Public Charter School requires 100 hours of service learning for graduation. These activities align with the mission of the School to improve the quality of life of the student, community, nation, and world.	Service learning opportunities will be built into the School's calendar, class objectives, and curriculum.  Parents will be informed of community based service activities  Each grade will have yearlong service projects 5th: New Orleans 6th: Trinidad & Colombia 7th: China & Philippines 8th: Tanzania, Haiti	Yrs1 -5: 100%	Collection: Focus teachers will monitor class and individual student service learning logs.  Storage: Focus teacher will provide semiannual reports to the Data Specialist.  Analysis: Leadership Team will meet with the Data Specialist to monitor and provide additional programming for service learning partnerships and projects.	Parents: Semi Annual notice on report cards to parents  DC PCSB: The Leadership Team will provide DC PCSB graduation requirement updates regarding community service hours as part of the annual school performance report.	Learning Specialist will report to the Special Education Coordinator concerning community service hours to ensure special needs students are on track for graduation requirements, with accommodation provided as required.

Non-academic Goal	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/ stakeholders	Special Needs Accommodations: Track and Assess progress
Goal 3: 85% student participation in extracurricular activities, clubs and sports:  Students will participate in clubs, consistent with the School's culture of enrichment.	School clubs will be held twice a week during lunch, and sports will be offered on Tuesdays and Fridays.  Participation incentives will be provided by clubs and sports teams.  Student Council will provide the Leadership Team with student feedback via satisfaction surveys, for example.	Yr 1: 75% Yr 2: 80% Yrs 3-5: 85%	Collection: Attendance logs will be taken by the partners running the lunch time clubs.  Storage: Attendance will be stored within the school database system by the Data Specialist.  Analysis: The Leadership Team and the Data Specialist will meet weekly. The Leadership Team will also meet quarterly with student focus groups to discuss student satisfaction.	Parents: At parent teacher conference meetings parents will be informed of their child's participation in sports and clubs.  DC PCSB: The Leadership Team will include data on non-academic goals as part of the School's annual performance report.	At IEP meetings Learning Specialist will report to the team concerning a student's participation in clubs and sports as it relates to social emotional goals.

Non-academic Goal	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/ stakeholders	Special Needs Accommodations: Track and Assess progress
Goal 4: Participation in four community performances: Students will participate in four community performances to develop artistic expression and oratory skills, and to cultivate self-expression and aesthetic literacy.	Students will prepare for the four community performances four days a week during the art clinics. They will build both technical artistic proficiency and performance professionalism.	Yr 1: 3 Performances Yrs 3-5: 4 Performances	Collection: An school arts portfolio will compile both a photography compilation of the preparation and then a film of the final presentation of the four performance  Storage: An school arts portfolios will stored and viewed on the school website  Analysis: Art teachers will provide quarterly report card narratives based on artistic expression and oratory skills to measure self expression and aesthetic literacy	Parents: Parents will invited to all four performances as well as receive quarterly report cards with arts narratives  DC PCSB: The annual report will have an arts report that will document the preparation and the final documentation of performances	Learning Specialist will also provide accommodations during art clinics and report on progress as it relates to IEP goals ex written expression, multi step directions, comprehension skills

Organizational	Assessment: Tools of	Timeline	Data (collection,	Communication to
Goals	Monitoring and		storage, analysis) mechanism	PCSB/stakeholder
	Evaluation			S
Goal 1:	Initial conference of	Yr 1-2: 80%	Collection:	Parents and DC
80% Teacher	Leadership Team to	Yr 3: anticipate a	The business manager	PCSB:
Retention:	define professional	decrease by 5%	will monitor teacher	As part of the annual
	development goals	Yrs 4-5: 80%	retention data.	school performance
Teacher retention is				report and the highly
the corner stone of	Weekly observations and		Stored:	qualified teacher
organizational	post conferencing to		The business manager	mandate, the
stability, parent	provide feedback on		will maintain the	Leadership Team will
satisfaction, and	instruction and		instructional team's	inform DC PCSB and
student performance;	classroom management		personnel files.	parents of staff
therefore, retaining				satisfaction surveys
teachers who support	Monthly professional		Analysis:	and of additional
the mission of the	development geared		In consultation with	certifications earned
School will provide	toward reducing stress		the Business Manager,	by instructional staff.
fortitude and	and burn out and		the Leadership Team	
consistency, and it will	creating a responsive		will evaluate teacher	
establish long-term	productive working		performance and	
positive relationships	environment		satisfaction feedback.	
with students and	-			
families.	Incorporation of			
	instructional staff with			
	360 appraisal and			
	strategic planning			
	Annual satisfaction			
	surveys and focus group			
	meetings			
	DD stimend for additional			
	PD stipend for additional professional development			
	and certification			
	and certification			

# One World Public Charter School

Organizational Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/stakeholders
Goal 2: 90% Parent, Teacher, and Student satisfaction with the School:  In order to maximize stakeholder involvement, we will achieve and report 90% parent, teacher, and student satisfaction.	Annual home visits and quarterly parent- teacher focus group meetings will provide parents and students a forum to provide feedback.  PTA and Student Council will provide additional forums for parents and students to organize concerns and suggestions for institutional improvement to submit to the Leadership Team and the Board.	Yrs 1-2: 80% Yrs 3-5: 90%	Collection: Leadership Team will collect anonymous parent and student satisfaction surveys.  Storage: Leadership Team will store the results of the annual satisfaction surveys.  Analysis: Leadership Team will analyze the satisfaction surveys and use the data to inform school development planning.	Parents and DC PCSB: The annual school performance report will include highlights of the feedback from all stakeholders regarding satisfaction.

Organizational Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/stakeholders
Goal 3: 90% Teacher Certification to meet No Child Left Behind standards of highly qualified teachers:  90% of the instructional staff will have completed all aspects of licensure. The other 10% will either be in active pursuit of certification or will be otherwise highly qualified through higher degrees and/or years of experience and recommendations.	Initial professional development conference with Leadership Team on certification goals and stipend allocation  Establishment of partnership with GWU School of Education for additional courses for our staff's certification and professional development.	Yr1: 80% Yrs2-5: 90%	Collection and Storage: The Business Manager will manage and store instructional staff's personnel file inclusive of licensure and additional certifications.  Analysis: The Leadership Team will conduct individual preliminary PD planning meetings with the instructional staff and meet semiannually to discuss attainment of additional certifications.	Parents and DC PCSB: As part of the annual school performance report and the highly qualified teacher mandate, DC PCSB and parents will be informed of the additional certifications of the instructional staff.

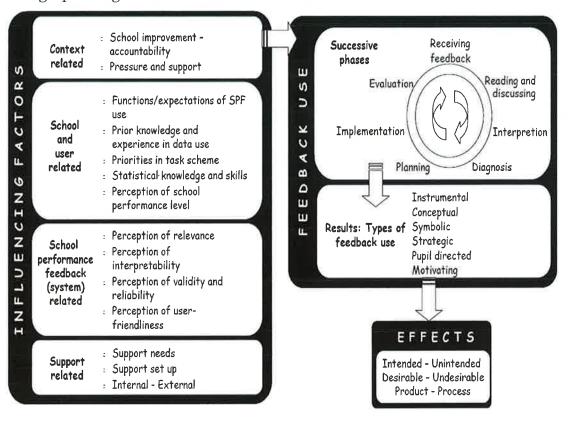
Organizational Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/stakeholders
Goal 4: 90% Participation in Out of School Teacher Professional Development:  All Instructional Staff will use professional development stipends each year of their employment to participate in an out-of- school professional development. In addition, each teacher will have an individualized professional development plan that will be based on clinical observations and current competencies.	Initial professional development conference with Leadership Team on certification goals and stipend allocation  Progress on additional development outside of the institution or during vacation time by the Instructional Staff will be acknowledged on a quarterly basis at weekly PD meetings.	Yr 1: 75% Yr 2: 80% Yrs 3-5: 90%	Collection and Storage: The business manager will manage and store instructional staffs' personnel file inclusive of licensure and additional certifications  Analysis: The Leadership Team will conduct individual preliminary PD planning meetings with the instructional staff an meet semiannual to discuss attainment of additional certifications	Parents and DC PCSB: DC PCSB and parents will be informed of the additional certifications of the instructional staff via the annual school performance report in compliance with the highly qualified teacher mandate.

Organizational Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/stakeholders
Goal 5: 80% Parent attendance to Parent Teacher conferences:  One World Charter Public Charter School will demonstrate over 80% attendance for Parent Teacher conferences to ensure accountability and to support increased students academic performance.	Initial ILP home visit to communicate with parents OWPCS expectations of families per organizational goals and mission  Accommodations made for parents who are unavailable to attend quarterly meetings	Yr 1: 75% Yrs 2-5: 80%	Collection and Storage: PT conference attendance logs will be collected quarterly in addition to phone logs and alternative meetings  Analysis: The Leadership Team will utilize this data as it relates to case studies and academic probation students	Parents: Parents will receive acknowledgment in monthly school newsletters for active participation and PT conference attendance will be rewarded with student incentives  DC PCSB: As part of the annual school performance report PT conference attendance goal will be evident
Goal 6: 90% Board Meeting Attendance The function of the Board is to maximize accountability, utilize resources and expertise, and initiate and monitor strategic planning; therefore, consistency of attendance will demonstrate commitment to all stakeholders and the success of the School.	Board meeting minutes will show active participation and attendees.  In addition Board quorum will be evident at 90% attendance	Yrs 1-5: 90%	Collection and Storage: Board secretary will collect and store minutes and circulate copies to all attendees after monthly meetings  Analysis: The Leadership Team will be responsible for various action items and follow up and accountability will be evident in Leadership reports	Parents Two Parent representatives will be on the OWPCS Board and will serve as a liaison to the PTA and school communities  DC PCSB The OWPCSB Board minutes will be available and a summative report will be attached the annual school performance report

# One World Public Charter School

Organizational Goals	Assessment: Tools of Monitoring and Evaluation	Timeline	Data (collection, storage, analysis) mechanism	Communication to PCSB/stakeholders
Goal 7: 80% PTA Membership:  An active PTA provides a	Initial ILP home visit to communicate with parents OWPCS expectations of families	Yr 1: 75% Yrs 2-5: 80%	Collection and Storage: PTA attendance logs will be collected	Parents: Parents will receive quarterly school newsletters
An active PTA provides a platform for discourse between parents, leadership, and instructional staff, which further supports the success of every scholar and the integrity of the School.	per organizational goals and mission  Accommodations made for parents who are unavailable to attend quarterly PTA meetings  PTA meeting minutes will show active participation and attendees.		quarterly in addition to phone logs and alternative meetings.  Analysis: The Leadership Team will utilize this data as it relates to case studies and academic probation students.	acknowledging active parent participation and PTA attendance. Scholars will be rewarded with incentives.  DC PCSB: PTA meeting attendance goal will be reported in the annual school performance report.

Modelling data use in schools is critical for academic performance, operations and reporting, and strategic planning. Here is one model of data use:



Source: Verhaeghe, G., Vanhoof, J., Valcke, M., & Van Petegem, P. (2009).

Baseline data as well as stakeholders' feedback fuels self-assessment and the strategic planning process. The influencing factors when examining school development such as community perceptions and the level of accessibility of the school performance feedback, can profoundly affect the success of the process. Data needs to be accessible, reliable, and relevant in order for the process of improvement to be engaging and informative. *One World PCS* will use the 360 degree performance appraisal model in order to receive authentic feedback from students, parents, and staff. By making data accessible and having consistent forums to discuss school improvement, the school community will feel a sense of increased ownership and will invest in the process. In addition by providing annual school performance reports that have benchmarks, a monitoring and evaluation framework, and programmatic implications, data will become a living component of the school culture where there is a collective sense of accountability.

#### 3. CHARTER SCHOOL CURRICULUM

#### a. Student Learning Standards

All curriculum course offerings will be aligned to Common Core State Standards and/or DCPS Standards in core subjects. The course are as follows by grade level

	Literature, History, Writing, Math, Science, Health & Wellness, Spanish
6 <sup>th</sup> grade:	Literature, Humanities, Writing, Math, Science, Spanish, Health & Wellness, and
	Test Preparation
7th grade:	Humanities, Writing, Spanish, Life Science, Health & Wellness, and Math
8th grade:	Humanities, Writing, Spanish, Earth Science, Health & Wellness, Mathematics,
	Humanities, and Test Preparation

All subjects will align with the mission of developing critical thinkers who examine global social, political and environmental conditions. All students will take Art Clinics daily.

All students from 5<sup>th</sup>-8<sup>th</sup> grade will also take a "Focus" class twice a week which will be taught by the Leadership Team centered on character building, executive functioning skills, short/long term goals (setting and achieving) based on data, and the development of leadership skills. Mathematics, Literature, and Writing will be offered five times a week. Science will be taught three times a week and will be supported by Health & Wellness twice a week, in addition to physical education offered to all student twice a week. History will be offered three times a week and Languages twice a week in the 5<sup>th</sup> grade. Sixth grade scholars will have Humanities three days a week and Language twice a week. In the 7<sup>th</sup> and 8<sup>th</sup> grades, Humanities will be offered every day. Languages will also be offered every day at this level to increase proficiency and to provide high school placement credits for foreign language. Test Preparation will occur once a week and will incorporate mock testing for standardized tests and general test taking skills development.

One World Public Charter School will provide a curriculum framework with the necessary components to ensure strong alignment between the curriculum resources, Common Core standards, and the mission of the School. Each subject is divided into curriculum units which will be guided by 21st century essential questions that promote critical thinking skills, multiple intelligence activities, formative and summative assessments, and technology integration.

The Common Core standards define the knowledge and skills students should have from kindergarten through grade 12. The standards are that the outcomes are clear, understandable, evidence-based, and consistent, that the coursework include rigorous content and application of knowledge through higher-order skills, that the School builds upon strengths and lessons of current District standards, as informed by other top performing countries, so that all students are prepared to succeed in our global economy and society. <sup>17</sup>

<sup>&</sup>lt;sup>17</sup> National Governors Association Center for Best Practices, Council of Chief State School Officers (2010) accessed 15 July 2012, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>.

The school will ensure that the standards are attainable for English Language Learners (ELL) and students with disabilities via the inclusionary model whereby an ELL and a Learning Specialist will provide services and accommodations outlined in the student's Individualized Education Plan (IEP) and ILP. The premise is that the individualization of data driven instruction will be beneficial to special needs students, ELL, as well as the general education population. Teachers will be able to differentiate instruction based on a student's individual needs – interests, learning styles, and targeted accommodations. In addition the modality of instruction, integration of arts, and the commitment to rigorous academic discourse, *One World PCS* will establish a school culture of continuous learning. The aggressive clinical observation, post conferencing, co-planning, co-teaching, and commitment to ongoing professional development will also support a reflective learning environment for the Instructional Staff. The expertise at the Executive Director level will ensure accountability as well as continuous professional growth of the Leadership Team on a global stage both in the academic and artistic arenas.

#### Common Core standards 5<sup>TH</sup>-8<sup>TH</sup> Grades<sup>18</sup>

#### 5th Grade Mathematics

In Grade 5, instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

5th Grade English Language Arts & Literacy

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the 21st century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

<sup>&</sup>lt;sup>18</sup> National Governors Association Center for Best Practices, Council of Chief State School Officers,(2010). Retrieved July 15, 2012, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>.

#### 5th Grade Science

Scientific Thinking and Inquiry, Science and Technology, Earth Science, Physical Science, and Life Science remain the fundamental principles of this rearticulating. Scientific progress is made by asking relevant questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in this grade, students should have the opportunity to develop their own questions. As part of the scientific process, students should have the opportunity to experiment, investigate, and problem solve and should keep a notebook to record observations. Other activities should be encouraged to develop a sound understanding of content from films to invited speakers in the fields of science and engineering.

#### 6th -8th Grade Mathematics

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

# 6th -8th Grade English Language Arts & Literacy

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K—12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

# Characteristics of the Course Selection and Schedules

- Mathematics, Literature, and Writing classes occur 5 times a week 3 hours per day for 5<sup>th</sup> grade classes
- Science is supported by a Health and Wellness class 2 times a week Health & Wellness
  is a course that addresses Physical Education as well as health and nutrition.
- Humanities classes occur 3 days a week for 6<sup>th</sup> grade and 5 times a week for 7<sup>th</sup> and 8<sup>th</sup>
   Grades
- Language classes occur 2 days a week for 5<sup>th</sup> and 6<sup>th</sup> grades and 5 times a week for 7<sup>th</sup> and 8<sup>th</sup> grades
- Whole school assemblies open and close the week and are student led performances
- Focus class occurs 2 times a week and is taught by the Leadership Team, centering on character building, executive functioning skills, development of short/long term goals based on data, and the development of leadership skills.
- Test preparation is integrated into the weekly schedule
- Leadership Team will lead two days a week Cross Curricula Planning (Math/Science Department, Literature / Humanities / Language Department)
- Writing is infused throughout all classes and therefore writing with will meet with both departments twice a week
- Art clinics are 1 ½ hours four days a week from 3-4:30
- Lunch period is divided in two periods to provide time for mentorship and club activities

- Fridays will be early dismissal at 3:00 pm for both professional development and mandatory academic support for students with below an 80% average as well as sports enrichment
- There are 5 co teaching class opportunities to reinforce interdisciplinary connections

	5 <sup>TH</sup> GRADE CLASS SCHEDULE							
Periods	Times	Monday	Tuesday	Wednesday	Thursday	Friday		
1 <sup>st</sup>	8-8:25	Assembly	Focus	Test Prep	Focus	Assembly		
2 <sup>nd</sup>	8:30-9:30	Literature	Literature	Literature	Literature	Literature		
3 <sup>rd</sup>	9:35-10:35	Science	Health & Wellness	Science	Health & Wellness	Science		
4 <sup>th</sup>	10:40-11:40	Writing	Writing	Writing	Writing	Writing		
5 <sup>th</sup>	11:45-12:45	L	U	N	С	Н		
6 <sup>th</sup>	12:50-1:50	Math	Math	Math	Math	Math		
7 <sup>th</sup>	1:55-2:55	History	Languages	History	Languages	History		
8 <sup>th</sup>	3-4:30	Art Clinic	Art Clinic	Art Clinic	Art Clinic	Early Dismissal/ Professional Development		

6 <sup>th</sup> Grade Class Schedule							
Periods	Times	Monday	Tuesday	Wednesday	Thursday	Friday	
1 <sup>st</sup>	8-8:25	Assembly	Focus	Test Prep	Focus	Assembly	
2 <sup>nd</sup>	8:30-9:30	Humanities	Language	Humanities	Language	Humanities	
3 <sup>rd</sup>	9:35-10:35	Literature	Literature	Literature	Literature	Literature	
4 <sup>th</sup>	10:40-11:40	Math	Math	Math	Math	Math	
5 <sup>th</sup>	11:45-12:45	L	U	N	С	Н	
6 <sup>th</sup>	12:50-1:50	Science	Health & Wellness	Science	Health & Wellness	Science	
7 <sup>th</sup>	1:55-2:55	Writing	Writing	Writing	Writing	Writing	
8 <sup>th</sup>	3-4:30	Art Clinic	Art Clinic	Art Clinic	Art Clinic	Early Dismissal/ Professional Development	

	7 <sup>th</sup> Grade Class Schedule							
Periods	Times	Monday	Tuesday	Wednesday	Thursday	Friday		
1 <sup>st</sup>	8-8:25	Assembly	Focus	Test Prep	Focus	Assembly		
<b>2</b> <sup>nd</sup>	8:30-9:30	Life Science	Health & Wellness	Life Science	Health & Wellness	Life Science		
<b>3</b> <sup>rd</sup>	9:35-10:35	Writing	Writing	Writing	Writing	Writing		
4 <sup>th</sup>	10:40-11:40	Spanish	Spanish	Spanish	Spanish	Spanish		
5 <sup>th</sup>	11:45-12:45	L	U	N	С	Н		
6 <sup>th</sup>	12:50-1:50	Humanities	Humanities	Humanities	Humanities	Humanities		
7 <sup>th</sup>	1:55-2:55	Math	Math	Math	Math	Math		
8 <sup>th</sup>	3-4:30	Art Clinic	Art Clinic	Art Clinic	Art Clinic	Early Dismissal /Professional Development		

	8th Grade Class Schedule							
Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday		
s								
1 <sup>st</sup>	8-8:25	Assembly	Focus	Test Prep	Focus	Assembly		
2 <sup>nd</sup>	8:30-9:30	Writing	Writing	Writing	Writing	Passion		
						Project		
3 <sup>rd</sup>	9:35-10:35	Math	Math	Math	Math	Math		
4 <sup>th</sup>	10:40-11:40	Humanities	Humanities	Humanities	Humanities	Humanities		
5 <sup>th</sup>	11:45-12:45	L	U	N	С	Н		
6 <sup>th</sup>	12:50-1:50	Spanish	Spanish	Spanish	Spanish	Spanish		
7 <sup>th</sup>	1:55-2:55	Earth	Health &	Earth	Health &	Earth		
		Science	Wellness	Science	Wellness	Science		
8 <sup>th</sup>	3-4:30	Art Clinic	Art Clinic	Art Clinic	Art Clinic	Early		
						Dismissal/		
						Professional		
						Developmen		

# **Instructional Staff**

Period	Times	Math	Literature	Writing	Science Health & Wellness	Humanities	Languages
1 <sup>st</sup>	8-8:25	Planning	Planning	Planning	Planning	Planning	Planning
2 <sup>nd</sup>	8:30- 9:30	Planning	5 <sup>th</sup> Grade	8 <sup>th</sup> Grade	7 <sup>th</sup> Grade	6 <sup>th</sup> Grade (M/W/F)	6 <sup>th</sup> grade (T/R) Planning (M/W/F)
3rd	9:35- 10:35	8 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Planning	Co Teaching Writing 7th Grade or Math 8 <sup>th</sup> Grade
4 <sup>th</sup>	10:40- 11:40	6 <sup>th</sup> Grade	Co Teaching Writing 6 <sup>th</sup> Grade	5 <sup>th</sup> Grade	Planning	8 <sup>th</sup> Grade	7 <sup>th</sup> Grade
5 <sup>th</sup>	11:45- 12:45	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
6 <sup>th</sup>	12:50- 1:50	5 <sup>th</sup> Grade	Co Teaching Science 6 <sup>th</sup> Grade	Co Teaching Humanities 7 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>7</b> <sup>th</sup>	1:55- 2:55	7 <sup>th</sup> Grade	Planning	6 <sup>th</sup> Grade Writing	8 <sup>th</sup> Grade	5 <sup>th</sup> History(M/W/F) Planning (T/R)	5 <sup>th</sup> Grade (T/R) Co Teaching 5 <sup>th</sup> Grade (M/W/F)
8 <sup>th</sup>	3-4:30	Math Science Dept Cross Planning Period	Literature/ Humanities Languages Dept Planning Period	Cross Planning Period Both Depts	Math Science Dept Cross Planning Period	Literature/ Humanities / Languages Department Planning Period	Early Dismissal/ PD

# Sample Leadership Schedules

Periods	Times	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup>	8-8:25	Assembly	Focus	Test Prep	Focus	Assembly
<b>⊉</b> nd	8:30- 9:30	Leadership Meeting Planning	Mtg w Data Specialist	Leadership Meetings Case Studies	Mtg w Data Specialist	Leadership Meeting PD
9 <sup>rd</sup>	9:35- 10:35	Parent mtg	Special ED observations	8 <sup>th</sup> Grade Writing Observation	Special ED observations	Parent Mtg
4 <sup>th</sup>	10:40- 11:40	IEP mtgs	IEP mtgs	IEP mtgs	IEP mtgs	IEP mtgs
5 <sup>th</sup>	11:45- 12:45	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
6 <sup>th</sup>	12:50- 1:50	5 <sup>th</sup> Math Observation	Co Teaching Science 6th Grade Observation	Co Teaching Humanities 7th Grade Observation	Special ED observations	Languages 8 <sup>th</sup> Grade Observation
7 <sup>th</sup>	1:55- 2:55	Post conferencing	Post conferencing	Post conferencing	8 <sup>th</sup> Grade Observation	Post conferencing
8 <sup>th</sup>	3-4:30	Math Science Department Cross Planning Period	Literature/ Humanities/ Languages Department Planning Period	Cross Planning Period Both Departments	Math Science Department Cross Planning Period	Early Dismissal/ Professional Development

## **Leadership Team Schedules**

The Head of School will observe all grades and all subjects while the Vice Principal will observe co-teaching classes to ensure the effectiveness of curriculum delivery and instructional methodology. Post conferencing will be conducted during a portion of the teacher's planning periods weekly. The Special Education Director will observe the Learning Specialist's classes to provide feedback on inclusionary services and accommodations. The Leadership Team will be present at IEP meetings in order to ensure compliance with IDEA laws. The Leadership Team will meet three times a week for planning, review of case studies, professional development and strategic planning. In addition, they will meet with the Data Specialist twice a week to review current school performance. To establish school culture, the Leadership Team will lead the assemblies at the beginning and end of each week and will teach Focus classes twice a week. To assist with the development of school climate and maximize teacher planning and down time, lunch duty will be done by the entire Leadership Team in order to monitor student interactions and observe clubs partnerships. Parent office hours will be at the beginning and end of the week as follow up for case studies.

#### b. Resources and Instructional Materials

Based on the educational philosophy, students will be exposed to textbooks, contemporary materials, and technology-based resources that will provide the students access to 21st century discourse. Due to the international scope, students will be exposed to both national and international authors and best teaching practices. Standard-based instruction will be monitored by the Leadership Team, which will give the Instructional Staff assessment data on individual students' reading, writing, and math proficiency in order to inform curricula decisions. The Principal and Assistant Principal will serve as Curriculum Specialist to provide teachers with strategies for alignment, cross curricular mapping, and instructional practices that provide differentiation for diverse learners. The instructional staff will have sufficient opportunities for co-planning to share materials and strategies. Teachers will have bi-weekly co-planning meetings for instructional coaching, to review effectiveness of resources and textbooks, and to receive continuous diagnostic reading, writing, and math assessment data.

#### Literature

One World Public Charter School will use a literature-rich basal program, McDougal Littell's Language of Literature and the accompanying Language Network, as resources for delivering the standards. The McDougal series provides research based techniques and an integrated mobile curriculum from e-textbooks to online resources. The series prepares students for standardized assessments from preparation for argumentative and informational writing to increasing vocabulary acquisition. Reading selections determined by the Curriculum Director will be focused on common themes that will be addressed in all content subjects. In order to increases literary analysis as well as writing skills students will be able articulate connections in order to increase retention and provide a richer learning experience.

Classroom instruction will be centered on collaborative groupings. The scaffolding needs of ELL and special needs students and students who are functioning below grade level will be especially addressed in this structure by providing instructional support. Flexible groupings will provide students the ability to receive remediation or extension activities for more fluent readers. By positioning a Learning Specialist in the classrooms students working below grade-level will benefit from additional scaffolding. When scaffolding reading, a teacher could provide variations of text from simple to complex, frontload vocabulary, and make medications to the writing assignment to assess comprehension. Conversely, cooperative groups comprising student who scores at or near Proficient level will be able to go further in their work via extension activities and advanced reading. In order to develop critical thinking skills, students must be guided from reading information for fact and opinions to higher order thinking such as inferences and implications. Individualized Learning Plans will inform the instructional staff and Learning Specialist in the areas of need. This will allow for greater support and re-teaching possibilities.

The Literature course will reflect the mission of the school by providing a global representation of authors and texts. Literature will be complemented with music, poetry, theater, and film. For example the partnership with the Guerilla Arts LLC will implement the Hip Hop Educational Literacy Program (H.E.L.P) which provides educational materials that engage reluctant readers through relevant content. By linking literacy to arts in all core subjects, which is then reinforced in the afternoon during art clinics, students will value literacy as a vehicle for self-expression, reflection, and activism.

Literacy will also be celebrated whereby students would be acknowledged during assemblies by the Leadership Team as 'reading revolutionaries' based on school-wide reading challenges. In addition authors and illustrators would be invited to encourage students to read and write and become self-published. The library would be the center of the school. Parents would have access to the library as well as teachers to encourage the mission of being lifelong learners. The selection of books is an effort to expand the students' awareness of literature as well socio economic, political, and cultural texts. Students will be exposed to the following novels, autobiographies, and fictional books in the classroom and available in the library to encourage additional reading.

- *The Shakespeare Stealer* by Gary Blackwood.
- Before We Were Free by Julia Alvarez
- Around the World in 80 Days by Jules Verne
- Animal Farm by George Orwell
- The House on Mango Street by Sandra Cisneros
- Just Give Me a Cool Drink of Water by Maya Angelou
- The Diary of a Young Girl by Anne Frank
- To Kill a Mockingbird by Harper Lee
- The Talking Earth by Jean Craighead George
- Things Fall Apart by Chinua Achebe

# Writing

Literacy Circles will be established as a tool for addressing the Common Core State Standards. In literacy circles small groups will be given various texts to discuss in depth. The discussions will be guided by students' responses to what they have read. These discussions will engage critical thinking and reflection. The teacher can also provide prompts to the discussion and use written or artistic responses as part of the assessment. The circles stimulate independent thinking, insightful questioning, and the use of context as evidence to support an argument. The selection of literature will represent various genres as models of writing — from theater, poetry, short stories, and novels. From George Orwell to Chinua Achebe students would examine literature as it relates to history, identity, and current issues of disenfranchisement, which would also function as the topics for their writing. These concepts will then resonate in their history classes as related to the development of social structures, and in science as connected to the endangerment of ecosystems. By creating these cross curricula links, the concepts become more cohesive and provide opportunities for a deeper understanding.

Due to the co planning with the Literature and Writing teachers, writing workshops will provide both formal and informal responses to reading comprehension. By layering instructions students will have a more in depth understanding of the text as well as the opportunity to articulate higher Blooms Taxonomy skills. In addition students will be taught explicit skills on the mechanics of writing, vocabulary, grammar, and spelling in the lower grades. Furthermore, students will be celebrated on their dedication to their personal writing goals as 'writing revolutionaries' whereby selections must span all continents in order to address global issues.

Students will have literacy Block 2 hours a day of Literature and Writing Workshops for a total of 120 minutes a day. The Literature Block will expose students to a global platform of ideas that are in alignment with the mission of the school. The School will also have a dedicated library with a variety of literature to promote continued vocabulary acquisition which would

translate into the writing workshops in the classroom. Partnerships with various business, community activists, and artists would provide donations to supply the library and create an environment that promotes literacy.

#### **Mathematics**

One World Public Charter School mathematics curricula will be based on a cooperative model whereby students solve problems and increase understanding of new concepts while working in teams. A comprehensive research review conducted by Johns Hopkins University School of Education's Center for Research and Reform in Education found that the most effective programs for improving math achievement focused on daily teaching practices and found cooperative learning as one of the most effective approaches for secondary math. <sup>19</sup> Mathematics is a course that requires an understanding of terminology and therefore instruction must unpack the language associated with the course. Math instruction will be guided and supported but will ultimately reinforce the independent scholar. Instruction in math class is standard based and follows the curriculum to ensure that higher level students (who scored at, above. Or near Proficient level on the DCCAS) are successful and that lower level students (who scored at or near the Below Basic level) are not kept from focusing on grade level content because of remedial needs. Unit plans and pacing guides will be addressed with the Instructional Staff and the Leadership Team support. A daily math study hall will be provided for work on prerequisite elementary skills that need to be retaught.

Math class will be five days a week for one hour per day and cross curricula connections will be made with science in order to reinforce skills. Saxon Mathematics will be the textbook to address the standards however real life project activities will reinforce key concepts. Saxon mathematics for grades K–12 is based on the teaching principles of incremental development, continual practice and review, and cumulative assessment. The Saxon Math programs deliver the following to help students master the grade-level standards by <sup>20</sup>

- giving students time to learn and practice skills throughout the year;
- developing higher-order thinking;
- helping students to become more confident problem solvers;
- focusing directly on math and eliminating distracters;
- integrating manipulatives for hands-on learning experiences.

Complete and parallel support for special education students

- Adapted lessons give students with learning difficulties the help they need
- Supports integration into mainstream classroom activities
- It can be integrated into inclusion classrooms, pullout programs, or self-contained resource classrooms

<sup>&</sup>lt;sup>19</sup> "Professional Development Key to Math Schools," Johns Hopkins study December 2008, accessed February 12 2014, <a href="http://education.jhu.edu/newsroom/articles/professional-development-key-to-math-scores.html">http://education.jhu.edu/newsroom/articles/professional-development-key-to-math-scores.html</a>.

<sup>&</sup>lt;sup>20</sup> Saxon Math, Houghton Mifflin Harcourt, accessed August 13, 2012, <a href="http://www.hmhco.com/shop/education-curriculum/math/saxon-math">http://www.hmhco.com/shop/education-curriculum/math/saxon-math</a>.

In addition to the Saxon Math program, teachers will address areas of remediation based on the ILP data. Small group instruction with the Learning Specialist will provided addition support and clarification of concepts. Hands on activities and technology integration will also provide independent learning opportunities to increase students' proficiency. Many lessons can be learned by local top performing states such as Massachusetts as well as programs abroad in Asia and in Finland in the approach to math and science. Mathematics education in Asia supports cooperative teaching, teaching to students' strengths, researching contemporary global methods of instruction. *One World PCS* instructional staff will have a substantial amount of time dedicated to co planning and will receive feedback on instruction on a weekly basis. Steven Leinwand, Alan Ginsburg Published in: American Institutes for Research, funded by the U.S. Department of Education stated

Higher expectations for achievement and greater exposure to more difficult and complex mathematics are among the major difference between Hong Kong, home of the world's top-performing 4th grade math students, and Massachusetts, which is the highest scoring state on the U.S. National Assessment of Education Progress (NAEP), according to a report by the American Institutes for Research (AIR). <sup>21</sup>

The school culture is based on the concept of rigor. The success of middle school students in high school and beyond is based on theses critical years of development. The approach of rote learning in math is antiquated in a digital 21st century world because it does engage or motivate students. Math needs to be taught in groups, utilizing virtual classrooms on the internet, and the development of reasoning skills with real world application.

#### Science

Since One World Public Charter School's mission has a global context, examining certain countries methodology and pedagogy can provide additional examples of international best practices. In an article called The Children Must Play by Samuel E Abrams, he describes

The Finnish approach to pedagogy is also distinct. Students in grades one through nine spend from four to eleven periods each week taking classes in art, music, cooking, carpentry, metalwork, and textiles. These classes provide natural venues for learning math and science, nurture critical cooperative skills, and implicitly cultivates respect for people who make their living working with their hands.<sup>22</sup>

Therefore by creating cross curricula connections between math and science and then reinforcing concepts during the 1 hour ½ art clinics in the afternoon students will increase competencies in these subjects. Weekly Labs will also provide hands on application of concepts and provide foundation skills for group projects and the participation in local Science Fairs. In addition community partnerships with Tiger Woods Learning Center, Upward Bound Math

<sup>&</sup>lt;sup>21</sup>Steven Leinwand and Alan Ginsburg, "Measuring Up: How the Highest Performing State (Massachusetts) Compares to the Highest Performing Country (Hong Kong) in Grade 3 Mathematics," copyright 2009 April, accessed 20 September 2012, <a href="http://hub.mspnet.org/index.cfm/18028">http://hub.mspnet.org/index.cfm/18028</a>.

<sup>&</sup>lt;sup>22</sup> S Abrams, "The Children Must Play," Copyright 28 January, accessed 20 September 2012, http://www.newrepublic.com/article/politics/82329/education-reform-Finland-US.

and Science Program, and NASA will provide students with additional resources for exploratory learning.

The science curricula will be inquiry based to enhance student's analytical and reasoning skills via investigation and experimentation. Following the mission of the School, science will combine environmental activism as well as focus on health and wellness. Students will also study the unique ecosystems that develop in urban environments and how land use in cities impacts the organisms that live there. Students will have opportunities to explore various habitat and life forms as well as man's impact on the environment. The Health and Wellness course will happen twice a week to address issues of nutrition, physical development, and all the aspects of wellness including physical, emotional, social, mental, cultural and environmental wellness. Students will take courses in traditional martial arts, as well as Capoeira, and South African boot dance to address the importance of developing and maintaining a healthy lifestyle as well mental discipline.

# History

The goal of the History curriculum is to help create historically literate and well informed students who have understanding of how history has impacted their current existence. The course will provide students the ability to use the lens of the past to develop essential questions concerning power, identity, freedom and security, and culture. Students will use various forms of historical evidence from primary to secondary sources, interviews by historians, documentaries, music and art to further provide a window into the past. Students will participate in exploratory activities that utilize the countless resources within Washington to the East Coast corridor whereby museums, libraries, and historical sites will be part of their extended classroom. The Houghton Mifflin Series for 5th grade, and McDougal Littell's World History and World Cultures and Geography series for grades 6-7, and McDougal Littell's Creating America series for grade 8th. In addition to provide an additional international component students will utilize Caribbean a text by Dr Arthur Lewin to address issues of the Diaspora. The curricula will be guided by theses essential questions;

- How do institutions within a society gain and use power?
- How do political systems manage and share power among its members?
- What is the relationship between economic systems and political systems?
- How do political systems shape economic and social systems?
- How are political systems shaped by economic and social systems?
- How did democratic systems develop out of autocratic systems?

These questions will span the study of U.S. History, Ancient History, World Cultures, and contemporary events. As students contribute to discourse from their school to community to the world through applied service learning both locally and internationally, linked in particular to the history curriculum, students will begin to understand their own value, self-concept, and sense of accountability. In addition, each grade level will be assigned a performance-based project for which they will conduct research and create a product that will benefit a particular region, people, cause, etc from building housing in New Orleans, to planting trees in low income neighborhoods in Washington DC, to helping Habitat for Humanity abroad.

# Foreign Languages

In an effort to equip our students to be competitive on an international platform *One World Public Charter School* will offer Spanish. Spanish has been chosen as the leading languages extending locally as well as in the United States as a result of increasing migration of Latin Americans in the United States. Student will study Spanish twice a week for one hour in 5<sup>th</sup> and 6<sup>th</sup> grades and then it will increase to 5 times a week in 7<sup>th</sup> and 8<sup>th</sup> grades. We will be expecting fluency in this language over the four year period. Students will receive instruction in vocabulary, basic conversations, grammar, as well as introduction to writers like Neruda, Isabel Allende, Gabriel Garcia Marquez to name a few. They will participate in cultural enrichment presentations, excursions, and the 8<sup>th</sup> grade will culminate in an abroad trip for a true immersion experience. Student will not only be exposed to the cultural modalities of Latinos in the Americas, but they will be actively engaged in the communities of the Nation's Capital from service learning to artistic opportunities.

Chinese will also be offered twice a week as enrichment because it is a language for the 21st century. From the Yu Ying PCS's educational philosophy the research states that

Chinese is spoken by one in five people on the planet. As our economic connections to China strengthen and our political destinies become more intertwined, Chinese is increasingly being identified as an important international language. In 2005, the National Security Language Initiative designated Chinese as a "critical need" language. <sup>23</sup>

Students will be exposed to Chinese twice a week for 1 hour. They will be introduced to the language via vocabulary, conversation, and character writing as well as its rich culture. They will explore the history, literature, dance, theater arts, and music from the continent in order to extend their learning challenges of the 21st century. We will also provide students with martial arts training in order to accelerate their kinesthetic understanding of Asian culture.

#### Humanities

The aim of the Humanities course is to integrate students' thinking regarding the social sciences. Because literature is written and published in a specific historical moment, it provides insight about that particular moment even if it is written about a different time period. It will still show predominant concerns, writing styles, and innovations of any given period. History and Literature are often coupled because both are about stories, how those stories are told, and which stories prove to endure over time. History is itself the study of time and the change over time.

Modeled after University level American Studies courses, the Humanities program will not rely on a specific textbook but will be organized for primary sources to be at the center of analysis. So, for example, in a text like Achebe's *Things Fall Apart* would likely be read in the context of global liberation struggles of the 1950s and 1960s. It might be read in conjunction with newspaper articles written in the United States that review the novel. It might be read in conjunction with African literature of the early 1960s or the writings of activists in that time.

<sup>&</sup>lt;sup>23</sup> Washington Yu Ying. Retrieved September 20, 2012, from http://washingtonyuying.org/

The Humanities course approaches all cultural texts as sources for historical analysis. A central American "text" like the early propaganda film, *Birth of a Nation*, could be taught in an 8th grade classroom in conjunction with the documentary *Reconstruction: The Second Civil War*, and excerpts from Thomas Dixon's *The Clansmen*. This comparison could happen in the context of a study of the United States during Reconstruction, a study of the birth of Hollywood, and a study of American literature. In this particular example, students would be studying one of the first blockbuster Hollywood films, an historical documentary, and a novel. The discussions would not only address content connections and divergences but also the effect of the genre on the author's theme.

Because primary sources and cultural texts are at the center of the Humanities course, the Curriculum Coordinator will carefully map the programs. As a university field of study, it could be useful for the teacher to consult sites like the Gilder Lehrman Institute for the Study of American History, as well as various Smithsonian websites. These are sites that often include lesson plans that can function either as materials for a teacher or as inspiration for course development. The Humanities program is itself an enactment of One World PCS's approach of integration and interconnectedness and will be an innovative addition to a Middle School curriculum.

## **Test Preparation and Focus Class**

Focus Classes will occur twice a week which will provide the students opportunities to reflect on their academic development, social emotional goals, executive functioning skills, and leadership potential. This class will be taught by the Leadership Team in order to model the skills required to provide solutions for the 21st century. One World Public Charter School understands that study skills are the foundation for academic success, and that middle school years are the most significant time to introduce and reinforce these skills. Furthermore, students will be tracking their progress using their Individualized Learning Plans as well as reexamining their learning styles. One component of Focus class will be study skills development ie notes taking, test taking, executive functioning skills, and efficient time management. Study Island's is a technology integration program targeted to Common Core Standards Mastery and DC-CAS Preparation. It will be an extension activity in Focus class to ensure students receive quality academic support and practice. Study Island provides; practice, review, and reinforcement of the DC Learning Standard while providing instant feedback and built-in remediation to ensure differentiated and targeted support.<sup>24</sup>

The second aspect that is integral to class is character development. Students will be able to the monitoring social emotional short and long term goal consistent with academic projections. Discussion will be centered on character reshaping as it relates to discipline, integrity, and compassion. The introduction of service learning and the community to the community will be a theme of the class with project based activities for reinforcement. Student will investigate local partnership to complete their 100 hours of service prior to graduation and share their experience in an open environment. The class will remain with their advisor for 2 years in order to promote the development of self-awareness self-management while developing a long standing trusting relationship with their leadership advisor.

<sup>&</sup>lt;sup>24</sup> "DC CAS Preparation," Study Island, Copyright 2014, accessed 11 January 2014, http://www.studyisland.com/dc/middle-school/dc-cas-preparation.

#### **Art Clinics**

The mission of the *One World Public Charter school* is to develop students who have the capacity to engage their artistic abilities for innovation. Students will be engaged in art clinics four days a week for 1 1/2 hours per day which will be led by local and national artists. Washington DC gas produced great artists and had a demographic that captures a diverse global population which will be represented at *One World PCS*. Washington DC is ever changing and our school will position itself as an essential part of this exciting future by providing a program that is dynamic both academically as well as artistically. The classes that will be provided will be within four art departments: dance, theater, visual arts, and music. The importance of arts was described in the Sidwell Friends "2005 Challenge" Long –Range Priorities drafted in November 2011 as

The pace at which knowledge is advancing and establishing practices are being challenged make the role of arts in making sense of the human condition more relevant than ever before, allowing us to connect our imaginations to our common human experience through the universal language provided us by the arts. The arts cultivate self-expression, self-discipline, teamwork, creativity, and aesthetic literacy-qualities that will prepare out students to adapt more ably to rapid social and technological changes in the 21st century.

The art clinics will be student selected and mixed grade levels in order to provide students with a sense ownership to their learning. When students select their electives they become invested and motivated to learn. The art clinics will a vehicle by which students can maximize their creativity and express their emotional intelligence. This model of academic and artistic development reflects the changes in society where artist and engineers for example create innovation.

The Arts departments at One World PCS will provide training for students who want to develop their creativity as well as prepare for a career in the arts. Students will be exposed to artist who has pursued a professional career in the arts via traditional and nontraditional pathways. Students will be able to perform, publish, and exhibit their art locally, virtually, and internationally. Art clinics will expose students to history, compositions, classical training, and theory. The level of commitment and dedication that art clinics will demand will be comparable to a math and science course due to the level of discipline required from memorization of lines, research, projects, to performance. Students will participate in four community performance as part of the organization goals to increase community involvement and service. In addition the art departments will produce; weekly assemblies, 1 street theater demonstration, two fundraisers, and one outreach program abroad. The Music department will offer drumming, piano, guitar, and voice. The Visual Arts department will offer painting, graffiti art, textile design, and digital art. The Dance department will offer ballet, modern, jazz, and Capoeira. The Theater Arts department: script writing, set design, and costume design.

<sup>&</sup>lt;sup>25</sup> "Long-Range Priorities," Sidwell Friends Archives, November 2011, accessed 3 January 2014, <a href="http://www.sidwell.edu/about\_sfs/long-range-priorities/index.aspx">http://www.sidwell.edu/about\_sfs/long-range-priorities/index.aspx</a>.

# Curriculum Development May 2014-August 2015

## May 2014

Development of Curriculum Framework Alignment with Common Core Standards Description of the related content / objectives

#### June 2014

Development of Curriculum Maps
Sequence and pacing guide which aligns to the objectives
Instructional strategies inclusive of any distinctive pedagogy

## July 2014

Identification of Discreet skills or concepts required prior to this learning Identification of Instructional materials/ textbooks

#### August 2014

Development of Formative/ summative assessments Development of Multiple Intelligence framework Alignment

#### September 2014

Alignment with School Mission and Philosophy Identification of Extension Activities, curriculum based field Trips, and Family Links Development of Arts Curriculum

## November 2014

Identification of International Best Teaching Practices Completion of the School's Educational Pedagogy and Instructional Methodology Completion of Curriculum Development

#### December 2014-February 2015

Identification of Technology Integration plan, software, and infrastructure, to enhance curriculum delivery

#### March-April 2015

Development of Technology infrastructure to support maintenance and transmittal of academic and non-academic performance data

#### May- June 2015

Curriculum presentations to as part of marketing strategy

# July 2015

Finalization of Professional Development Workshops

#### August 2015

Training of Instructional Staff

#### c. Methods of Instruction:

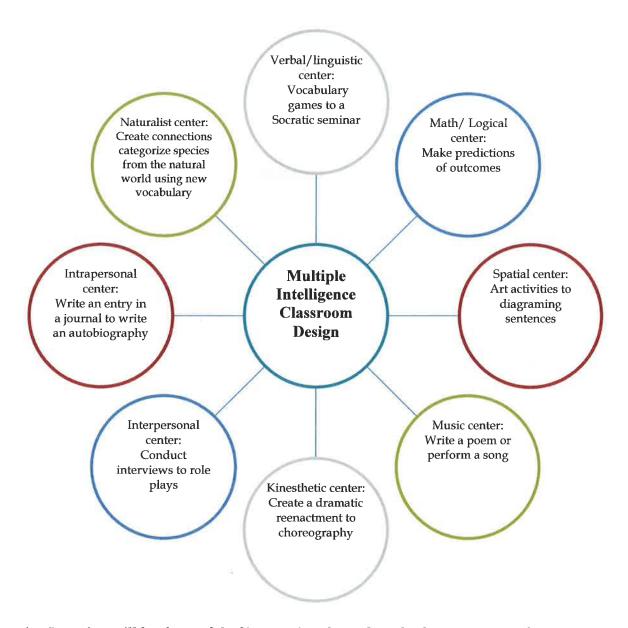
It has been shown that Direct Instruction is a style of teaching hat is not compatible to the contemporary mind frame of the children of the 21st century. Ninety-eight percent of children cannot process using auditory skills and therefore cannot retain information by simply listening. Students have short attention spans, social emotional issues, and poor auditory skills and as result behaviors will manifest within the classroom like high levels of distractibility. Students' exposure to pop media, video games, and changing life environments cause increased distractibility and feelings of disillusionment with education. The methods of instruction such as student centered cooperative groups, differentiation, and teaching to students learning styles will be utilized based on the school's Educational philosophy of using multiple intelligence based classrooms that cater to diverse learners. The Individualized Learning Plans will provide the framework of data to address their needs of the anticipated student population. Teachers will be trained and observed on a weekly basis to meet these challenges. Their training will include; whole-brain learning techniques will be taught during professional development to integrate the synthetic and imaginative brain skills with the analytical and language skills. Simple strategies will be used to maximize the whole brain to improve learning and performance skills." 26

Student learning inventories will be referenced as the basis to parallel scope of work as well as additional data driven instruction techniques. For example if a classroom has a substantial amount of visual learners, the teacher would conduct the lesson with visual reinforcements from Venn Diagrams to mind maps. The methods and systems teachers will use to provide instruction to meet the needs of all students will be via the Multiple Intelligence Model, Cooperative Learning, and a Successful Inclusionary Model. The Multiple Intelligence Model impacts learning via three components Curriculum, Instruction, and Assessment.

Curriculum: Traditional schooling heavily favors the verbal-linguistic and logical-mathematical intelligences. Gardner suggests a more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education. Instruction: Gardner advocates instructional methods that appeal to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, storytelling, and so on.

Assessment: This theory calls for assessment methods that take into account the diversity of intelligences, as we as self-assessment tools that help students understand their intelligences.<sup>27</sup>

<sup>&</sup>lt;sup>26</sup> Holistic Education Network, Education with an Holistic Perspective..., accessed 2 February 2012, <a href="www.hent.org">www.hent.org</a>. Theory of multiple intelligences," copyright 27 August 2012, accessed January 24 2014, <a href="http://en.wikipedia.org/wiki/Theory of multiple intelligences">http://en.wikipedia.org/wiki/Theory of multiple intelligences</a>.



Cooperative Learning will be the model of instruction throughout both core content classes as well as art clinics. This method of learning develops the whole student and establishes an ethos in the classroom that creates connections between content and peer relationships. This model stimulates in depth learning, active dialogue, and benefits the group over individualistic needs. Cooperative groups can be identified using the ILP data whereby learning can be exploratory via similar methodologies of learning. Johnson , Johnson & Houbec stated in an article called Cooperation and Competition, 1991 that Cooperative Learning promotes: higher achievement and increased retention, More frequent higher-level reasoning, deeper-level understanding, and critical thinking, greater achievement motivation and intrinsic motivation to learn, greater social competencies, more positive attitude toward subject areas, learning, and school.<sup>28</sup>

Johnson, D, "Cooperative Learning Two heads learn better than one," copyright 1988, accessed 10 September 2012, <a href="http://www.context.org/iclib/ic18/johnson/">http://www.context.org/iclib/ic18/johnson/</a>.

Successful Inclusion will be the foundation by which special education services as well as ELL services are provided. Based on the premise that the school's mission will promote individualization and interconnectedness, the academic needs of all students will be assessed and monitored regularly. While appropriate structures will be carefully provided to maximize the learning potential the most challenged. With the support of the Learning Specialist and ELL specialist in the classroom and the pre and post collaborative planning with the content specialist, the instructional teams will have research based methodology to address the diverse student population. Teachers will develop therapeutic milieus within the classroom by creating safe dialogue that addresses social emotional needs of the students. Clearly defined behavior management system will be supported school-wide that reflects the commitment to the mission of rigor and reflective practice.

Staff recruitment will attract educators who are beyond 'highly qualified' with substantial experience and investment in our community. We will be prepared to enhance and nurture concentric circles of excellence intellectually and artistically. In order to achieve a quality of teaching and instruction that ensures high quality learning, progress and achievement school standards will be established, monitored, and evaluated continuously. Teachers will be reflective in their practice and use classroom assessments to determine effectiveness of their teaching. The instructional methodology will reflect current educational research which contributes to higher order thinking, project based opportunities, and student centered dialogue based on weekly continuous professional development. Based on intense instructional observations and pre and post conferencing teacher professional development will be targeted and differentiated. Exploratory learning opportunities where learning is done beyond the parameters of the classroom will also be encouraged to create authentic learning experiences Thereby creating a culture of continuous improvement that is embodied by all stakeholders from student to parent to school community. We are anticipating the projection of a historic school, which will reflect tomorrow's leadership as well as 21st century artists who will represent the very best of human innovation and inspiration.

#### d. Strategies for Providing Intensive Academic Support

# Strategies for Providing Intensive Academic Support

One World Public Charter School educational philosophy is based on comprehensive in house assessment to inform instruction. Therefore students who are substantially below grade level in reading and mathematics will be identified within the first 2 to 4 weeks of school. There will be many opportunities for these students to receive additional academic support from instructional staff, via university partnerships, and peer tutoring, and professional volunteers. We will also be prepared to invite specialist, educational psychologist, researchers, to visit our school and productively share their observations and insight with students, staff, administrators, and families. We will organize special lectures, seminars, and workshops to provide forums on contemporary issues facing education that are pertinent to our school mission. Scholars that are identified in need for academic intervention based on in house assessment, DC CAS scores, or based on quarterly report cards will be placed on academic probation and receive adequate tutoring every Friday for 2 hours. This will supplement their daily instruction and provide additional support. The school's leadership and behavioral policy will also provide extrinsic motivation for improved performance and sustained effort on monthly, quarterly, and annual basis.

# e. Strategies for Meeting the Needs of Accelerated Learners:

All students at *One World Public Charter School* are held to high academic standards in as expressed in the schools mission. In order to address the needs of students who are above grade level in reading and mathematics, Pre-AP courses will be offered. These Pre-AP courses are on-grade level academically advanced courses which are designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments which will demand executing a substantial amount of work outside of class. In addition partnerships with Sidwell Friends and George Washington University will allow provide outside resources, internship opportunities, and additional professional development geared toward accelerated learners. According to their levels of excellence, we are determined to examine their needs closely, and nurture their determination to meet advanced challenges, which will urge them to accelerate their desire to take Pre-AP courses.

# f. Graduation/Promotion Requirements

All students at *One World Public Charter School* will have several support structures to ensure success. They will be challenged to demonstrate discipline and determination to master all core subjects ie Literature, Writing, Mathematics, Science, History, and Humanities as well as competency in languages, health and wellness, and arts. The eligibility a student must meet to be eligible for promotion the school are to earn a C or higher in all core subjects and complete Service Learning Project hours. The criteria a student must meet to be eligible for graduation at 8th grade from the school are; earn a C or higher in all core subjects, complete service learning hours, and complete Passion Project with a C or higher. Students will be expected to demonstrate a distinguished character, respect for the entire community, a solid track record if disciplined representation of the school, and respected leadership qualities.

# 4. SUPPORT FOR LEARNING

# Planning Year

June 2014	Transitioning to a Board of Trustees Development of Curriculum Maps Sequence and pacing guide which aligns to the objectives Instructional strategies inclusive of any distinctive pedagogy Identification of Instructional materials/ textbooks		
July-September 2014	Contracting of consultants for the Development of Curriculum Finalize discipline, attendance, promotion, and grading policies approved by OWPCS Board of Trustees and by PCSB Contract Leasing agent		
September-October 2014	Development of Enrollment / Marketing Strategic Plan Identifying, purchasing and renovating (if necessary) a facility		
November , 2014	Development of Student Application Begin recruitment of Instructional Staff and Administrative support		
December-March 2015	Recruitment of Students and Dissemination of Application) Purchase Technology infrastructure to support maintenance and transmittal of academic and non-academic performance data Contracts finalized for key personnel and hiring of Instructional Staff		
April 4, 2015	Application Deadline (cutoff date)		
April 7, 2015	Lottery Date (random selection)		
April 11, 2015	Notification of Parents		
May 5 <sup>th</sup> & 19 <sup>th</sup>	Open House Purchase Technology software, and infrastructure, to enhance curriculum delivery		
July 7, 2015	Intent to Enroll Deadline		
July 21, 2015	Verification of D.C. residency, immunization		
August 20, 2015	First Day of School		

# IMPLEMENTATION OF THE CHARTER

# Timetable and Tasks for Implementation of Charter:

# September-October 2014

- Finalize facility lease and design, collect bids and prepare for renovations if necessary
- Leadership Team and Board Development of Enrollment / Marketing Strategic Plan
- Design bilingual website, bilingual radio advertisements, newspaper advertising, local community newsletter\_advertising, and promotional\_flyers and brochures

#### November 2014

- Begin community outreach and build parent support.
- Begin market analysis
- Finalize all parent, student and staff handbooks.
- Begin recruiting master teachers

#### December 2014-March 2015

- Recruitment of Students and Dissemination of Application
- Apply for private, corporate, foundation, and govt. grants
- Work with recruitment partners and community organizations to set up recruitment process.
- Make presentations to community leaders and groups at shelters, libraries, recreation centers, churches, identified feeder schools

# January 2015

- Obtain all necessary insurances and permits
- Advertise in city and local newspapers, newsletters, website, bus benches, political
  offices, post
  offices, afterschool programs and other public locations.
- Hold parent meetings, recruitment events and make additional presentations to community organizations
- Hire all Instructional Staff

#### April 2015

- Continue student recruitment.
- Implement enrollment process/Lottery if necessary.
- Begin professional Development planning process.
- Continue Facility renovations
- Purchasing: secure textbooks, computers, software, furniture and equipment.
- Obtain all necessary permits and contracts with food provider and/or other contractual services

## June-July 2015

- Finalize all financial systems.
- Analyze student cumulative records to target deficiencies and implement special program schedules.
- Intent to Enroll Deadline
- Verification of D.C. residency, immunization
- Finalize master schedule
- Management system training for Leadership Team and necessary personnel'
- Conduct property inventory/ final walk-through.
- Set up all instructional technology

## August 2015

- Teacher Professional Development Orientation
- Mandatory Student Orientation
- Mandatory Family Orientation
- Individualized Learning Profile Completed
- Home Visit conducted

## c. School organization and culture

All students at One World Public Charter School will be held to a rigorous academic standard in order achieve our mission of being critical thinkers that examine global social, political, and environmental conditions. Art clinics will contribute to school culture by developing students' interpersonal communication, interaction with the larger community, to promote character development, and define their identities as scholars and artists. One World Public Charter School students' character goals will focus on problem solving skills, working collaboratively, and raising awareness of global issues and developing resolutions. Students will develop intrinsic motivation via reflection opportunities that will be built into the school day as well as extrinsic motivated via the Positive Behavior Plan. The Expected Behaviors are: treat each other with respect, honesty, and compassion, treat the school, community, and environment with reverence, be a contributing change agent to better humanity via academic excellence and service. Students will be rewarded on a weekly, monthly, and yearly basis via a series of positive behavior incentives that are in alignment with the mission of the school. Student will be recognized not only for academic or artistic excellence for character representation of the principles of integrity and discipline. Student will be acknowledged by the Leadership Team, School Board, Peers, Community partners, and Instructional staff. School-wide incentives will consist of Honor Roll recognition, Quarterly Awards, National and International Trips, and Art excursions.

# **Positive Learning Environment**

One World Public Charter School's commitment to building a positive learning environment is based on the premise of triangulation of relationships between student and teacher, parent and teacher, teacher and leadership. These interconnected relationships create a supportive foundation for student learning. During the transfer of learning, a student's investment is based on a level of trust and compassion that must be demonstrated and cultivated by the teachers and schools leadership. Teachers and staff are change agents whereby their passion for the craft and high expectations increase students' self-concept and perception of ability via

positive nonverbal and verbal communication. Effective parent teacher relationships have demonstrated improved student performance. By having regular parent teacher dialogue via conferences, home visits, weekly good news call, and parent report cards parents are informed of the expectations of the school as well as the individualized needs and learning styles of their child. In addition when teachers are supported by leadership via observations and post conferencing, targeted professional development, and policies or procedures which maximize instruction, this trajectory will undoubtedly provide a safe learning environment for all stakeholders.

One World Public Charter School strives to create a student-centered community supported by teachers, administrators, parents and caregivers. The school's culture will reflect high standards, set clear expectations, share accountability, and foster meaningful relationships. The school leadership will certainly define these values in four core areas:

- 1. **Sustainable self:** Individuals in the school community are given the opportunity to develop their individual interests. Importance is placed on individual growth and physical and emotional health of all students targeted during focus and health and wellness classes.
- 2. Sustainable relationship: Meaningful relationships among students, parents, teachers, school administration and key members of the community are developed through advisory, community work, internships and peer education.
- 3. Sustainable community: All members of the school work to develop a learning community which promotes academic excellence, democratic decision making and individual responsibility.
- 4. Sustainable society: Students experience the theme of sustainability through academic work and career exploration. Students have the opportunity to explore arts that promote a healthy society through internships and apprenticeships. Teachers create curricula that meet standards while incorporating authentic learning experiences. These four core values provide support to diverse learners to be prepared for the challenges in the classroom as well as the society.

The plan for acculturating students who enter the school midyear or after the first year of enrollment is an induction program that will introduce new students to the mission, philosophy, and school culture. The induction program will also consist of a two week window to conduct several in house assessments that will provide the data to develop the students Individualized Learning Plans. Home visits will be conducted in order to provide information on the ILP as well as provide suggestions on study space and skills in order to assist with academic development. Students will be paired with a *One World Public Charter School* student ambassador who will explain the school culture, behavioral and academic expectations, as well as student procedures. This peer partnership will assist in acclimating new students to the curriculum and instruction, behavioral expectations, and a middle school environment. Students who enter the school mid-year or after the first year of enrollment or who are English language learners or have disabilities will be based on a 30 day observation by the Leadership Team, Special Education Director, and Learning or ELL specialist. During the observational period IEP will be reviewed to verifying comprehensive testing has been completed and all

wrap around services are provided. After the 30 day observation a meeting will be conducted to share observations with the family in order to establish that OWPCS is the Least Restrictive Environment ie (LRE). In addition the student will complete all of the internal diagnostic assessment in order to complete an Individualized Learning Plan which complement the IEP and be discussed during a home visit. Within the Parent Handbook a complaint resolution policy for parents and students will be outlined for both general education and Special Needs students.

One World PCS will follow the District of Columbia Public Charter School Board procedures for resolving conflicts between parents and charter schools. Parents will be encouraged to communicate directly with school staff and school leadership. In addition families are welcome to contact the Leadership Team if the staff is being unresponsive to the needs of their children. If the family feels that the concern needs to be brought to a higher authority, the Parent representative to the Board will be contacted in order to facilitate a meeting with the Board of Trustees. If the school's Board is unresponsive, the parent can then contact the PCSB with all documented communication with school leaders.

## d. Safety, Order, and Student Discipline

One World Public Charter School is committed to providing all students with a quality education in a safe and secure learning environment. The Code of Conduct is designed to help promote the mission of the school where every student is responsible for their own learning, the integrity of the community, and an innate responsibility to the outside community and ultimately the external global landscape. One World Public Charter School's Code of Conduct will provide information to students and families about the rules that students are expected to follow as well as the consequences for unacceptable behavior. Furthermore, the Code addresses expectations for students related to; consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, and student activities. The Code of Conduct is designed to minimize behaviors that will impede the educational experience of the whole community. Students who have challenging behaviors will be identified for an early intervention so that One World Public Charter School can maintain a safe and respectful learning environment.

The Leadership Team will provide support to the instructional staff to provide proactive and reactive solutions to minimize disruptions. The Leadership Team will monitor instruction on a daily basis as well as non-instructional time to observe peer dynamics in order to suggest behavioral plans/contracts, interventions, and direct counseling for students in need. In addition during Professional Development the instructional staff will be exposed to contemporary best practices concerning adolescent development, life space crisis intervention, and counseling techniques for de-escalation in order to address the needs of the Middle School student population. Case studies will be conducted in order to identify wrap around services, community partnerships, and peer mentorship opportunities that could address individual students' social emotional needs.

In order to establish safety, discipline, and order *One World Public Charter School* is committed to providing the training and personnel to support the mission where students' success is tied to the community. All students will be held to rigorous academic standard as well as behavioral expectations of a scholar. The instructional pedagogy, art clinics, and extracurricular activities will be aligned with the mission and philosophy of the school, in order to promote appropriate

peer interaction, develop their identities as scholars, and to create future leaders. Also the service learning opportunities will further reinforce their obligation to the larger community and environment. Our students will be actively engaged in their school and community as well as raising awareness of global issues and contributing to solutions. Students will have several layers of support .Special Education Coordinator, Learning Specialist, and ELL specialist will provide direct services for Special Needs and ELL students as well as training and crisis intervention for general education students. In the 2<sup>nd</sup> year a School counselors will provide individual, group, and family therapy. The Leadership Team will design and implement programmatic professional development and family workshops to address student needs. A security guard will ensure daily security as well as staff training on CPR, Crisis Intervention, Emergency codes and drills. The community partnerships will give community resources from enrichment to mentorship to social services.

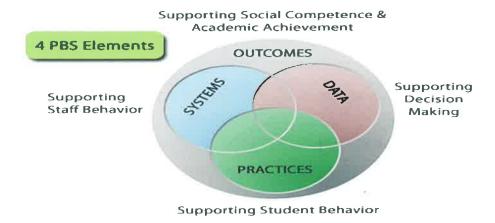
#### Positive Behavior Plan

The school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports the school model will follow the School Wide Positive Behavior Intervention Supports (SWPBIS). The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.<sup>29</sup>

The Leadership Team, Instructional Staff, and student body will receive training on the SWPBIS theories, practices, and purpose in order for all stakeholders to support this behavioral initiative. In general, SWPBS emphasizes four integrated elements: "(a) <u>data</u> for decision making, (b) measurable <u>outcomes</u> supported and evaluated by data, (c) <u>practices</u> with evidence that these outcomes are achievable, and (d) <u>systems</u> that efficiently and effectively support implementation of these practices."

<sup>&</sup>lt;sup>29</sup> "What is School-Wide Positive Behavioral Interventions & Supports?" National Technical Assistance Center on Positive Behavioral Interventions and Supports, U.S. Department of Education, Office of Special Education Programs, accessed 8 January 2014, <a href="https://www.pbis.org">www.pbis.org</a>.



These four elements are guided by six important principles:30

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

#### **Disciplinary Policy**

One World Public Charter School is committed to providing all students with a quality education in a safe and secure learning environment. The Code of Conduct is designed to help promote the mission of the school where every student is responsible for their own learning, the integrity of the community, and an innate responsibility to the outside community and ultimately the environment. One World Public Charter School's Code of Conduct will provide information to students and families about the rules that students are expected to follow as well as the consequences for unacceptable behavior. Furthermore, the Code addresses expectations for students related to; consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, and student activities. The Code of Conduct is designed to minimize behaviors that will impede the educational experience of the whole community. Students who have challenging behaviors will be identified for an early intervention so that One World Public Charter School can maintain a safe and respectful learning environment.

To maintain an atmosphere that is safe and promotes learning, the Code of Conduct will outline behaviors by Tiers. Positive behaviors will be rewarded based on the PBIS system and negative

<sup>30 &</sup>quot;What is School-Wide Positive Behavioral Interventions & Supports?" National Technical Assistance Center on Positive Behavioral Interventions and Supports U.S. Department of Education, Office of Special Education Programs, accessed 8 January 2014, http://www.pbis.org/school/what\_is\_swpbs.aspx.

behaviors will be identified and consequences will be in alignment with the severity of the action and implemented school-wide. During the first two weeks of school students will be oriented on the School Code of Conduct and the PBIS system. Focus groups will be held and a Student Council will be formulated to assure student representation. Parents will also informed of the Code of Conduct, purpose and objective, and a contract will be signed by Leadership representative, Parents/Guardians, and student. Disciplinary Actions will based on the following criteria and divided into the following levels; the severity of the action, the level of disruption to the learning environment, the level of threat to the safety of the school;

Tier I: Infractions that result in automatic detentions- 2 hour Detention/Community Service

Tier II: Out of School Time Disciplinary Action (Short Term suspension 1-3 days)

Tier III: Out of School Time Disciplinary Action (Long Term suspension 4-10 days)

Tier IV: Proposed Expulsion

## Suspension/Expulsion

Several proactive measures will be in place as part of the Individualized Learning Profile model whereby students will have identified social emotional goals, wrap around services, student support team interventions, and weekly case studies conducted by staff during weekly professional development to examine behavioral and academic challenges. However once a behavior causes serious disruption to the learning environment and threatens the safety of the community, the Leadership Team will recommend suspension. Once suspension has been determined, Parents/Guardians will receive written notifications that will outline the infraction and of the time and date of the re-entry conference. Parents/Guardians will also receive classwork and homework that must be completed at re-entry conference. The Leadership Team along with consolation with Instructional Staff, Board, and Student Council, may allow community service hours to be conducted along with additional parental commitment.

e. Professional Development for Teachers, Administrators, and Other School Staff: The Leadership Teams will consistently guide and support continuous improvement in curriculum and instruction via aggressive clinical supervision inclusive of pre and post conferencing. In order to promote effective teaching and high student achievement professional development will engage staff in ongoing discussion of international contemporary best practices. Clinical supervision will be component of school culture in order to improve instructional methodology as well as inform professional development needs and strategic planning.

Clinical supervision is supervision of teachers focused upon the improvement of instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performances in the interest of rational modification (Richard Weller). <sup>31</sup>

A standardized observation tool will be utilized that will incorporate good instructional strategies, student behavior observations, and aspects of the mission of the school. In

<sup>&</sup>lt;sup>31</sup> J. Cooper, "Peer Clinical Supervision Theory vs Reality," *Educational Leadership* (April 1984), accessed 20 January 2014, <a href="http://www.ascd.org/ASCD/pdf/journals/ed\_lead/el\_198404\_mcfaul.pdf">http://www.ascd.org/ASCD/pdf/journals/ed\_lead/el\_198404\_mcfaul.pdf</a>.

conjunction with the tool narratives will be provided to examine individualized strengths and weaknesses, contemporary research in the content area, classroom management strategies, and links to educational sites for rubrics and assessments. The post conferencing will provide teachers a forum for discussion specific to their classes in terms of student performance and curricula. Post conferencing will also allow the instructional staff to problem solve and communicate any issues which validate their concerns and provide direction in terms of increasing student performance.

By establishing a constant discourse between instructional leadership and teachers, a communicative environment is established to facilitate professional growth. The Leadership Team will be visible in the classrooms, using data from visits to coach and support teacher improvement. In addition the leadership can identify internal coaches which will promote effective collaboration and co curricula teaching. Professional development will be conducted every Friday for 2 hours based on the outcomes of clinical observations as well as current educational trends and strategies. The professional development workshops will incorporate the following themes; classroom management i.e. establishing culture and protocols behavioral contract, developing Multiple Intelligence Classrooms, special education strategies, arts and technology infusion, cooperative instructional methods, current best practices for diverse learners, and data driven instruction and test analysis. In addition monthly professional development workshops will be targeted for teaching students with disabilities and English language learners. The Special Education Director as well as outside consultants will provide workshops on teacher responsibility to address IEP goals in inclusion classes and accommodations/modifications. These workshops will be provided by the Speech pathologist, psychologist, occupational therapist that are contracted with the school in order to provide case specific training.

The performance management appraisal process that will be used by *One World Public Charter School* will be based on the 360 degree appraisal model. The 360 degree is feedback that comes from members of an employee's immediate work circle.

Most often, 360-degree feedback will include direct feedback from an employee's subordinates, peers, and supervisor(s), as well as a self-evaluation. It can also include, in some cases, feedback from external sources, such as customers and suppliers or other interested stakeholders. The results from a 360-degree evaluation are often used by the person receiving the feedback to plan and map specific paths in their development.<sup>32</sup>

Teachers will have formal performance appraisal by the Head of School and in addition they will receive feedback from parents, students, and colleagues in order to provide a more comprehensive evaluation. The Leadership Team will receive performance appraisal from the Executive Director and the school's Board as well as various stakeholders from partners, parents, students, and instructional staff. The aim of such a comprehensive appraisals is to provide assessment from various perspectives so that the entire team can be accountable to each other and reflective in their professional practice. During August all instructional staff will provide the Leadership Team a self-evaluation as the initial step in facilitating the effective individualized professional development planning. In conjunction the Leadership Team will

<sup>&</sup>lt;sup>32</sup> 360-degree feedback, accessed 9 September 2012, from <a href="http://en.wikipedia.org/wiki/360-degree\_feedback">http://en.wikipedia.org/wiki/360-degree\_feedback</a>.

assess the teacher's current technical and related competences and conduct a series of formal clinical observations. Once both qualitative and quantitative data from student feedback, clinical observation, student performance, parent feedback, has been assessed a Personal Development Plan will be outlined. The Personal Development Plan will establish individualized professional development benchmarks as well as school-wide performance standards.

# f. One World Public Charter School Structure of the School Day and Year

## One World Public Charter School Calendar 2015-2016

<u>Number of School Days</u>: 200 days and school year would need to be extended due to unexpected school closures for inclement weather and emergencies at the year. (Dates are subject to change.)

Hours of Operation: 8am-4:30pm

Early Dismissal on Fridays: 3pm for students

Professional Development 3-4:30 every Friday for Leadership & Instructional Staff

ONE WORLD PUBLIC CHARTER SCHOOL CALENDAR 2015-2016				
AUG 2015	SEPT 2015	OCT 2015		
<ul> <li>2-week Instructional Staff         Professional Development         (Mandatory)</li> <li>Family Orientation</li> <li>2-week New Student Summer         Institute</li> <li>Community Picnic</li> </ul>	<ul> <li>NO SCHOOL   Labor Day Holiday</li> <li>First PTA Meeting</li> <li>Back to School Night</li> </ul>	<ul> <li>Family-Teacher Conference         Night</li> <li>Hispanic Heritage Assembly</li> <li>Spirit Week</li> <li>PTA Meeting</li> <li>Family Holiday Party</li> <li>Interims Assessments</li> </ul>		
DEC 2015	JAN 2016	FEB 2016		
<ul> <li>PTA Meeting</li> <li>Food Drive</li> <li>Service Learning Week</li> <li>Family-Teacher Conference Night</li> <li>NO SCHOOL   Holiday (Winter Break)</li> </ul>	<ul> <li>PTA Meeting</li> <li>Q2 Interims</li> <li>NO SCHOOL   Holiday (MLK Day)</li> <li>NO SCHOOL   Data Analysis Day</li> <li>End of Second Quarter</li> <li>Parent/Teacher Conference Night</li> <li>Principal's Honor Roll Luncheon</li> </ul>	<ul> <li>Black History Month Assemble</li> <li>PTA Meeting</li> <li>Valentine's Day Dance</li> <li>NO SCHOOL   Holiday (Presidents' Day)</li> </ul>		
MAR 2016	APR 2016	MAY 2016		
<ul> <li>Women's History Month Assembly</li> <li>PTA Meeting</li> <li>Town Hall</li> <li>Q3 Interims</li> <li>End of Third Quarter</li> <li>NO SCHOOL   Data Analysis Day</li> </ul>	<ul> <li>PTA Meeting</li> <li>Parent/Teacher Conference Night</li> <li>NO SCHOOL   Holiday (Emancipation Day)</li> <li>DC CAS Testing</li> <li>DC CAS (Make-Up Testing)</li> </ul>	<ul> <li>Town Hall</li> <li>PTA Meeting</li> <li>8th Grade Passion Project Presentations</li> <li>NO SCHOOL   Holiday (Memorial Day)</li> <li>Final Exams</li> <li>End of Fourth Quarter</li> <li>NO SCHOOL   Data Analys Day</li> </ul>		
JUNE 2016				
<ul> <li>8th Grade Banquet</li> <li>Interims Assessments</li> <li>8th Grade Graduation</li> </ul>				

# g. Family Involvement

LAST DAY OF SCHOOL

The School's philosophy of 'home integration' is based on the premise that by increasing parental accountability, creating opportunities to make assessable data via individualized learning plans, and valuing family insight and contributions student achievement will increase. The parental contract will provide clear policies and practices which will support parent/guardian involvement and contributions to learning. In order to maximize the partnership between school and families an orientation timeline will provide the framework

consist to the mission of the school. Parental involvement will have several components that will total to a 20 hour yearly commitment with 50% non-Academic and 50% Academic of the following components such as in class assistance, field trip supervision, homework log signatures, parent workshops, attendance to parent teacher conferences, attendance to family orientation.

#### Home Visit

The first components are home visits as sited in article DC Public Schools Reinvent the Home Visit by Kavitha Cardoza stated that

For years, many parents of children in D.C. Public Schools have felt unwelcome. Interaction with parents was almost always one-way: teachers telling parents what they should know. But multiple research studies have found benefits of family engagement on a child's academic performance, resulting in higher test scores, better attendance and improved graduation rates. Multiple research studies have found that the benefits of family engagement on a child's academic performance are "consistent, positive and convincing." It leads to higher test scores, better attendance and improved graduation rates.<sup>93</sup>

Home Visits will be conducted by the students homeroom teachers who will provide the assessment data to families and the presentation of the individualized learning Plans. In addition the teachers will discuss the mission of the school and the philosophy of home integration. The homeroom teachers will also provide resources for reinforcement of skills, suggestions from learning style inventories, and recommendations for study environments in order to maximize their children's academic potential. Parents will be informed of annual calendar events, workshops, and parent teacher conferences in order to ensure maximum attendance. The school will also provide Parent trainings with a series of workshops with the following themes:

Parenting in the 21st Century: Never before in the history of parenting have children been exposed unfiltered information. This includes violence on TV, violence from news reports, and violence on the internet to give a few examples. This workshop will focus on teaching parents effective communication techniques with adolescents. We will invite school psychologist to participate in this dialogue so that critical issues of violence, sex, drugs, can be seriously examined. Discussion will center on what are acceptable and unacceptable adolescent behaviors and how to intervene in order to be a proactive not reactive parent.

Stress Reduction: The workshop will empower parents to teach children how to recognize their stress and how to cope effectively with the stressors. Schools are putting more pressure on middle and high school students to pass standard tests. The results of all these demands plus the regular demands of growing up add stressful experiences to students. The workshop will provide parents with tools to assist with social emotional development and how to create a therapeutic environment at home.

<sup>&</sup>lt;sup>33</sup> K. Cardoza, "D.C. Public Schools Reinvent The Home Visit," copyright 7 December 2012, accessed 2 January 2014, <a href="http://wamu.org/programs/metro">http://wamu.org/programs/metro</a> connection/12/12/07/dc public schools reinvent the home visit.

#### **Notification of PMF to Families**

Families will be made aware of the proposed school's performance on the Public Charter School Board's Performance Management Framework and the State's accountability index by receiving a full report via email coupled with a workshop to explain each indicator. The School Leadership Team will present a mini-version of the PCSB Performance Management Framework (PMF), featuring individual performance reports of similar charter schools. The workshop will address frequently asked questions concerning PMF such as:

- Why was the Performance Framework adopted and what is its purpose?
- How does the school compare to other middle schools in Washington DC?
- What is the difference between Student Achievement and Student Progress?
- How does the Tier program affect funding?

The school will provide the PCSB link on the school's website for parents to access the School Performance Report and the Accountability Plan School Performance Reports. In addition the school community will review the school's performance as part of their students' ILP discourse and understanding of data and statistics.

#### **General Notifications**

All written correspondence regarding school performance, school closure, early releases, late starts due to inclement weather or emergencies, parent teacher conferences, and workshop notifications will be sent via mail, posted on the school website, and via phone messages and will be translated in Spanish and additional translations accommodations as needed. Families will be included in your activities from the developmental stages throughout operations. The Leadership Team will have quarterly focus group meetings to gather feedback from all stakeholders, for strategic planning and current operations. In addition the 2 parent representatives on the OWPCS board will serve as a liaison for the PTA and school community to report on school development implementation and accountability. The Head of School and Special Education Coordinator will inform families about their rights as enumerated in the Individuals with Disabilities Education Act or Section 504 of the American with Disabilities Act at all IEP meetings verbally and in writing as evidenced in the IEP notes.

h. Community Participation:

One World Public Charter School will establish several partnerships with community organizations that support the mission of the School while expanding the resources which can provide complexity to the educational model. The following are lists of community partnerships that will offer community resources, arts and academic enrichment, and as well as service learning opportunities. Community activities will develop critical thinking skills and will provide opportunities to develop artistic expression. The community will be actively engaged in the planning and development of the School from the onset of the application process to the operations of the School. During the application several community members provided letters of support and endorsement of One World PCS:

- 1) Tom Farquhar, Head of School, The Sidwell Friends School, Washington, D.C.
- 2) Mike Ronan, CEO and Founder, Potomac Lighthouse, Boston, MA
- 3) Roni K. White, Cesar Chavez School College Counselor, Washington, D.C.

- 4) Karali Pitzele, Director, Transformative Schools Education Design, NYC; Founder and Former Principal, The Green School, Brooklyn NYC
- 5) Tim Myers, Co-Founder and Board member, Haiti School Project
- 6) Mei Campanella, Former Director of Post-Secondary Success, Maya Angelou School's See Forever Foundation, Washington, D.C.
- 7) Kristin S. Conaboy Edwards, Owner, Conaboy & Associates Inc., Washington, D.C.
- 8) Phyllis Hedlund, Ed.D, Educational Consultant, Washington, D.C.
- 9) Gayle Wald, Professor of English and American Studies, The George Washington University, Washington, D.C.
- 10) James A. Miller, Professor of English and American Studies, The George Washington University, Washington, D.C.
- 11) Cara Pomponio, Director External Relations, CulturalDC, Washington, D.C.
- 12) Diallo A. Sumbry, President & Founder, The Adinkra Group, Washington, D.C.
- 13) Dianne McDougall, Former teacher at Duke Ellington School of the Performing Arts and The Sidwell Friends School, Washington, D.C.
- 14) Dr. Lucy Waletzky Rockefeller, Philanthropist, Pleasantville, NY
- 15) James Helbringer, Principal, Beijing International Bilingual Academy, China
- 16) Richard Lodish, Ed.D, Former Principal, The Sidwell Friends Lower School, Bethesda, MD
- 17) Philomena Temu, Executive Director, Children in Crisis, Africa, Dar es Salaam, Tanzania

The organizations listed below will further the mission of *One World Public Charter School* by creating partnerships that are mutually beneficial. These partnerships will provide services including fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. The nature of the partnerships is described in the endorsement letters, and the support includes providing continued educational professional development for our Instructional Staff, establishing educational and professional cohorts, providing workshops for students, and academic support.

<u>Urban Nation Academy</u>: The Urban Nation Academy for the Performing Arts mission is to positively impact the lives of children, youth, and adults by giving them the opportunity to develop socially, emotionally, intellectually, and artistically through dance, music education, and through the study of the business of music. The Academy provides excellence in musicianship, self-discipline, and shared learning in a nurturing, supportive, and safe environment. We offer a unique and challenging program of study which is geared toward enhancing each student's growth and development in a state-of-the-art facility by providing a cultural center with customized private and group lessons as well as seminars, classes, and virtual seminars in the performing arts.

Guerilla Arts Inc: In 2005, Guerilla Arts partnered to form Educational Lyrics, LLC, a company dedicated to providing culturally responsive teaching materials for the 21st Century Classroom. Our cornerstone program is H.E.L.P., the Hip Hop Educational Literacy Program – a supplemental reading curriculum and instructional training offering a cross-curricular, differentiated approach to effective literacy instruction. Guerilla Arts Inc also runs Guerilla Arts Afterschool Program (G.A.P.) – a series of afterschool arts intensive workshops facilitated by Guerilla Artists and other young professionals. Sites include Ballou SHS, DC Housing Authority (DCHA) sites of Garfield Terrace and Park Morton, Hope Community Charter

School, and Cesar Chavez Parkside Middle School. Guerilla Artist Registry (GA) is largely sustained through its efforts to recruit, train, and employ community artists and creative professionals to work directly in schools and with youth programs to provide world class arts and cultural programming for youth of all ages, backgrounds, and abilities. GA serves our communities by facilitating this creative ecosystem: an interconnected network of schools & youth programs, artists & professionals, and community resources and funding.

#### i. Extracurricular Activities

One World Public Charter School will offer a variety of sports, Clubs, and Art Clinics to expand learning opportunities for our scholars. Sports will be seasonal, offered on Tuesdays from 4:30-5:30 and on Fridays from 3-4:30, run by outside partnerships, such as DC Stars. One World PCS plans to offer soccer, tennis, swimming, cycling. Partnerships and business sponsorships will enable us to make these programs accessible to all students, including families that are struggling financially. Clubs will be led by university partnerships twice a week during lunch. The clubs will be: book club, chess, debate team, capoeira, youth and government, and Chinese.

Art clinics will practice from 3:00-4:30pm four days a week and will be sponsored by local artists. The Art Clinics will run accordingly:

- Music Department (drumming, piano, guitar, violin),
- Visual Arts Department (painting, textile, ceramics, graphic art),
- Dance Department (ballet, modern, jazz, hip hop),
- Theater Department (acting, script writing, voice, set and costume design).

The arts clinics will expose students to theory, history, technical components, and professional performance elements. Students will learn biographies of artists from international composers like Vivaldi, Baba Olatunji, and Max Roach, to visual artists such as Picasso and Alcántara, from dancers Barishnicov and Alvin Ailey, to playwright August Wilson and filmmaker Haile Gerima. Students will receive instruction from local artists in order to understand the discipline and professionalism of dedicated practice and passionate performance on a local or a global stage. Students will participate in four annual community performances and compete for an annual international excursion for the ten top scholars/artists.

## B. BUSINESS PLAN

#### 1. PLANNING AND ESTABLISHMENT

## a. Profile of Founding Group

# Dr. Richard Lodish (also a Board Member and Executive Director)

Richard Lodish received his Ed.D., from Harvard University Graduate School of Education. He received his MA from Case Western Reserve University; Cleveland, Ohio He received his BA from Washington and Jefferson College; Washington, Pennsylvania where he graduated Magna Cum Laude, Phi Beta Kappa. He has gotten countless fellowships and awards such as:

- Martha's Table Soup Kitchen award 20011
- Fellow, Leadership Washington, 1994-95.
- National Distinguished Principal Award, U.S. Department of Education and the National Association of Elementary School Principals, 1993.
- U.S. Department of Education Exemplary Elementary School Award, 1986.
- Fellow, Education Policy Fellowship Program, sponsored by the Institute for Educational Leadership; Washington, D.C., 1985-86.
- Yale University; New Haven, Connecticut. National Science Foundation Undergraduate Research Fellow, 1967.

Most recently he was the Associate Headmaster, Sidwell Friends School; Washington, D.C., 1986-present. He has been involved in all areas of school policy and long range planning—budget projections and accountability, and board relations. He was also the Principal, Sidwell Friends Lower School; Washington, D.C., 1976-present. He worked extensively on recruitment of diverse, multicultural staff; teacher supervision, evaluation and development through workshops; grade reports and parent conferences. Dr. Lodish has developed innovative programs such as school-wide curricular themes; student/faculty/parent community service projects; parenting discussion groups, and internship programs for college and high school students. In addition he was the Co-Director of a team which developed and established a new Bilingual Bicultural School in Beijing, China. His dedication to providing education for all communities led him to be the Founding Head, East Bay Conservation Corps Charter School, Oakland, CA, 2002-2003. On sabbatical leave, Dr. Lodish headed a new inner-city Charter School which integrated service learning, spiritual development, and creative expression across a full range of academic subjects.

# Marta del Pilar Lynch (also a Board Member)

Ms. Lynch's objective as an educator is to utilize the skills and talents that she have acquired over the course of time in the field of education to develop systems of efficiency, accountability, and ultimately increase student achievement. Ms. Lynch has over 20 years of educational experience both on a national and international platform. In the past year she worked in Beijing, China at the Beijing International Bilingual Academy training 150 teachers and the Leadership Team. In addition she trained over a hundred teachers and principals in Haiti on concepts of effective teaching practices and community mobilization. She currently is the Key

Advisor for the EQUIP Tanzania educational reform project where Ms. Lynch oversees a budget of 10 million dollars to provide programmatic training and strategic planning for over 10,000 principals, 5,000 vice principals, and 1500 Ward Education officers. This project will provide interventions and training to improve the educational system of Tanzania reaching 2.4 million students.

Ms. Lynch received her BA from New York University with a double major in African American Studies and Film. She was a Dr. Martin Luther King scholar at New York University and had the privilege to travel to Argentina, France, Greece, and Senegal as an ambassador for social change. She has also completed her course work for my MA at George Washington University in Special Education with a specialization in Emotional Disabilities.

As an international consultant, University Lecturer, and Principal in Trinidad and Tobago Ms. Lynch was given the opportunity to support educational empowerment at various national levels. As an international educational consultant, she was contracted to assist in the national redevelopment project in partnership with the Ministry of Education in Trinidad and Tobago. This project was charged with technical assistance for redevelopment, decentralization, and school development planning of over 300 schools in Trinidad and Tobago with the support of the International Development Bank. As a Lecturer at the University of West Indies, Ms. Lynch assisted educational institutions from the Ministry of Education, District initiatives, and private institutions to become empowered to envision change and implement programs and policies that support academic excellence via teacher training. Under her leadership in 2008 as Vice Principal and Interim Principal of Trinity College East, a prestigious high school of 875 students, the school's national scores rose from a 51% pass rate to 87% in one year, which was the highest performance rate on the national Caribbean Examinations Council (CXE) in the history of the school since its founding in 2001.

Ms. Lynch's various roles in educational leadership in Washington, DC — as Principal, Special Education Director, and Learning Specialist — have provided her with an invaluable perspective on the development and performance of Charter Schools. She developed inclusionary services and systems of accountability for special needs students that provided wrap around services. Ms. Lynch also created programs abroad that were based on student achievement and arts curricula which inspired students to look beyond the parameters of the classroom and enter into an international dialogue. In all of her leadership roles ad as an international educational consultant she has established an educational pedagogy and school culture that promotes\ achievement, community service, and self-reflection.

# Dr. Rickey Payton Sr. (also a Board Member)

Dr. Rickey Payton, Sr., a voting member of the GRAMMYs and 2004 Linowes Leadership Awards Recipient, is a prolific composer, arranger, producer, performer and teacher. His music scores include the Emmy Award-winning documentary "The New Cotton Club Revue" and NBC-TV's "The Sunshine Store", as well as the Annual Christmas production for the DC Department of Recreation and TV Channel 32. Rickey has traveled extensively throughout Europe, Africa, the former Soviet Union, Asia and the Caribbean. He has appeared at the International Jazz Festival in Montreux, Switzerland, given command performances at the

White House and the Vatican, and has performed for President Mitterand of France, Queen Elizabeth and the Royal Family, and Mikhail Gorbachev.

Dr. Payton is the founder of The Urban Nation Academy for the Performing Arts in the heart of Silver Spring, MD. Also in keeping with his strong commitment to peace and social justice, Rickey is the co-founder, a former board member and musical director of City at Peace, an organization that uses the performing arts to teach tolerance and cross cultural understanding. City at Peace highlights include performances at the John F. Kennedy Center, Warner Theater and a featured story on "Nightline" with Ted Koppel. City at Peace was released as a 90-minute featured documentary on HBO, produced by Chris Koch, directed by Susan Koch with executive directors Barbra Streisand and Cis Corman of Barwood Films. Rickey shared his gift with the world when his song "Let's Build a Bridge All across America" was one of the highlights of President Clinton's Second Inaugural Ceremony in January 1996.

In 1997, Rickey Payton, Sr. co-founded Urban Nation, Inc., along with Dr. Sheila Johnson Newman and currently serves as the President and C.E.O. Additionally, he is the Artistic Director of the nationally renowned Urban Nation H.I.P. – H.O.P. (Hope, Integrity, Power – Helping Our People) Choir. Dr. Payton is a native Washingtonian and attended Howard University where he majored in music, business administration and studied entertainment law. He attended the Paris and Switzerland Conservatories of Music and presently serves as a consultant at Sidwell Friends School where he taught choral music for over 15 years. Under the administration of former Mayor Marion Barry, Dr. Payton was appointed as DC Commissioner of the Arts and Humanities.

Further, he serves as vice president for the International Music Department for The Church of God In Christ. He also serves as the Minister of Music at the New Bethel Church of God in Christ, where Bishop Neavelle A. Coles is the Pastor and the late Bishop Sherman S. Howard is the founder. He also serves as the State Minister of Music for the Washington, D.C. Jurisdiction Church of God in Christ and is the Executive Director of the Office of the President under the leadership of Professor Iris Stevenson, President of the International Music Department of the Church of God in Christ. In 2005, he received an Honorary Doctorate of Humane Letters from the Breakthrough Bible College. Dr. Payton has worked with such superstars as Michael Jackson, Stevie Wonder, Celin Dion, Shania Twain, Opera Divas Harolyn Blackwell and Denyce Graves, P.Diddy, Karen Clark-Sheard, Yolanda Adams, Oprah Winfrey, Paul Simon, Maya Angelou, Vickie Winans and Bobby Jones. Additionally, he was a guest director for the 1999 Christmas Pageant of Peace (lighting of the Christmas tree) and had the opportunity to work with Wayne Newton, Marty Stuart and the renowned Renee Fleming.

Alongside these accomplishments, in October 2000, Rickey received the Distinguished Service Award from Dr. Dorothy I. Height and the National Council of Negro Women, produced and coordinated the 2002 DC Democratic Committee – "Get Out The Vote Rally," at the Lincoln Theatre and served as artistic director and conductor for "This Is Our World" Coca-Cola Event at the Library of Congress. In 2004, Rickey became a scholar for the Smithsonian Institute. Presently, he is the producer of the Annual *Washington Post* Music & Dance Scholarship Awards. His talents also include writing jingles for corporate and political clients such as: Mayor Anthony Williams' "Do the Write Thing" Write-In campaign, AMERIGROUP – DC, the United Black Fund and The Washington Mystics female basketball team.

#### Gabriel "Asheru" Benn, M.Ed.

Gabriel "Asheru" Benn, M.Ed. is an educator, youth activist, and Peabody Award-winning Hip Hop artist based in Washington, DC. He is a graduate of the University of Virginia (B.A., Anthropology), and National Louis-University (M.Ed., Curriculum & Instruction). He has served as a teacher/administrator in DC Public, Private, and Charter Schools for 17 years, and for the past 9 years as Founding Director of Guerilla Arts Ink, LLC, a community service organization specializing in arts & educational consulting, innovative curriculum design, and youth development. In 2006, Benn co-founded Educational Lyrics, an educational publishing company with the mission/vision of making equitable, culturally responsive instructional materials for the 21st Century classroom. His cornerstone program is H.E.L.P., the Hip Hop Educational Literacy Program, a supplemental series of workbooks designed to HELP students of all reading levels through the innovative usage of timeless, socially relevant Hip Hop lyrics for critical analysis, multicultural relevance, and effective literacy instruction. H.E.L.P materials are currently being used in schools, and afterschool and alternative programs all over the country, and has been endorsed by a wide range of educators and youth advocates, including Sen. Barack Obama (in 2008), Dr. Cornel West, Dr. Jawanza Kunjufu, Dr. Marc Lamont Hill, and many others.

Upon invitation, Gabriel "Asheru" Benn has had the distinguished honor of lecturing and presenting his unique professional development model at dozens of schools, universities, international conferences and teacher institutes across the country, including the NEA, IRA & NCTE, as well as the Rock & Roll Hall of Fame, Stanford University, American University, Columbia University, Tufts University and the Congressional Black Caucus.

Beginning his career in 1997, Benn is also known as veteran Hip Hop artist Asheru. He is widely known for his early work as member of The Unspoken Heard, and most recently for his contribution to the hit TV show "The Boondocks" for which he wrote and performed several songs for the series, including the TV show's theme song. Over the past three years, Benn has made several trips to South Africa as a traveling teaching artist, and his arts & community work has been highlighted through local and national media outlets, including NBC 4, News Channel 8, Evening Exchange with Kojo Namdi on WHUT, and Ebony Magazine (June 2010).

## Kimberley A. Yates, Ph.D.

Dr. Yates' core philosophy is that there is "light" in every student, and every child wants to learn. She has found this to be true in every teaching context. Dr. Yates has become a variously trained, highly skilled, professional educator who has taught across a wide geographic and demographic spectrum for the past two decades – first during her undergraduate years at Spelman College as an assistant to Professor Akiba Harper Sullivan, teaching Toni Morrison's *Sula* in the English Department's core Freshman Composition course; then in South Africa as a graduate "tutor" with the responsibility of actually writing her own syllabi, assignments, and grading rubrics to supplement the professors' lectures. She taught students across the spectrum of South Africa's racial, geographic, class, and language groups, at a Historically Disadvantaged Institution, at a traditionally "liberal" English university, and at a vocational technical school. She has taught locally at a large Maryland public middle school while also teaching an introductory composition course in community college night classes to working adults – a course that she would teach for four semesters and

that compelled her to remain an educator despite the difficulties of being a new, inexperienced middle school teacher starting in the middle of the school year. She taught at a prestigious DC independent middle school – her alma mater – for three years and then at an international school in Caracas, Venezuela for two years, teaching the rigorous International Baccalaureate program to middle and high schoolers.

As a Ph.D. candidate, Yates served as a Graduate Teaching Assistant for five semesters in various American Studies courses. In the Spring of 2008, she taught her own seminar, "Post-WWII Race and Comedy in the U.S.," of approximately fifteen students. She maintained contact with secondary education during the Ph.D. program, working independently with students primarily from Sidwell Friends School providing support during the school year, in addition to designing individual summer programs to enrich and/or remediate students' writing, reading, and organizational skills sets. She gained greater diversity in her teaching career with the opportunity to teach there again as a long term substitute Social Studies teacher for the final trimester, during which time she undertook the teaching and grading of the rigorous 8th grade research paper. She has also been invited twice to conduct a research seminar to students at The School Without Walls.

She is now in her third year of teaching at KIPP DC: College Preparatory, a charter school part of a national network whose mission is to graduate students of underserved populations to and through college. The KCP student body is diverse in its family backgrounds, financial brackets, aims, and college readiness. Each year she has taught new courses: in the first she taught a new Reading Remediation course; in the second – three sections of Read 180 and one section of 11<sup>th</sup> Grade English; now in the third – two sections of African American Literature, which she teaches more as a Black Studies college course adapted for high schools, in addition to three sections of Composition, an in-depth grammar course aimed to prepare students for the Writing section of the ACT and to strengthen students' writing at the base, sentence level.

As an independent school teacher and as a university lecturer, she has gained broad experience in course development. In Venezuela, she worked in a small department of three to scope and sequence the 6th-12th grade English curricula within the framework of the IB program. In her current position in a new charter school, she is intimately familiar with the stamina, flexibility, and commitment required to shape school culture and build and institution. Yates began her professional career in the field of Equal Employment Opportunity investigations where she gained insight into best management practices. She has taken on formal and informal leadership roles throughout her career and has had the opportunity to work with brilliant, innovative educators and students. She looks forward to her own growth and the continued investment in the growth of young critical thinkers as global citizens. These various positions around the world and in the world of education have not only given Dr. Yates a broad view of best teaching practices, but they also demonstrate her commitment to the craft of teaching.

## One World Public Charter School Founding Board

## Angela Kessler, M.Ed

Ms. Kessler holds a Certificate in Instructional Leadership—Urban Education from UPENN and MA in Special Education from Howard University. She has been in educator for the past 14 years with substantial experience as a change agent and transformational leadership. She is currently the principal of Jefferson Elementary/Middle School in Baltimore. She is a director of instructional program for 530 students and 50 staff members. As the principal she is accountable for planning, assessment, instructional leadership, community relations, budget, safety, facilities and administrative management of the school. She is the administrator for instructional programs for ninth-twelfth grade students including International Baccalaureate, Advanced Placement, Special Education, ESOL and Alternative programs. Specific departmental oversight included: Special Education, English, Social Studies, Art, Counseling, Mathematics, Music, ESOL, Physical, Effective COMAR and NCLB compliance coordinator of all levels of Special Education programs and services. She previously was a Special Education coordinator/Crisis Intervention specialist and a resident principal of the New Leaders for New Schools. She has built instructional capacity of teachers by conducting relevant professional development seminars on: data driven instruction, classroom management/student accountability, utilizing instructional technology, integrating literacy across content areas, and differentiated instruction. She oversaw the implementation of data driven instructional strategies, heterogeneous grouping, creative scheduling and equitable instructional standards that resulted in high student achievement and national recognition

#### Karen Baker

Karen Baker, 20-year veteran in Education. Baker has been a Lecturer at The George Washington University for 9 years and is now Adjunct Faculty at American Public University System School of Business. Prior to her teaching at The George Washington University, Baker taught ESL students at Adams Elementary School, was Program Manager for The B.E.L.L. Foundation program for Washington, DC, and has handled recruitment and marketing for Tree of Life PCS, ABC Bilingual PCS and Potomac Lighthouse PCS. In 2011, she was asked to consultant on the re-design of the Operations Manual for all Center City Public Charter Schools and assist the Director of Operations with operations roles and responsibilities of two of their locations.

Ms. Baker is a Graduate of Howard University (BA in Political Science), George Washington University School of Business (Master in Tourism Administration) and Savannah College of Art and Design (Master in Design Management). Ms. Baker recently spoke at the EPIC 2013 Graduate Colloquium in LONDON and is the 2014 DC Commission on the Arts and Humanities Artist Fellow.

## **Doug Gustafson**

Mr. Gustafson has a BSc in Civil Engineering from the University of Washington in 1959 and a MSc in Management from the Sloan School/MIT, Cambridge Mass. In 1961. He was selected to join the highly selective MIT Fellows in Africa Program upon finishing his business degree at MIT. This Ford Foundation funded Program in the early 1960's selected, each year,

about a dozen recent business school graduates from the Harvard and MIT business schools to work in key senior jobs in newly independent African governments and institutions. He served first in the Ministry of Economic Development in Sierra Leone and then in a quasi-public development bank in Nigeria (The Investment Company of Nigeria). Following that experience he joined the World Bank Group in Washington DC where he spent the bulk of his career before retiring in 2001. Starting as in investment officer, he rose through the management ranks to become in due course the director of some of IFC's (IFC being the private sector investment arm of the World Bank Group) largest regional departments. The last 10 years of his career were spent as the European Representative of IFC based in London. In the course of that work and also in retirement he has sat on about 12 Boards for large financial and industrial companies and venture capital funds. He has sat on the Boards of 2 banks in Poland, a glass company and investment fund in Russia, a telecom company in Latvia, investment funds in Bosnia and Slovenia, an energy company that operated throughout E. Europe, a Palestinian investment company, 2 investment funds that operated in Bulgaria, and a Romanian investment fund. Currently he serves as Board Chairman of Georgian Regional Development Fund. Two activities that now take up his time are volunteer work at the National Cathedral and the Urban Nation Choir (academic counselor).

## **Morley Kamen**

For over 20 years Ms. Kamen has been using the healing modalities of music, creative writing, yoga and dance release for workshops and non-violent communication courses with youth. She is a certified Yoga instructor and professional musician. The Fortune Society: NYC, Children's Aid Society: NYC, The Door: NYC, Face to Face/Faith to Faith: US, N. Ireland, South Africa, Jerusalem, Lower East Side Girls Club: NYC, GOAL: Cape Town, South Africa. From Carnegie Hall to the Nomad Women's Festival in the Sahara Desert, Morley has brought her unique blend of jazz, folk and soul to the world's stage. Be it solo with her acoustic guitar or with an electric band, her message has been consistent and clear; love, justice and inspiration. Morley uses music as a tool for conflict resolution and dialogue facilitation when working with youth from international conflict zones. She has presented for TED Women as well as a string of TEDx events. Her song "Women of Hope" (video by Damani Baker "Still Bill") has been featured in several Nobel Women's Initiative documentaries and has brought her before many world leaders and policy makers such as His Holiness The Dalai Lama, Nelson Mandela, and Ban Ki-moon. She has written, collaborated, and shared the stage with such distinguished artists as Angélique Kidjo, Dave Matthews, Sheryl Crow, Dr. Bernice Johnson Reagon, Toshi Reagon, Queen Latifah, Wynton Marsalis, Joan Wasser, Amadou et Mariam, Raul Midón, and Cassandra Wilson to name a few.

**b. Planning Process** 

The decision to form a school and apply for a charter was based on the need in the District for a school that provides a rigorous academic program combined with an intensive arts model. In addition, the founders observed several complexities in the current conditions in Washington D.C.'s landscape. For example, currently in Washington, D.C., one in three children lives in poverty, which is double the national average. More than half of the city's public students fail to graduate from high school on time, and only 9% finish college within five years. This current condition of literacy in Washington DC based on Defeat Poverty DC literacy gap research found.

Literacy is the basis for all other education. Without the ability to read and analyze information, do math, communicate effectively, and use a computer – the pillars of literacy – people struggle to take part in the world around them. Low literacy is closely correlated with low earnings, irregular employment, and poverty. Further, the fragile economic circumstances of those with limited literacy skills can resonate through entire communities and across generations.<sup>34</sup>

These conditions affecting our youth are directly connected to underperformance in schools, which we are seeing in the District's public schools. One World PCS's founding team's expertise (including Board Members) ranges from local principals, to international consultants, an accountant, and an Art Director, all of whom have a vested interest in education. Among us are lifelong artists as well as professionals with advanced management experience. The founding members represent and reflect a cross section of the multiple interests of future One World PCS parents, teachers, and the community. One World PCS also solicited a range of professional expertise to serve as outside readers. This committee includes Karali Pitzele, NYC School For Green Careers Founder, Perle Brewster, Bishop Anesty Principal Trinidad and Tobago, Reginald Harris, International Educational Consultant Saudi Arabia. The D.C. community will be involved in implementing the charter school by continued partnerships that have been outlined in the Educational Plan. The plans for further recruitment of Board members will include additional focus group meetings, national and international postings, marketing events, and community outreach activities.

# c. Corporate Structure and Nonprofit Status of the School:

\* See Attachment of By Laws Articles of Incorporation One World PCS would hire a consultant to complete the 501c3 application process as of June 2014. The consultant would complete the IRS form 1023 and all required form attachments. This would provide OWPCS the opportunity to apply for grants during the developmental phase from June 2014.

<sup>34</sup> Accessed http://defeatpovertydc.org/our-prioritie/the-literacy-gap/

#### 2. GOVERNANCE AND MANAGEMENT

#### a. Board of Trustees

The procedure by which board members have been selected was based on their proven investment in education and arts in Washington, D.C. and the broader international context. The founding group invited individuals who had expertise in education, arts, finance, strategic planning, and marketing. The founding group will be an independent and autonomous local Board of Trustees as required by the School Reform Act. The Board will consist of two parents, majority DC residents, and an odd number of members. *One World Public Charter School* Board members will have a minimum of a two-year commitment in order to ensure continuity and integrity for the success of the School. Additional members will be invited based on areas of need, i.e. facilities management and legal expertise. The two parent representatives will be based on recruitment efforts in the development phase.

# One World Public Charter School Board Members

Name	<u>Expertise</u>	Board Members	
Karen Baker	Artist & Educator	X	
Doug Gustafson	Finance	X	
Morley Kamen	Artist	X	
Angela Kessler	Educator	X	
Richard Lodish Ed.D	Education	X	
Rickey Payton, Sr.	Arts	X	
Marta del Pilar Lynch	Education & Arts	X	

The founding Board members will also assist in assuring long term success in the School's projected performance from the very onset. They will seriously undertake the responsibilities for successful leadership. They will engage actively in fundraising efforts as well as precise development of policies and procedures. They will advise the administration of critical matters of recruitment, performance expectations, and student growth. The founding members began the selection process by examining various networks that would provide expertise in education, arts, community endorsements, facilities, and finance. There were a series of meetings and small presentations that were followed up by a Board letter of invitation that outlined the mission, philosophy, and Executive Summary. Parents will have meaningful input into the selection of at least two parents to the Board of Trustees, which will be voted at the first PTA meeting. The following components of the School's operation and performance will be examined at monthly Board meetings, and the Leadership Team will report.

The role and responsibility of the *One World PCS* Board will be in alignment with standard operating procedures for school boards. The Board will develop policies, rules, and regulations to control the operation of the School, identify a permanent school site location, oversee school finances, monitor student academic performance, and evaluate staff performance and implementation of the charter. The Board will function following the tenants of an effective school board presented by the Center for Public Education:

#### Effective boards focus on student achievement

The best schools boards understand that student learning is job one. This emphasis necessarily means that policies and resources of schools are targeted to promote achievement for all students. School practices, which have their genesis in policy, ought to have a laser-beam orientation on high standards, a rigorous curriculum, and high-quality teachers. Issues a school board must consider are evaluated against the contribution toward student learning—the core business of schools.

#### Effective boards allocate resources to needs

Not all students walk through the school doors with the same needs. Good school boards recognize this fact and allocate resources such as time, money, and personnel and adjust practices accordingly. Documents of the school district, such as the annual budget, are viewed as tools to reach student-learning priorities, and the district's spending and practices do not protect sacred cows.

## Effective boards watch the return on investment

We are all accountable to somebody. Effective boards are mindful of their own accountability to the communities that entrust their children to public schools; effective boards routinely and regularly measure and report the return on investment of the education dollars they spend. Effective policy makers today make their greatest gains by asking appropriate questions, and productive boards recognize the self-instructive value in making the following query an ongoing refrain: What services are we providing to which students at what cost and resulting in what benefits?

#### Effective boards use data

By definition, informed policy making requires using data. Otherwise, effective boards cannot be assured that all students, regardless of gender, race, or socioeconomic status, are progressing toward and reaching high standards. The challenges to student learning, and particularly to providing equity among all students in achievement, are complex. Intuition-based assessment of student learning is tricky at best and certainly is an insufficient basis to determine education policy. Further, without data, reports to communities about the education return on investment are hollow and unconvincing. Communities expect measurable results, through data, from their tax dollars.

## Effective boards engage the communities they serve

The best school boards look for ways to institutionalize parent and patron involvement in providing policy-making input. Specifically, effective boards have established mechanisms for community involvement in setting the vision for the school district, representing the values of the community, and identifying the district's short-term and long-term priorities. <sup>35</sup>

The Board will provide strategic direction for the School by engaging in the continuous evaluations of data provided by focus groups, consultants, parent and student body, and

<sup>&</sup>lt;sup>35</sup> Center for Public Education. Five characteristics of an effective school board. Retrieved September 20, 2012, from http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Audience-The-Public-YMABI/The-Role-of-School-Boards/Five-characteristics-of-an-effective-school-board.htm/l

educators from top performing schools, as well as internal reporting. Through a process of rigorous self-assessment that involves gathering and analyzing information from various sources and methods, along with reliable data of different strengths, areas for development will be identified. The data will provide a baseline from which progress will be measured as it relates to the School's measures of performance. Based on this profile, the Board will develop a *One World Public Charter School* 5-year action plan, and the accuracy, rigor and relevance of the self-assessment will determine planning to address the needs and priorities of the School.

The self-assessment process will go through four stages: the gathering of data, the analysis of data, the sharing of data with the School's stakeholders and the use of the data analysis to identify the priorities for the action plan. The School Self-Assessment will be the compilation of all of the preliminary data and statistical analysis from stakeholders' feedback. All inputs arising from these discussions will be circulated, discussed in focus groups, used as assembly discussion points, and should be triangulated with substantial data, both qualitative and quantitative, i.e. Quarterly Analysis, minutes from Focus groups, surveys, and external and internal assessment data. The final report will be guided by the following essential questions

- How effective is your school overall?
- How effective is your school in providing relevant and appropriate curriculum for all students, grades and sub groups?
- What does your monitoring show about teaching and learning?
- How effective is your school in ensuring high quality achievement for students in all grades, especially in the core grades?

The role of the Head of School is to work actively toward creating a system that supports the democratic processes of the School while championing the School's mission and maintaining a safe and structured learning community. The Leadership Team must raise the hard questions of what we expect from our students and the ways we must hold ourselves accountable to our goals and priorities. Our commitment to creating a sustainable community and valuing interconnectedness drives the design of *One World Public Charter School's* governance structures. Therefore by including all parts of the school community, particularly students, in decision-making whenever possible will create buy-in and a cooperative school culture.

Transparent decision-making processes will emphasize how decisions affect the academic and emotional tone of the school. During staff meetings, the entire staff will make decisions regarding policies and will create proposals to discuss with Student Council. We will be striving to be innovative by empowering students to participate in designing their experience, both collectively and individually via a Student Council that reports to the school board. Elected Student Council will participate in decision making around appropriate aspects of curriculum, scheduling, and school policy design, and PBIS implementation. There will be bimonthly meetings during evening hours for parents to participate in focus groups to discuss ongoing school self-assessment.

#### b. Rules and Policies

The By Laws for governance will detail the rules and policies for governance that the Board will operate by. These by laws will ensure the integrity of the mission and philosophy of the school is upheld. The performance expectations and job description of the Board clearly outlines the level of commitment in leading the academic institution to becoming a high

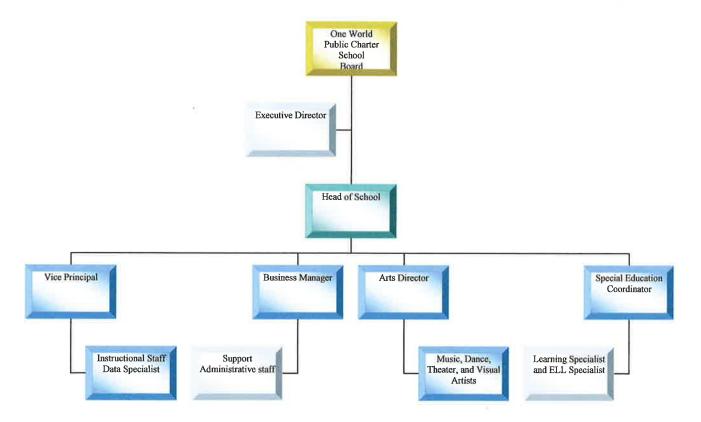
performing institution. The Board will oversee the overall academic performance, operations, financial soundness, appraisal of staff, and strategic planning of the school. The Head of school will provide monthly reports to the Board on all aspects of both the educational and operations plan. The Curriculum Director, Business Manager, and Arts Director will report to the Head of School status of curriculum implementation, assessment data analysis on student performance, monthly cash flow analysis, fundraising efforts, and grant application status. The Board will monitor the monthly reports to provide direction with the operational policies, and ensure academic accountability, and financial accountability of the School. The Board will also engage in continuous professional development workshops in order to maximize their level of expertise and effectiveness. The Board will complete the following Orientation which will include exposure to all stakeholders, additional trainings, contemporary research on governance theory and practice:

- Focus Group on Jim Collins Good to Great and the Social Sectors
- Complete a Vision Framework & Core Ideology inventory and breakout session
- Training in Non Profit Governance and HR training
- Workshop on DC Public Records Law and DC School Reform law
- Special Education laws IDEA
- Meetings with the instructional staff, Student Council, and stakeholders

The rules and policies that are not yet in place will be developed by the founding members and reviewed by outside consultants and legal consultation. The timetable under which they will be developed will be 2 months after approval has been granted by the DC Public Charter School Board. The Board's ethical standards and procedures for identifying and addressing Conflicts of interest and Code of Ethics Statement will be completed by June 2014.

#### c. Administrative Structure:

The administrative structure of the school will changed over the duration of the school due to school population growth from 100 students to 300 within the 5 Year Development Plan. At the inception of the school the school staff will consist of the following: the Board of Trustees will include; 2 parents, a majority DC residents, and an odd number of people, not to exceed 15, an Executive Director, the Leadership Team: Head of School, Vice Principal, Arts Director, Business Manager, and Special Education Coordinator, and Instructional Staff: 6 Core Content Teachers, 1 FT language teacher, 1 ELL specialist, 1 Data Specialist



As the school grows in size additional staff will be added to ensure the organizational and financial sustainability, integrity of delivery quality service, and level of accountability. Those additional positions will be: additional Instructional Staff, Learning Specialists, ELL teachers, non instructional staff support, and school Counselor. Home Integration is a part of the mission of the school as it supports the Educational philosophy of interconnectedness. This premise would also be evident in the operation of the school based on the various methods by which all stakeholders ie the Instructional Staff, Parents, and student inputs would be integral to decisions that affect the school. The following measures will serves as process that will ensure the gathering of input, monitoring of the program, and continued dialogue of all stakeholders;

The School Self-Assessment Plan will serve as the guiding plan toward reviewing and achieving both the Academic and Non-Academic goals. Information will be gathered from the all stakeholders to ensure the effectiveness of the institution; parent representative on the Board, quarterly student focus groups, PTA meetings, weekly leadership and instructional staff meetings, and monthly board meetings.

#### 3. FINANCE

## a. Anticipated Sources of Funds

OWPCS primary source of funding will be the Per Pupil Assessments from the D.C. Board of Education, the Per Pupil Facilities allowance, applying for Federal Entitlements Funds I, II, OV (b), V, and V (b), Meals reimbursement for Title I students and after the second year when eligible to apply for City Build Incentive Grant thru the Office of Public Charter School Financing and Support. We will establish a strong, active Public Relations person/committee for fund-raising activities in its annual campaign (e.g., direct mail solicitations; individual donors, corporate, foundation giving, annual appeals, etc.) The school will have sponsored events with our Music and Arts department with special shows and events for additional revenue and exposure. The numbers given by OCSB for 2013 are 5th graders to receive each \$9,124 per student, 6th, 7th, & 8th graders to be \$9,398 and \$7390 more for the special needs children. The Facilities allowance per student is \$2,800 which was used in our budget planning and the basis of \$935 per child from the average numbers given upon research for the Federal Entitlement allowance. None of the budget numbers were given any increases or decreases over the five year budget as those numbers are not yet obtainable.

With our planning we kept the per child allowance the same as 2013 to allow for the actual projected increases over the five year budget (e.g., capital improvements, equipment, increased instructional and staffing costs). We have constructed a conservative budget that assumes no substantial growth in key revenue sources other than the ones presented. However, should revenues be insufficient to meet this budget, we have the following contingency plans: renegotiation of occupancy space and lease, reduce expenditures of technology and leasehold improvements. The specific financial goals and objectives for the projected five-year budget are capital improvements and increased instructional and staffing costs. In developing the budget, maintaining conservative costs in the beginning five years provided a surplus of funds each year. The purpose of creating this yearly surplus was to provide savings for the purchase of permanent site.

## b. Planned Fundraising Efforts:

The One World Public Charter School Board and Leadership Team will develop a fundraising plan that will start in May 2014. The fundraising plan will have three objectives: to generate capital or to supplement the per pupil allocation for operating expenses, raise funds to cover planning and development expenses expected to occur prior to opening the school, secure a permanent facility. The School will utilize the network of educators and artists to host various fundraising activities at various scales. All stakeholders will be invested in the planning and execution of these activities to reinforce the concept of interconnected destinies and community engagement. Student centered fundraising activities will develop students literacy, advocacy, entrepreneurship skills with authentic learning experience model from the inception of a project, budgeting, and implementation phase. Student will engage in; writing campaigns, arts auctions, academic sponsorships, and community endorsements. Parents' involvement and endorsement of the school is in alignment with the organization's goals and thereby reflects community based efforts from grassroots advertisements of the school, visibility at community

events, fundraising at school arts and sports events, church endorsements, PTA activities. The Leadership Team and Instructional staff will concentrate on fundraising efforts by networking at academic conferences, grant writing targeting education, arts and humanities, environmental opportunities and community performances, school banquets.

The Board will utilize their professional networks and resources to attract support for major funding from corporations. In addition the Board will leverage its resources to assist the school in applying for public and federal grants. The School will also seek financial contributions from local business partners and private philanthropists who have demonstrated an investment or endorsement of the school in its' developmental phases. The annual contributions received from these educational partners will be utilized to ensure the opening and the future success of the school. In addition the Board will investigate the possibility of creating a nonprofit component for the school in order to be eligible for additional funds via arts, environmental and academic grants from the Gwendolyn Cafritz Foundation to the Bill Gates Foundations for example.

## c. Financial Management and Accounting

The school's Business Manager/Finance Director is vital to the success of the school. This Manager/Finance Director will prepare financial reports, budgets, securing grants with it's monitoring, initially establishing human resources, payroll, purchasing, food service, security, repairs, and be the liaison between Executive Director, Principal, Treasurer and the varies agencies that disburse funds to the school such as OCFO and OSSE to ensure the school meets its financial, regulatory and administrative reporting requirement and have all financial statements audit ready. The Business Manager/Finance Director will handle the daily finances of OWPCS and this person will be processing all payments, invoices for school related expenses. The Executive Director will open and review each bank statement, then initial before given to the Finance Director for bank reconciliation and approve and sign the checks for any accounts payable checks. Any amount over \$10,000 must be approved and two signatures would be required by the Executive Director and Treasurer. Quick Books Premier will be used as the software and the yearly budget would require a vote and approval by the Board prior to the beginning of the school year. The budget will include a projected monthly cash flow for the coming school year.

The Business Manager/Finance Director job will be to oversee the school's cash flow management by maintaining separate operating accounts at an established and favorably viewed bank to be decided after approval of the school's charter. The Business Manager and Board of Director's Treasurer, with the assistance of the firm staff, will review all aged accounts and grants receivable on a monthly basis. Additional fiscal controls and financial management policies will be developed to ensure the school maintains the needed cash flow and to ensure accurate and timely financial reporting. Upon approval of *One World Public Charter School*, the Form 1023 will be submitted and filed with the Articles of Incorporation, Bylaws, and the enclosed Index with the fiscal year running from July 1st through June 30th of the following year. All of the other grants shown for Federal Entitlement, Facility Allowance will all be sort, completed and applied.

## d. Civil Liability and Insurance

The School will exceed the required levels of insurance coverage. Based on the school's insurance provider a determination of coverage levels will be recommended for final Board approval. Based on consultant's analysis of typical insurance coverage levels, the District of Columbia Public Charter School Board recommends, at a minimum, the following types and levels of coverage listed below.

Туре	Estimated Amount			
General Liability	\$1000 per occurrence, \$2000 aggregate			
Directors and Officers Liability	\$1000			
Educators Legal Liability	\$1000			
Umbrella Coverage	\$3000; \$5000 if providing transportation			
Property/Lease Insurance	100 percent of replacement cost			
Boiler and Machinery Insurance	\$1000 (if appropriate actual loss sustained)			
Auto Liability Insurance	\$1000			
Workers Compensation	As required by law			

#### e. Provision for Audit

The financial records will be maintained as set forth in accordance with all Generally Accepted Accounting Principles as defined by the American Institute of Certified Public Accountants. This annual external audit will be prepared by a licensed CPA firm located in D.C. decided upon whom by our Board of Directors.

#### 4. FACILITIES

#### a. Identification of a Site

The One World PCS Board will be working with OSSE, FOCUS, and Building Hope to assist in identifying a permanent school site. After the second year, the school will be eligible to apply for City Build Incentive Grant thru the Office of Public Charter School Financing and Support. Should a permanent site become available, the Board's timeline will proceed by consulting with a development company, negotiations of the Lease, formalization of architectural design and renovations for occupancy. Once a permanent building has been identified the Board will get consultation on technical assistance and financial expertise related to the planning, acquisition, renovation, and construction of the permanent site. A study of the District of Columbia school system found,

After controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had

achievement that was 6 percent below schools in fair condition and 11 percent below schools in excellent condition.<sup>36</sup>

## b. Financing Plans for Facilities:

OWPCS primary source of funding will be the Per Pupil Assessments from the D.C. Board of Education, the Per Pupil Facilities allowance, applying for Federal Entitlements Funds I, II, OV (b), V, and V (b), Meals reimbursement for Title I students. After the second year, the school will apply for the City Build Incentive Grant thru the Office of Public Charter School Financing and Support. In addition an active Public Relations committee will be established for fund-raising activities for an annual campaign (e.g., direct mail solicitations; individual donors, corporate, foundation giving, annual appeals, etc.) The school will sponsor events with our Arts departments as fundraising ventures. We will also market our accomplishments through these public performances. In terms of facilities projections;

- The numbers given by OCSB for 2013 were 5th graders to receive each \$9124 per student, 6th, 7th, & 8th graders to be \$9398 and \$7390 more for the special needs children (Level 2)
- \$2,800 for the per-student facilities allowance which was used in our budget planning and the basis of \$935 per child from the average numbers given upon research for the Federal Entitlement allowance.

c. Building Maintenance:

The plans for building maintenance, including how assurances will be made to see that applicable codes and standards are continuously met will be determined once the Lease has been signed and a development consultancy company has been identified. During Year One \$42,386 will be dedicated to building maintenance, repairs, renovations, and leasehold improvements and this amount in Year 5 will increase to 102,386.

## 5. RECRUITING AND MARKETING

#### a. Recruitment of Students

The school will begin with a target enrollment of 100 students 25% from, NE 25%, SE 25%, 10% SW, and 40% from NW. To name a few local elementary schools that will be targeted based on similar missions are: Latin American Montessori Bilingual, Yu Ying, and Washington Latin based on their global. All founding members will be involved in recruitment efforts from community outreach to fundraising events. The additional partnerships such as Slickfish and Guerilla Arts for example will also provide resources, events, venues, and marketing of the school via their organizational networks. An outreach team consisting of The Leadership Team, Instructional Staff, and community partners will visit potential feeder schools to make mini presentation to recruit students. The process to recruit, enroll, and retain students who are identified as homeless or "wards of the state" will follow the current McKinney-Vento

<sup>&</sup>lt;sup>36</sup> Edwards, M. (1992) Building Conditions, Parental Involvement and Student Achievement in the D.C. Public School System, Retrieved October 1, 2012, from <a href="http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\_nfpb=true&\_&ERICExtSearch\_SearchValue\_0=ED338743">http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\_nfpb=true&\_&ERICExtSearch\_SearchValue\_0=ED338743</a>
3&ERICExtSearch SearchType 0=no&accno=ED338743

guidelines in order to ensure that the educational programs for homeless children are administered in a nondiscriminatory manner. Therefore as an LEA *One World Public Charter School* will provide transportation, follow immediate enrollment requirements, and determination for placement.<sup>37</sup>

The school and its program will be publicized throughout the community via both traditional and nontraditional outreach efforts. The traditional methods will be via marketing using print media ie City Paper, Washingtonian, Parents Magazine, Public Charter School conferences and recruitment fairs, web advertisement ie social media and craigslist and idealist, as well as local radio shows. In addition the Public Charter School process provides advertisement on the school's website as well as open community forums that will provide opportunities for community endorsements. The proposed Leadership Team will also visit local identified feeder schools as well as door to door community outreach. The partnerships with universities, Urban Nation Academy, and local organizations will serve as the forum for additional exposure in educational circles for example at open house events. The arts component of the mission of the school will serve as the non-traditional outreach efforts. Urban Nation Hip Hop Choir will serve as a voice to promote the school via performances. Friends of One World Public Charter School will provide their artistic affluence for fundraising and marketing events that will bring additional recognition to the school's mission.

One World Public Charter School will follow PCSB regulations for enrollment which provides all DC residents the opportunity to attend charter school tuition free and without boundary requirements. If more students apply than the negotiated enrollment level in the charter a waiting list will be done and lottery will conducted. The timeframe for student recruitment will begin upon immediate approval by the PCSB in May 2014. The enrollment procedure for siblings will be that siblings are provided preference where spaces are available. The strategy will include recruitment at targeted feeder schools as well middle schools with waiting list of students. In addition due to the incorporation of arts in the mission of the school, performances at local churches, theaters, street festivals, and community events will provide a nontraditional marketing technique. The contingency plan to ensure viability of the school should enrollment be significantly less than expected would be outlined by the Board of Directors from additional fundraising, alternative marketing of the school, organizational reconfiguration, however still maintaining the integrity of the institution and delivery of service. The school will adhere to all Non-Discriminatory policies and procedures with enrollment in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.38

# **Future Expansion and Improvements**

In the table below, the enrollment targets for each age/grade level for the first five years of

- Operation: Classes are based on 25 students per class
- 10% per year is the percentage projected enrollment for limited or non-English and Students with Exceptional Needs at each level

38 http://www.dadeschools.net/policy.asp

<sup>37</sup> http://www2.ed.gov/programs/homeless/guidance.pdf

Academic Years	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Enrollment	100	150	200	250	300
Targets					
Students per	25-5 <sup>th</sup>	50-5 <sup>th</sup>	75-5th	75-5 <sup>th</sup>	75-5 <sup>th</sup>
Grades	25-6 <sup>th</sup>	50-6th	75-6th	75-6th	75-6th
	25-7 <sup>th</sup>	25-7th	25-7th	50-7th	75-7th
	25-8th	25-8 <sup>th</sup>	25-8th	50-8 <sup>th</sup>	75-8 <sup>th</sup>

By increasing enrollment over 5 years, additional planning will be done to address the expansion of school facilities, attracting additional qualified staff, and acquiring the other resources needed to serve a larger student body. An outside consultant will be hired to research and apply for additional funding to support the move to a larger facility as well as sourcing additional resources from Federal funding to private donations. The network provided by the Arts Director, Leadership Team, and Board, will provide the resources, human capitol, and celebrity artists to sponsor fundraising events. In addition the advisory board will provide expertise in facilities, real estate, and green development. The school will also be eligible for grants that promote environmentalism from the school's curricula, to operation, to building a green building all reflect eco activism.

Based on the school original mission, goal to be a top performing both academic and artistically, and the promotion of professional development, student centered philosophy, and teacher centered support model, recruitment of teachers will be successful. A team of stakeholders representing Board, Leadership Team, Instructional staff, parents, and students, will also assist in the recruitment efforts at charter conventions nationally and locally, via internet ie social media and career sites, and via recommendations of current teachers promoting the mission and philosophy of the school.

#### Timetable for student recruitment

May 2014	Development of Marketing Plan via social media, community events,			
·	elementary feeder school visits, arts presentations			
June 2014	Development of Enrollment and Student Application Procedures			
June-March 2015	Recruitment of Students and Dissemination of Applications			
April 4, 2015	Application Deadline (cutoff date)			
April 7, 2015	Lottery Date (random selection)			
April 11, 2015	Notification of Parents			
May 5 <sup>th</sup> & 19 <sup>th</sup>	Open House			
July 7, 2015	Intent to Enroll Deadline			

## C. OPERATIONS PLAN

#### 1. STUDENT POLICIES AND PROCEDURES

## a. Timetable for Registering and Enrolling

One World Public Charter School will implement a calendar to be used for registering and enrolling students, including students identified as homeless. The school will provide the cutoff date for accepting enrollment forms and the timetable for a random selection process, if needed. Based on McKinney-Vento Homeless Assistance Act of 1987 ensures,

Homeless children transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when they first become homeless) regardless of what district the family resides in. It further requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence. <sup>39</sup>

One World Public Charter School, as a public charter school, shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who pay the tuition established by OSSE. The school joins the D.C. common application date and efforts to develop a common lottery. Below is a school calendar describing key dates for the registration and enrollment of students.

## Timetable for Registering and Enrolling Students

June-March 2015	Recruitment of Students and Dissemination of Applications
April 4, 2015	Application Deadline (cutoff date)
April 7, 2015	Lottery Date (random selection)
April 11, 2015	Notification of Parents
May 5 <sup>th</sup> & 19 <sup>th</sup>	Open House
July 7, 2015	Intent to Enroll Deadline

# b. Policies and Procedures for Open Enrollment, including Waitlist of Withdrawal of Students:

#### **Eligibility & Enrollment**

In accordance with § 38–1802.06, DC School Reform Act, all students who are residents of the District of Columbia, of appropriate grade level, and who have completed the entire application for enrollment, shall be eligible for enrollment at *One World Public Charter School*. The School will conduct an open enrollment process and shall not discriminate on the basis of race,

<sup>&</sup>lt;sup>39</sup> McKinney-Vento Homeless Assistance Act Retrieved September 20, 2012, from http://en.wikipedia.org/wiki/McKinney%E2%80%93Vento\_Homeless\_Assistance\_Act

religion, national or ethnic origin, language proficiency, aptitude or exceptionality in the admission of students. Families must submit all enrollment documentation; Proof of their residency in the District, unless they are tuition paying nonresidents, immunization forms and in the case that the student has an Individualized Education Plan, this documentation will also be requested. The enrollment calendar will specify all deadlines for documentation as well as outline the objectives of the Mandatory Parent and Student orientation. If the number of applicants exceeds capacity, a lottery will be conducted and students not selected in the lottery may be placed on a waiting list. *One World Public Charter School* may elect to enroll students who are not residents of Washington D.C. and who agree to pay tuition in the amount set forth by the Office of the State Superintendent

Voluntary Withdrawal policies

One World Public Charter School is a school of choice and therefor families can voluntarily withdraw or transfer their child to a different school. An exit interview will be conducted upon withdrawal with Leadership Team and parents/guardians must show compliance with the District of Columbia Compulsory Education Law. Parents/ Guardians must provide the school with a signed withdrawal form and proof of enrollment in the school of choice. Cumulative files inclusive of official school transcript will be forwarded to the receiving school or program with a signed released of documentation from the parent/guardian.

#### c. Students with Disabilities

## Identify students with disabilities

At One World Public Charter School, we will be in compliance with IDEA utilizing the inclusionary model. The inclusion model promotes differentiated instruction, acceptance and flexibility, and more experimental inductive hands on learning. The role of the Special Educator and General Educator would overlap with the general education setting with additional specialized instruction within the general end classroom. Each student with an Individualized Educational Plan (IEP) will undergo a 30 day observation period as well as in house assessments in order to provide a comprehensive picture of the students' academic potential. All IEP meetings will occur after this 30 day period in order for the team to determine that placement at One World Public Charter School qualifies as the LRE (Least Restrictive Environment)

Early Identification

All students entering *One World Public Charter School* will receive comprehensive in house assessments in order to develop the Individualized Learning Plans. Therefore students with academic concerns will be identified at the beginning the school year and support structures will be provided and when necessary additional assessments will be conducted via a Student Support Team process. The Student Support Teams are school based teams that are responsible for identifying the academic, behavioral, social emotional needs for students who are faced with challenges that will impede their success. This pre-referral intervention process is in compliance with response to intervention and IDEA legislation to address students' needs prior to assessment for special education. The team will conduct observations of the student in need both in the classroom and outside of the classroom in conjunction with home visits and family interviews. This multi-disciplinary approach will provide a more holistic view of the student and all variables that are impacting learning. This model is embedded in the

preliminary Child Find system, inclusive of three tiered academic Response to Intervention strategies, to identify students suspected of having a disability

## Role of Special Educator and General Educator

The school's plan for providing a continuum of services for students requiring levels 1 to 4 will be based on inclusionary model where both the Special Educator and General Educator work in tandem. The role of the Special Educator will serve as the process expert ie Learning Specialist. The Learning Specialist will provide a variety of instructional strategies, modifications, and adaptations to accommodate special needs. The Learning Specialist will integrate IEP objectives into curricula instruction as well as maintain narratives on a weekly progress. The Learning Specialist will develop innovative and effective activities to instruct content, provide reciprocal consultation, and promote student centered behavior management. The General Educator will serve as the content expert. The General Educator will facilitate instruction of content and will attend regular planning and training sessions with the Learning Specialist in order to maintain compliance with the IEP objectives. The general educator will consult the Learning Specialist for modifications and accommodations for lesson delivery and assessments.

## **Special Education Services**

Additional services will be provided by contracted service providers from speech therapist, occupational therapist, and psychologist. The therapist will provide additional classroom consultation and professional development training workshops as well as direct services outlined in the IEPs. Learning Specialist and Service providers will also provide weekly narratives and quarterly IEP report cards to ensure progress on IEP objectives. IEP goals that are not mastered during the school year will be re-evaluated annually and revised or included in the scholars IEP.

#### 504 Plans Identification and Services

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary, or post-secondary schooling. Disability can include physical impairments, illness or injuries; communicable diseases; chronic conditions like asthma, allergies, and diabetes, and learning problems. A 504 plans and service will define the modifications and accommodations that will be needed for the student to have an opportunity to perform at the same level as their peers.

<sup>&</sup>lt;sup>40</sup>"Your Rights Under Section 504 of the Rehabilitation," copyright H-8/June 2000 – revised June 2006 – English, accessed 1 October 2012, from <a href="http://www2.ed.gov/about/offices/list/ocr/504faq.html">http://www2.ed.gov/about/offices/list/ocr/504faq.html</a>.

d. English Language Learners

One World Public Charter School will use the Assessing Comprehension and Communication in English State-to State (ACCESS) Test for English Language Learners to assess a scholars' English proficiency. The program developed for the ELL student will be based on the assessment data which will provide English language learners with instruction in core curriculum while providing instruction in language acquisition for English. The school will adapt the WIDA standards for English Language Learners and incorporate them into the curriculum in every core content area. The WIDA standards focus on academic content language and not only on oral communication; but on listening, speaking reading and writing. In addition the recruitment of teachers will ensure highly qualified bilingual teachers. In addition ELL teachers will provide inclusionary and pull out services to support ELL students. One World Public Charter School will also ensure effective communication with families who do not speak English by consistently providing translators at school functions, parent teacher conferences, and with all written correspondence.

#### 2. HUMAN RESOURCE INFORMATION

## a. Key Leadership Roles

The Leadership Team of *One World Public Charter School* will consist of a myriad of expertise and qualifications from education, finance, business, and arts. The team consists of the following Founding Members, and their qualifications are as follows:

#### **Executive Director: Rich Lodish Ed.D**

Ed.D, Education, Harvard University School of Education, Cambridge, Massachusetts M.A., Education, Case Western Reserve University, Cleveland, Ohio B.A., Washington and Jefferson College, Washington, Pennsylvania

## Vice Principal: Kimberley A. Yates, Ph.D.

Ph.D., American Studies, George Washington University, Washington, D.C. M.A., Literary Studies, University of Cape Town, Cape Town, Republic of South Africa B.A., English, Spelman College, Atlanta, GA

#### Arts Director: Gabriel Asheru Benn

M.Ed., Curriculum & Instruction, National-Louis University, B.A., Anthropology, University of Virginia,

# b. Qualifications of School Staff:

At One World Public Charter School, we believe that students need a strong sense of community and connectedness with adults in order to reach their social and academic potential. The instructional team will be recruited based on No Child Left Behind Act IDEA 'Highly qualified teacher" standards. The standards include the following criteria: fully certified and/or licensed by the state, holds at least a bachelor degree from a four-year institution, demonstrates competence in each core academic subject area in which the teacher teaches. Furthermore, teachers will be interviewed by a panel of stakeholders from Board representation, the Leadership Team, the Student Council, and Parent representatives. The interviewing process will be professionally determined in order to asses if the candidate's educational philosophy, teaching methodology, and innovative projections. A mandatory demonstration lesson will be conducted as well as a sample lesson plan will be submitted. Candidates will be required to provide a written statement, three reference letters, and verifications on licensure and degrees obtained. The professional backgrounds, depth of experience, and personal integrity which must be expected from educators as well as staff applicants should reflect a solid foundation in contemporary educational research, national and international best teaching practices, knowledge of data driven instruction, and exposure to multiple intelligence framework and cooperative learning standards. In order for the school to implement its vision and achieve both the academic and non-academic goals, candidates must have both the theoretical basis as well as being knowledgeable about 21st century learning within an urban education setting. OWPCS mission is to build a team of teachers and staff who will be determined to accelerate and extend the vision of the school in its pursuit of excellence.

The recruitment strategies that will be employed to achieve the desired quality of staff will mirror the traditional and non-traditional recruitment of students. The marketing team will be represented at Charter school conferences, school fairs, community engagements that address issues of education and school choice. In addition partnerships and educational networks will be utilized to advertise the school and its' vision. The Leadership Team will also coordinate efforts to partner with postsecondary educational institutions to serve as host schools for internships.

## c. Staffing Plan

The Staffing Plan will be designed to provide a balance of leadership, Instructional Staff, and Support Staff to provide students with a comprehensive and rigorous program. The staffing plan will follow alongside the future expansion of the school from 100 students in Year 1 to 300 students in Year 5. The teaching student ratio will be 1 General Education Teacher to 25 students and 1 Learning Specialist for 5<sup>th</sup>/6<sup>th</sup> Grades and 1 for 7<sup>th</sup>/8<sup>th</sup> Grades. To provide more individualized instruction interns from local universities will be assigned to students in need who do not qualify for special education. Strong applicants for a teaching position at *One World Public Charter School* must demonstrate experience and knowledge several areas.

Qualified applications must demonstrate experience in collaboration across disciplines and grade levels to plan curriculum using an inquiry-based approach to teaching interdisciplinary classes. In the interview questions will reference differentiated instruction techniques as well as the integration of inclusionary practices for special needs and ELL students. The demonstration lesson must demonstrate project-based and cooperative learning techniques. The applicant must also be able to articulate how they will provide students transferable skills to assist in, academic, arts and character development. Lesson plans should show evidence of an understanding of social, emotional and developmental needs of adolescents by providing opportunities in the lesson to fostering student voice and integrating youth development principles. Teachers will receive weekly professional development training as well as clinical observations and post conferencing to improve their instructional methodology. The Leadership Team will observe co planning, co teaching, and inclusionary service delivery in order to monitor the implementation of co curricular and interdisciplinary teaching. This supportive environment via continuous feedback, learning opportunities both local and international, and the incentive for micro innovations will fuel teacher morale and increase retention.

## **Staffing Plan Projections**

Staffing	Year One	Year Two	Year Three	Year Four	Year Five
Executive	1	1	1	1	1
Director					
*non-salaried					
Head Of School	1	1	1	1	1
Vice Principal	1	1	1	1	1
Arts Director	1	1	1	1	1
<b>Business Manager</b>	1	1	1	1	1

<b>Special Education</b>	1	1	1	1	1
Director					
Learning	0	1	1	1	1
Specialist					
Instructional	5	7	9	10	11
Staff					
Languages	1(PT)	1	1	2	2
ELL Teacher	1	1	1	1	1
Admin Assistant	1	1	1	1	1
Security Guard	0	1	1	1	1
School	0	0	0	1	1
Psychologist (PT)					
Artists (PT)	4	6	8	10	12
Lunch Staff (PT)	0	1	1	2	2
School Nurse (PT)	0	0	0	1	1
Data Specialist (PT)	1	1	1	1	1
Custodial Assistant (PT)	1	1	1	2	2
FT	12	17	19	21	22
PT	7	7	11	17	19
No salaried	1	1	1	1	1

## d. Employment Policies

The policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing will be developed by the Leadership Team, Business Manager, and based on Board approval. The salaries and benefit plans will be competitive with the surrounding market to attract the quality of staff desired by offering higher salaries, a professional development stipend, and a comprehensive benefits package. The School shall reference local pay scales and benefit packages including other charter schools and private schools to create a pay scale and benefit package that allows it to be competitive while meeting budgeting concerns. Full time, salaried employees will be entitled to Health Insurance inclusive of health, dental, vision insurance, and Retirement, and 401k plans. Based on the school original mission, goal to be a top performing both academic and artistically, and the promotion of professional development, student centered philosophy, and teacher centered support model, recruitment of teachers will be successful.

The school will follow policies on equal employment opportunities and the maintenance of a drug-free workplace. These policies will be developed upon Public Charter School Board approval of the charter by the Business Manager and approved by the Board within 2 months. The content that the proposed policies will include: a policy establishing it as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and are tobacco, drug, and alcohol free. A Personnel Manual/Employee Handbook will be created and approved by the

School's Board of Trustees and its legal counsel outlining .Policies to be covered in the Employee Handbook include, but are not limited to: hiring policies and practices, dismissal/termination policies, employment eligibility requirements, wages/benefits, evaluation, vacation/holidays, personnel policies

The school will not discriminate in its hiring practices based on race, religion, national origin or ancestry, sex, or disability. Additionally, the School's employment policies will include provisions for hiring DCPS employees who request a leave of absence from DCPS for two years. During their time at the School, the School will pay into the employee's DCPS retirement plan. Employees will be placed on 90 day probationary period whereby the provisional contract may be terminated at any time in accordance with the School's termination provisions. Adverse actions that are detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action. The school will provide the employer the option of voluntary or involuntary termination. An employee who resigns from his or her post must provide written notification and return all school properties both material and intellectual. The School will consider an employee to have voluntarily terminated or abandoned his or her employment based on the failure to return from approved leave or absence, and failure to return to work within 2 days without notice. The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the District of Columbia and the United States of America.

## **Evaluation of Leadership and Instructional Staff**

The performance management appraisal process that will be used by *One World Public Charter School* will be based on the 360 degree appraisal model. The 360 degree is feedback that comes from members of an employee's immediate work circle. During August all instructional staff will provide the leadership team a self-evaluation as the initial step in facilitating the effective individualized professional development planning. In conjunction the Leadership Team will assess the teacher's current technical and related competences and conduct a series of formal clinical observations. Once both qualitative and quantitative data from student feedback, clinical observation, student performance, parent feedback, has been assessed a Personal Development Plan will be outlined. The Personal Development Plan will establish individualized professional development benchmarks as well as school wide performance standards.

During August all instructional staff will provide the Leadership Team a self-evaluation as the initial step in facilitating the effective individualized professional development planning. In conjunction the Leadership Team will assess the teacher's current technical and related competences and conduct a series of formal clinical observations. Once both qualitative and quantitative data from student feedback, clinical observation, student performance, parent feedback, has been assessed a Personal Development Plan will be outlined. The Personal Development Plan will establish individualized professional development benchmarks as well as school-wide performance standards.

The standards upon which teachers will be evaluated will be comprised of the knowledge, skills and abilities needed by all teachers to effectively support high student achievement around the following standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments
- Understanding and Organizing Subject Matter
- Planning Instruction and Designing Learning Experiences
- Assessing Student Learning
- Developing as a Professional Educator

The Board of Trustees will use a comprehensive assessment form in order to validate the Head of School and Arts Director competence and effectiveness yearly. The Head of School's and Arts Director's performance will be measured in terms of meeting or exceeding academic and non-academic and organizational goals, improved student achievement, operational leadership; monthly Board reporting, strategic quality management of processes, upholding the mission and philosophy of the school. Monthly Board reports must track: results of parental involvement efforts; student performance reports, professional development and attendance statistics, and results of 360 appraisal data. The Head of School will provide performance appraisal of the Business Manager and the Curriculum Director/Assistant Principal which will then be reviewed by the school's Board.

#### 3. IMPLEMENTATION OF THE CHARTER

# a. Maintenance and Reporting Academic and non-Academic Performance Data

One World PCS's school's technology infrastructure will be developed and monitored by a Data Specialist whereby data will be used to enhance the educational environment and aid in general communication with students, parents, and the PCSB. The Data Specialist will use the technology infrastructure to support the maintenance and transmittal of academic and non-academic performance data. The primary responsibility of the Data Specialist will be collecting, maintaining and reporting data to stakeholders. The Data Specialist and Leadership Team will meet weekly to monitor ILP data, all academic and non-academic school-wide goals, and internal and external diagnostic assessment data.

Enrollment Data: The School will collect and maintain a cumulative file for each student with accurate enrolment records. The Business Manager will submit to the Board a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. All student enrollment data will be compiled in order to provide the Board of Education with said data as required by law for Child Count.

Maintenance and Dissemination of Student Records: The School will maintain both student and financial records in accordance with District of Columbia School Reform Act. All cumulative files are kept in secured in a locked cabinet. A written tracking system will be monitored by the Assistant Principal in order to maintain confidentiality and computerized student records are backed up regularly and stored in a secure area. Additionally, the School

will store cumulative student records for current and former students in accordance with federal and local laws and with the regulations prescribed in the District of Columbia School Reform Act. Parents/Guardians must provide written consent to transfer permanent records to another school with proof of enrollment.

Compulsory Attendance Laws: The School will consistently monitor enrollment and attendance records to ensure that every student is accounted for each school day. Student who present challenges with attendance and punctuality will be referred for additional support and interventions.

Maintenance and Reporting of Academic and Non-Academic Performance Data One World Public Charter School's classes will be technology-enriched, with each subject in each grade completing at least one "paperless" unit project per year, using mobile laptop labs. This will build students' discipline-specific computer skills, examples may range from research and statistical comparison in social studies; to the writing, editing, and publishing process in ELA; to exploring different graphic representations in math; to creating interactive lab reports in science. Classrooms will also make use of smart boards to foster an interactive learning environment.

During the first two weeks of every school year all students will engage in a series of internal assessments in order to develop Individualized Learning Plans (ILP) to maximise teaching and learning potential. The assessment data will create a learning profile that will produce individual, group, and whole class learning reports that will support multiple intelligence classrooms, cooperative learning instructional methodology, and target students for remediation and higher achievers. These ILPs will be available for teachers and families to view online on an ongoing basis, and in September, each student's focus group leader will visit their home to share this data with the parents and to show them how to access additional data through Powerschool. By integrating home into the discourse of data, families become empowered to assist in the mission of increased academic performance. Parents will receive information on recommended family based activities, web sites, and community resources which increase literacy, vocabulary acquisition, artistic expression, and mathematical skills.

One World Public Charter School will use Powerschool to share data both internally, among teachers and with students; and externally, with parents. Parents will be trained in Powerschool at least three times per year, at the beginning of the year, and again at each of the semi-annual parent teacher conference days. Teachers will update powerschool on a daily basis, providing students and parents with continuous feedback on their progress. In addition to quantitative data, focus group teachers will enter social-emotional data, and art clinic teachers will enter narratives describing students' progress. This will support the role of the focus group leader, and also of the parent, in having the 360 degree information they need to give students holistic support. The School will have a part-time Data Specialist, who will be responsible for supporting teachers and focus group leaders in maintaining data integrity for each student on an ongoing basis. The Data Specialist will also provide teachers and administrators with data on trends in learning by grade level, by teacher, and by relevant subgroups (such as boys, girls, new admits). The Data Specialist will be supervised by the Assistant Principal. Staff will be trained on how to interpret the available data via weekly case studies (in our Friday PD meetings) where the entire staff will review the ILP of several particular students together, drawing conclusions from the data and adjusting plans for

instructional strategies as a group, to model the process that each teacher and focus group leader is expected to use on an ongoing basis.

Classes at *One World Public Charter School* will be heterogeneous, and both quantitative and qualitative data will be used to create balanced class groupings at the beginning of each year, and also to create targeted learning groupings within each subject class. Students will be assessed using Measures of Academic Progress (MAP), which are fully adaptive tests that produce a true measure of student growth and achievement so that student growth that can be measured over time from kindergarten to high school. This aggregated data will meets the needs of decision makers at all levels as we create instructional groupings, determine pacing, and predict proficiency on high stakes tests.

## b. Major Contracts Planned

Based on common operational educational practice, the following contracts that may equal or exceed \$25,000 are projected: Special Education Services, educational materials, school and office furniture, the development of a technology infrastructure, lease for incubator space, insurance, food service, food service equipment and storage, professional development of Instructional Staff. Input from stakeholders will be provided and reviewed by the Board for all major contracts. In addition the Board will consult with other charter schools, foundations, and small business for recommendations for the best vendors. Prior to the School entering into a contract with a vendor of equal to or exceeding \$25,000, it will submit a copy of the contract to the District of Columbia Public Charter School Board in accordance with public notice, and other requirements, and for review and guidance.

## c. Services Sought from the District of Columbia Public Schools

One World Public Charter School has elected to be its own Local Education Agency (LEA) and it does not envision requiring services from the District of Columbia Public Schools.

## D. CERTIFICATIONS

## Assurances

- 1. Declaration of Intent to Apply Form
- 2. Demographic Analysis Form
- 3. Assurances Form
- 4. Conflict of Interest Form
- 5. Personal Background Check Consent Form

## **Declaration of Intent to Apply Form**

The undersigned individual/organization is considering the possibility of submitting an application to establish a public charter school in Washington, D.C. We wish to participate in all forums and receive all information provided to potential applicants by the District of Columbia Public Charter School Board.

Entity Interested in Applying: One World Public Charter School

Address:
Name of Contact Person: Dr. Kimberley A Yates
Daytime Telephone
Email Address
Name of Proposed School: One World Public Charter School
Target Population to be Served: 5th-8th Grade 100 Students from Washington DC across all
wards
You are invited to provide a one-paragraph description of the public charter school you are
interested
in establishing.

One World Public Charter School will service one hundred 5th through 8th grade students in the District. The mission of the School is to develop critical thinkers who address global social, economic, and environmental conditions via artistic expression and rigorous academic discourse. The mission is embodied in the acronym E.A.R.T.H by developing graduates that will be:

E: Eco friendly and Environmentally Active: they will be actively involved in the advocacy of environmental issues concerning sustainability;

A: Artistic: they will cultivate self-expression, self-discipline, and creativity;

R: Rigorous and Reflective: they will be exposed to a holistic worldview that promotes self-insight and engagement with the global community;

T: Technology-driven: they will be technologically fluent in 21st century skills;

H: Home Integration: they will be accountable to self, family, school, community, and world by maintaining academic excellence and service.

To achieve this mission, the School will be based on three pillars of instructional pedagogy: Howard Gardner's theory of multiple intelligence, cooperative learning, and data driven instruction. One World Public Charter School will conduct a series of internal diagnostic assessments and draw on previous standardized test scores to create an Individualized Learning Profile (ILPs) which will actively inform individual, cooperative group, and whole class learning reports for the success of every child. The Arts and the ILP drive planning, professional development, classroom design and management, student support services, behavioral policies, observation, and overall school culture to fuel learning outcomes and ultimately increase academic performance. This is important as a defining characteristic of One World Public Charter School because we seek to create an educational environment that is limitless versus limiting by establishing an environment that stimulates creative inquiry and problem-solving. One World Public Charter School graduates will be self-reliant, self-directed, self-assessing learners, who will be global citizens.

Please complete and mail this form to the following address:

District of Columbia Public Charter School Board 3333 14th Street, NW Suite 210 Washington, D.C. 20010

The form may also be emailed to: applications@DC PCSB.org

## Demographic Analysis Form

Name of ProposedSchool: One World Pubic Charter School

Proposed Location: To be determined: Top two options NW or SE

(Address or general location-NE, SW, NW, SE. If no general location has been identified, provide

information for top two options.)

Projected Age Range and Number of Students Expected to Enroll by Year:

	PK3	PK4	k	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Total
Year1								25	25	25	25						100
Year2								50	50	25	25						150
Year3								75	50	50	25						200
Year4								75	75	50	50						250
Year5								75	75	75	75						capacity
Year 6																	
Year 7																	
Year 8																	
Capacity																	

## **Anticipated Student Demographics**

	Ethnicity			J	Race				nts bilit	with ties	English Language Learners	Economically Disadvantaged
	Hispanic	Non Hispanic	В	W	A	Other	1	2	3	4		
Year 1	25	75	60	10	5	25	10				5	80
Year 2	50	100	75	15	10	50	15				10	125
Year 3	75	125	95	20	15	75	20				15	175
Year 4	100	150	105	25	20	100	25				20	225
Year 5	125	175	120	30	25	125	30				25	275

## Similar Schools Profile

Please provide the following information for schools that serve the same age/grades as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target and/or offer a similar mission or educational program:

School Name	Enrollment 2013-2014	Type2	% Low Income	DC-CAS Performance (% Proficient reading and math) on most recent test
provided at this time	since the school locat.  c. There are two potenced for top performing	ntial sites under consid		

## NOTES:

2Type = DCPS, public charter school, private, parochial, independent, other

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

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

- 1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (School Reform Act (SRA) §38-1802.04(c)(16))
- 2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. (SRA §38-1802.02(16))
- 3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution.  $(SRA \S 38-1802.04 (c)(15))$
- 4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools
- 5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (SRA §38-1802.06 (a), (b), (c), and (d))
- 6. Provide PCSB with 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. (SRA §38-1802.04 (c)(12))
- 7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB.
- 8. Collect and report academic and non-academic performance using technology prescribed by PCSB
- 9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (SRA §38-1802.04 (c)(2))
- 10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA  $\S 38-1802.04$  (c)(13))
- 11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
- 12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (SRA §38-1802.11(a)(2))13.
- 13. Comply with the following federal and local laws:
  - a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse
  - b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.)
  - c. Maintenance and Dissemination of Student Records: Family Educational Rights and Privacy Act.
  - d. Certain Requirements of Educational Institutions: Compulsory School Attendance (D.C.

- Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)
- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities.
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act.
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Background Checks of Employees and Volunteers: Perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment; consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years. (D.C. Code §4-1501 et seq.; District of Columbia Municipal Regulations 6B-412-427).
- j. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

mm a	Vice Principal
Signature of Authorized Certifying Official	Title
One World PCS	03/03/14
Applicant Organization	Date Submitted

## E. BUDGET

## 1. BUDGET NARRATIVE

a. The main objective in developing the budget was to demonstrate sound and transparent financial policies and assumptions based on financial sustainability and fiscal conservatism,. All budgets will be approved by the Board of Trustees based on established accounting principles and fiscal prudence. The Budget was designed via the input of Board members and the Leadership Team to ensure the financial sustainability of 5th – 8th grades beginning with 100 students and reaching 300 students by the fifth year growing by 50 students per year. Enrollment and staff projections were the guiding template in order to ensure services would be provided by a complimentary instructional and support staff and led be an equipped Leadership Team. The staffing projections had to mirror the program based on the service delivery model, inclusionary special education services, and an integral arts component. In addition the school enrollment plan was intentionally based on a controlled gradual incremental plan in order to create a sound financial foundation. Also the Leadership Team is maintained throughout the five years in order to focus financial resources towards the students versus inflated administration salaries. This focus thereby allows the school to maintain the integrity of the mission and create a yearly surplus. This yearly surplus will be a reserve balance to assist with any operational concerns for the unforeseen issues such as under enrollment and operating cash flow issues. In addition the yearly surplus will be retained to assist with securing a permanent site.

The assumptions that the budget is based are the following:

Description	Amount
Per pupil allocation	5th Grade \$9,124
Per pupil allocation	6 <sup>th</sup> -8 <sup>th</sup> \$9,398
Special Needs per pupil allocation	\$7,390
Facilities allowance	\$2800
Base teacher salary	\$63,500
PCS Grant	Year One : \$180,000
	Year Two:\$ 260,000
	Year Three: \$ 260,000
Federal Entitlements	Year One-Year Five: \$93,500

## b. The Basis for line Item Expenses are as following:

**Personnel Salaries and Benefits** 

Personnel Salaries and Ber			
Line Item	Component Narrative	Average Salary	Justification
Principal/Executive Salary	1 Head of	90K	The salaries of the
ie Vice Principal and Arts Director	School 1 Vice Principal	85K	leadership begin at a conservative scale however
Director	1 Arts Director	OUN	over the 5 years the team
		76,200K	will receive a 5K bonus per
_			year based on performance.
Total		Year One: \$251,200	
Teachers' Salaries	Year 1	63,500	The salaries of the
	5FT 1 PT		instructional staff will
	By Year 5		begin at a conservative
	13 FT		scale however over the 5
			years they will receive a 2,500K bonus per year
			based on performance
Total		Year One: \$349,250	based on performance
Teacher Aides/Assistant	Year 1	35K	The salary of the ELL
Salaries	1 ELL Specialist		Specialist will begin at a
	1		conservative scale however
			over the 5 years the ELL
			specialist will receive a
			2,500K bonus per year
	11		based on performance
Total	***	Year One: \$35,000	110 -1
Other Education	Year 1	12,000 per year	Artist are paid for 7hrs per
Professionals Salaries ie	4PT Year 5	Rate \$45 per hr	week and will participate in Friday PD for additional
PT Artists	12PT		training
Total	121 1	Year One: \$48,000	training
Business/Operations	1 Business/	60K	The salary of the ELL
Salaries	Operations		Specialist will begin at a
	manager		conservative scale however
			over the 5 years the ELL
			specialist will receive a
			2,500K bonus per year
TP 4 1		V 0 422 022	based on performance
Total Custodial Salaries	Voor 1	Year One: \$60,000	
Custodiai Saiaries	Year 1 1PT	25K	
	Year 5		
	2PT		
Total		Year One: \$25,000	
	.		L

Other Staff Salaries Special Education Director  Total	1 Special Education Director (Year One will also be a Learning Specialist for 10 students)	70K Year One: \$70,000	The salary of the Special Education will begin at a conservative scale however over the 5 years the Special Education Director will receive a 2,500K bonus per year based on performance.
Employee Benefits		Average is 11,787	
Total		Year One:\$141,432	
Admin Assistant	Year 1-5 One Admin Assistant	35K	The salary of the Admin Assistant will begin at a conservative scale however over the 5 years the Admin Assistant will receive a 2,500K bonus per year based on performance.
Total		Year One: \$35,000	
Contracted Staff ie Data Specialist	Year 1-5 1PT	17,500	The salary of the Data Specialist will begin at a conservative scale however over the 5 years the Data Specialist will receive a 2,500K bonus per year based on performance.
Year One		Year One: \$ 17,500	
Staff Development Costs	Year 1-5 Instructional Staff	1500 per Instructional Staff	
Total		Year One: \$7500	

Direct Student Cost

Line Item	Description	Average Amount per student	Year One Total Cost
30	Textbooks	\$177.00	\$17,730
31	Student Supplies and Materials	\$205.00	\$20,500
32	Library and Media Center Materials	\$105.00	\$10,500
33	Computers and Materials	\$292.50	\$29,250

34	Other Instructional Equipment	\$231.00	\$23,150
35	Classroom Furnishings and Supplies	\$100.00	\$10,000
36	Student Assessment Materials	\$50.00	\$5,000
37	Contracted Student Services ie Special Education Service Providers	\$10,000 for Special Education students (services and assessments)	\$100,000
38	Miscellaneous Student Costs	Year 1-5 Increase by 5K	\$5,000

## Occupancy Expenses

Line Item	Description	Increase Per year	Year One
43	Rent	5K	103,000
44	Mortgage Principal Payments	0	0
45	Mortgage Interest Payments	0	0
46	Building Maintenance and Repairs	5K	18,386
47	Renovation/Leasehold Improvements	5K	24,000
48	Utilities	12K per yr	13,140
49	Janitorial Supplies	\$2500 per year	2,400
50	Equipment Rental and Maintenance	\$2500 per year	5,200
51	Contracted Building Services	\$2K per year	2,000

Office Expenses

Line Item	Description	Increase Per	Year One
		year	
56	Office Supplies and Materials	5K	6,000
57	Office Furnishings and Equipment	\$2500	9,300
58	Office Equipment Rental and Maintenance	\$2500	11,500
59	Telephone/Telecommunications	\$2500	8,000
60	Legal, Accounting and Payroll Services	\$2500	8,000
61	Printing and Copying	\$1500	4,305
62	Postage and Shipping	\$500	720
63	Other	\$500	193

General Expenses

Description	Increase Per	Year One
Insurance	5K	20,835
Interest Expense	5K	0
Transportation	5K	0
Food Service	\$897 per student Average \$5 per day	89,700
Administration Fee (to PCSB)	5K	8,826
EMO Management Fee		0
Other General Expense	5K	2,348
	Insurance Interest Expense Transportation Food Service  Administration Fee (to PCSB)  EMO Management Fee	Insurance 5K Interest Expense 5K Transportation 5K Food Service \$897 per student Average \$5 per day Administration Fee (to PCSB) 5K  EMO Management Fee

## 2. PRE-OPENING EXPENSES

Projection for this Pre-opening period is seen in the attachment. This loan of \$180,000 is to be received in the beginning of DC PCSB's fiscal year of July thru June with the interest of 8% interest that is included in our projected budget. The total to be received over the three year period is \$700,000, (\$180,000 pre-opening, first school year of September 2014–15 the amount will be \$260,000 and the third payment for 2015–16 school year of \$260,000 for the total of \$700,000. The Board will identify a consultant to begin the nonprofit application process in order to apply for grants to raise funding from both private/public foundations and from government sources. We are projecting \$180,000 in revenues based on the Title V-b Planning and Program Design funding and \$15,000 in private grants and donations. In addition upon

approval the school will investigate beginning a \$30,000 line of credit with a local bank to assist with initial pre planning cost. After the May 2014 approval announcement, One World PCS Board will begin working with FOCUS to apply for the Walton Family Foundation start up grant. This public charter startup grant will provide a base \$250,000 grant to qualified school during the authorization process and during the first year of operation.

During the planning year, The Executive Director, Board of Trustees, and the identified Leadership Team will work diligently towards getting the school ready for opening form the day of full approval by the DC PCSB. During the planning year a key group of people will as independent contractors including the Head of School and Vice Principal to develop the program. The Leadership Team will work in consultation with curriculum specialist to complete the curriculum while the Board will be completing all policies for operations and parent student handbooks. The founding member will immediately begin marketing the school and interviewing for the instructional team.

The expenses that will incurred during the planning period are the following

- \$160,000 in contracted staff to complete the Planning Phase
- \$10,000 Grant Consultancy Fee
- \$9400 Employee Benefits
- \$3500 Student Enrollment Cost
- \$2700 Office Supplies and Materials
- \$2400 Office Furnishings and Equipment
- \$1000 Telephone/Telecommunications
- \$1500 Legal, Accounting and Payroll Services ie Non Profit Application Fee
- 1500 Postage and Shipping
- \$3000 Other: Staff Recruitment & Marketing/Web design

## 3. TWO-YEAR OPERATING BUDGET

Two-Year Operating Budget has been developed to reflect the percentages based on research of other researched budgets within our goal of revenues to be received. Attached are the Operating budgets for Year One and Year Two. The Revenues are based on per pupil allocations and facilities allowance for 100 students in Year One and 150 students in Year Two. The federal entitlements and the Title V-b Planning and Program Design funding combined total of \$353,500 per year. In addition \$25,000 in private grants and donations will be raised along with \$5000 in activity revenues per year. Based on the enrollment of 100 students in Year One and an increase per year of 50 students, projections are conservative with performance based incentives. The school's vision of sustainability is also integrated into the operations of the schools. Therefore creating financial sustainability and yearly surplus is parallel to providing a high quality program. All funding levels such as per pupil allocation, facilities allowance, and federal entitlements are maintained throughout the five year budgets, however a 2% increase in per pupil allocation and a 3% increase in entitlements are anticipated.

	Five Year Estimated Budget						
	Worksheet						
		Yo	Year 1	Year 2	Year 3	Year 4	Year 5
DESC	CRIPTION						
	Per Pupil Charter Payments	0	1,006,850	1,506,850	2,006,850	2,513,700	3,020,550
	Federal Entitlements	180,000	633,500	773,500	653,500	793,500	933,500
	Income from Grants and Donations	15,000	25,000	25,000	25,000	25,000	25,000
	Activity Fees	0	5,000	5,000	5,000	5,000	5,000
	TOTAL REVENUES	\$195,000	\$1,670,350	\$2,310,350	\$2,690,350	\$3,337,200	3,984,050

This section of the Five Year Estimated budget worksheet demonstrates how the levels have been maintained. The Board will identify a consultant to complete the 501c3 nonprofit status the school will apply for both education and arts grants starting with the Morris and Gwendolyn Cafritz Foundation. This foundation funds arts and humanities, community services, and education and health and environment. The mission of the One World PCS encompasses several program areas which will increase our funding potential. In addition we will also apply to other foundations such as the Bill and Melinda Gates Foundation to private and organizations such as the American Honda Foundation that supports educational focus on science, technology, environment, and literacy.

The Year One and Year Two Operating budgets maintain a small Leadership Team and a comparable instructional staff. In Year One the Special Education Director will also serve as a Learning Specialist for the projected 10 students. In addition the 4 artists will be PT employees therefore minimizing employee benefit costs. In addition the staffing projections due to scheduling increasing from 12 FT staff to 17 FT staff with the addition of 1 Learning Specialist, 2 instructional staff, a lunch personnel, and a security guard. Based on the experience of the Leadership Team and Board , staff numbers need to be minimized in the first two years , which means a much more active hands on leadership style in order to create a sustainable school culture.

Direct School cost, Office expenses, and General expenses and were based on startup charter school budgets projections with the consideration of keeping cost low within the first two years. Direct student cost consist of the capitol budget items as well as a projected 10K per special needs students for services and assessments. By maintaining conservative projections in Year One \$71,485 will be retained by the school as surplus and \$56,385 in Year Two.

One World PCS will spend the pre-opening planning year investigating all options for leasing a school site as well as for a permanent facility. Negotiations with FOCUS, Building Hope, and local corporate real estate service to identify a space that is fiscal responsibility for a startup school. \$18,386 will be allocated to Building maintenance and repair and \$24,000 will be set aside for renovations and leasehold improvements which will increase by 5K in Year Two.

## 4. ESTIMATED FIVE-YEAR BUDGET PROJECTIONS

Estimated Five-Year Budget using revenue only by formula grants, (not private grants or donations) except in the Pre-opening and first school year include any private donations. Based upon the understanding of what we can apply or entitled are the per pupil charter payments, federal entitlements, facilities allowance. The estimated five tear budget projection are based on the following assumptions

Description	Amount	Year One –Year Five
Per pupil allocation	5th Grade \$9,124	Level will be maintained (therefore not
1 1		considering 2% increase)
Per pupil allocation	6 <sup>th</sup> -8 <sup>th</sup> \$9,398	Level will be maintained (therefore not
		considering 2% increase)
Special Needs per	\$7,390	10% of the population will be special needs each
pupil allocation		year
Facilities allowance	\$2800	Level will be maintained (therefore not
		considering 2% increase)
Base teacher salary	\$63,500	Will be performance based incentives \$2500 per
<b>,</b>		year
PCS Grant	Year One: \$180,000	Standard from Year 1-3
	Year Two:\$ 260,000	
	Year Three: \$ 260,000	
Federal Entitlements	Year One-Year Five:	Standard Year 1-5
	\$93,500	

Conservative staffing in Year One and Two will provide a surplus of \$127,870 to compensate for the drop in federal entitlements in Year Three. The following adjustments will be made in the case whereby student enrollment is not met which would impact per pupil allocation:

- Block scheduling to maximize instruction however minimizes collaborative teaching opportunities and minimize staff
- Hire Learning Specialist with dual certification to provide ELL support
- Create a PT schedule for the Spanish teacher in Year 2
- Examine non instruction staff create PT positions to minimize employee benefit costs

In the Five Year Estimated budget projections a yearly surplus will be maintained by keeping key expenditures low, conservative staff projecting while still provided highly quality instruction and support, and a small Leadership Team which minimizes large executive salaries.

## 4. CAPITOL BUDGET

The Capital Budget refers the yearly school investment of assets such as computers, furniture, fixtures and supplies directly related to students. The capitol budget in Year One encompasses costs for textbooks, student supplies and materials, library and media center materials, instructional equipment, student assessment materials, and miscellaneous student cost totaling expenses is \$121,130 which averages \$1211 per student. Keeping with our ecofriendly mission classroom and office furnishing cost will be minimized based on the use of recycled elements. In addition to direct student cost the school has budgeted for non-classroom office furnishings totaling \$93,00 and a line item dedicated to improvements to the school site Leasehold improvements of 24,000. Any additional funds not used will be allocated to the building fund and yearly surplus.

## 5. MONTHLY CASH FLOW PROJECTION FOR YEAR ONE

The Cash Flow projections for the first year are from July 1 through June 30 of Budget Year One. As a startup charter school there will be limited opening revenues because the Per Pupil allotment is not awarded until October 2015. During the planning year \$180,000 will be utilized for contacting consultants, marketing, minimal office supplies, website design, nonprofit application filing fees, and student enrollment efforts. In addition One World PCS will investigate securing a credit line with a local bank based in the recommendations of the Board. The operations manager will create a budget to be approved by the Board that makes adjustments based on financial priorities for the school operation.

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ng Year BUDGETED AMOUNTS	Column A Column B Column C	501(c)3 Education Annagement School Applicant Organization Education	180,000 180,000 15,000 15,000	15,000 15,000	\$195,000 \$195,000	501(c)3 Management Combined Total Organization	160,000	10,000	9,400	\$179,400		3,500
Pre Opening Planning Year	Col	50 School	Total Public Funding	Total Non-Public Funding		50 School						
ONE WORLD PUBLIC CHARTER SCHOOL  DESCRIPTION		REVENUES	1 Per Pupil Charler Payments 2 Per Pupil Facilities Allowance 3 Federal Entitlements 4 Other Government Funding/Grants 5 Private Grants and Donations 7 Activity Fees	8 Loans 9 Other Income (please describe in footnote) 10 EMO Management Fee (= line 73, col. G) 12	13 14 TOTAL REVENUES	EXPENSES	Person	<ul> <li>16 Teachers Salaries</li> <li>17 Teacher Aides/Assistant Salaries</li> <li>18 Other Education Professionals Salaries ie Grant Consultant</li> </ul>	<ul> <li>19 Business/Operations Salaries</li> <li>20 Custodial Salaries</li> <li>21 Other Staff Salaries Special Education Director</li> <li>22 Employee Benefits</li> <li>23 Admin Accident</li> </ul>	23 Aufilli Assistant 24 Contracted Staff ie Data Specialist 25 Staff Development Costs 26 Subtotal: Personnel Costs	Direct S	38 Miscellaneous Student Costs ie Student recruitment 39

	0\$	2,700 2,400 1,000 1,500 1,500 1,500 1,500		\$195,000
42 Occupancy Expenses 43 Rent 44 Mortgage Principal Payments 45 Mortgage Interest Payments 46 Building Maintenance and Repairs 47 Renovation/Leasehold Improvements 48 Utilities 49 Janitorial Supplies 50 Equipment Rental and Maintenance	52 Contracted building Services 53 Subtotal: Occupancy Expenses 54 Office Expenses	Office Supplies and Materials Office Furnishings and Equipment Office Furnishings and Maintenance Telephone/Telecommunications Legal, Accounting and Payroll Services ie Non Profit Application Fee Printing and Copying	63 Other: Staff Recruitment & Marketing/Web design 64 Subtotal: Office Expenses 66 Insurance 67 General Expense 68 Intransportation 70 Transportation 71 Food Service 72 Administration Fee (to PCSB)	To Cither General Expense To Subtotal: General Expenses To TOTAL EXPENSES TO EXCESS (OR DEFICIENCY) To Excess (or definit) retained by school

Student Enrollment Facility Size (square footage) Average Teacher Salary Student/Teacher Ratio Other Major Assumptions

ASSUMPTIONS

NOTES:
\*\*\*Facility space is not yet secured

95% 8% 100% Expenditures as a Percent of Total Public Funding Column D

Expenditures as a Percent of Total Public Funding

%%%%%%%%

0.30% 1% 0.60% 0.50% 0.50% 0.30% 0% 0%

0.00%

## Two-Year Operating Budget Worksheet: Year ONE

	Column D Expenditures as a Percent of Total	Public Funding 62%	16% 5% 15% 98%	2%	2%	100%	Expenditures as a Percent of Total Public Funding	15%	21%	3%	% <b>-</b> % <b>-</b> % <b>-</b>	7 %	%0 %1	62%	44	<del>~</del> ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	2%	1%
Year ONE S	Column C Total Revenues by Funding	Source 1,006,850	280,000 93,500 260,000 1,640,350	25,000 5,000	30,000	\$1,670,350	Combined Total	251,200	349,250 35,000	48,000 60,000	25,000 70,000	35,000	7,500	\$1,039,882	17,730	20,500	29,250 23,150	10,000
Worksheet BUDGETED AMOUNTS	Column B Education Management	Organization					Education Management Organization											
Two Year Operating Budget Worksheet BUDGETEE	Column A 501(c)3	School Applicant 1,006,850	280,000 93,500 260,000 1,640,350	25,000 5,000	30,000	\$1,670,350	501(c)3 School Applicant	251,200	349,250 35,000	48,000 60,000	25,000 70,000	35,000	7,500 7,500	\$1,039,882	17,730	20,500	29,250	10,000
Two Year			Total Public Funding		Total Non-Public Funding			octo										K.
ONE WORLD PUBLIC CHARTER SCHOOL DESCRIPTION		REVENUES Per Puoil Charter Payments	Per Pupil Facilities Allowance Federal Entitlements Other Government Funding/Grants	Private Grants and Donations Activity Fees	Other Income (please describe in footnote)	TOTAL REVENUES	S III	Personnel Salaries and Benefits Personnel Salaries and Benefits Principal Fractive Salary is Vice Principal and Arts Director	Teachers Salaries Teacher Aides/Assistant Salaries	Other Education Professionals Salaries ie PT Artists Business/Operations Salaries			Contracted Staff ie Data Specialist Staff Development Costs		28 29 Direct Student Costs 30 Tasthooks			Other Instructional Equipment Classroom Furnishings and Supplies Student Assessment Materials
Ö			. M W 4 r	9 / 9	005	- 7 th		4	16	19	20	3 8	24 25	26 <b>27</b>	73 73 73 73 73 73 73 73 73 73 73 73 73 7	328	33	36 36

## Two-Year Operating Budget Worksheet: Year ONE

38	Contracted Student Services ie Special Education Service Providers Miscellaneous Student Costs	100,000 5,000	100,000 5,000	%0 %9
& <b>4</b>	Subtotal: Direct Student Costs	\$221,130	\$221,130	13%
41 42 Occu	41 42 Occupancy Expenses			
43	Rent	103,000	103,000	2%
4	Mortgage Principal Payments	0 (	0 0	0 0
<del>با</del> 5	Mortgage Interest Payments	18 386 18 386	18 386	1%
<b>4</b> i	Bullong Mannehance and repairs	000,00	24,000	%- %
<b>4</b> ,	Kenovation/Leasenoid improvements	24,000 13.14fi	13 140	, - %
848	Cultures	2,140	2,140	%- 0
<b>4</b> 0	Janitoria Supplies	2,400 7,200	5,200	%0
00 4	Equipment Referred and Manneniance Contracted Building Contracted	207,5	2,000	%0
22	Colliacieu bulluilig dervices		î	
<b>3</b> 2	Subtotal: Occupancy Expenses	\$168,126	\$168,126	40%
54				
55 Offic	55 Office Expenses			
56	Office Supplies and Materials	6,000	6,000	0:30%
22	Office Furnishings and Equipment	6,300	9,300	%1%
58	Office Equipment Rental and Maintenance	11,500	11,500	0.60%
59	Telephone/Telecommunications	8,000	8,000	%0c.0
09	Legal, Accounting and Payroll Services	8,000	8,000	0.50%
61	Printing and Copying	4,305	4,305	0.30%
62	Postage and Shipping	720	103	%0
63	Other	28.	200	80
64		648 048	\$48 048	3 00%
65	Subtotal: Office Expenses			
92		4		
o den	eral Expenses	20 835	20.835	5%
800	Insurance	22,52	0	%0
9 6	Transferior	) C	0	%0
2 5	Talibyu tatuur Eroof Qeniira	89.700	89.700	4%
- 62	Administration Fee (to PCSB)	8,826	8,826	0.50%
73	FWO Management Fee	0	0	%0
7.	Other General Expense	2,348	2,348	0.50%
75				
9/	Subtotal: General Expenses	\$121,709	\$121,709	7.29%
77				
28	TOTAL EXPENSES	\$1,598,865	1,598,865	
6/				
80 <b>EXC</b>	80 EXCESS (OR DEFICIENCY)	£71 48£		
<b>.</b> 6	Excess (or deficit) retained by school			
7				

5

ASSUMPTIONS
Student Enrollment

Two-Year Operating Budget Worksheet: Year ONE

Facility Size (square footage) Average Teacher Salary Student/Teacher Ratio Other Major Assumptions

NOTES:

1	22
1	11
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6% 0 11% 12% 13% 0.45% 0.45% 0.45% 0.45% 0.45% 0.60% 0.60% 0.60% 0.60% 0.60% 0.80% 0

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ONE WO	ONE WORLD PUBLIC CHARTER SCHOOL  DESCRIPTION	Ϋ́	Two Year Operating Budget Worksheet BUDGETE	Vorksheet BUDGETED AMOUNTS	Year TWO
			Column A	Column B	Column C
í			501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
٠,	KEVENUES			Organization	
- 0	Per Pupil Charter Payments Fer Pupil Sacilities Allowance		1,506,850 420,000 33,533		1,506,850 420,000
ω 4	Federal Entitlements Other Government Funding/Grants		260,000		93,500
5		Total Public Funding	2,280,350		2,280,350
9 1	Private Grants and Donations		25,000		25,000
~ œ	Activity nees Loans		000,0		000.6
ာတေ	Income (please describe in footnote)				0
2 €	i orali EMO Management Fee (= line 73, col. G)	Total Non-Public Funding	ooning		000,08
27 5					
4	TOTAL REVENUES		\$2,310,350		\$2,310,350
				TA: costion	
			School Applicant	Management	Combined Total
EXPE	EXPENSES		TIRDUIC OF THE PROPERTY OF THE	Organization	
	Personnel Salaries and Benefits				
<del>र</del> र	Principal/Executive Salary ie Vice Principal and Arts Director Teachers Salaries		266,000		266,000
2 12	Teacher Aides/Assistant Salaries		75,000		75,000
18	Other Education Professionals Salaries ie PT Artists		72,000		72,000
19 20	Business/Operations Salaries		65,000		65,000
21	Other Staff Salaries Special Education Director & Security Guard		105,000		105,000
22	Employee Benefits Admin Assistant		200,362 37,500		200,362 37,500
24	Contracted Staff ie Data Specialist		18,750		18,750
25	Staff Development Costs		10,500		10,500
57	Subtotal: Personnel Costs	ļ	\$1,410,112		\$1.410.112
58 58		1			
29 Direc	ct Student Costs				
e 3	Textbooks		26,550		26,550
	Student Supplies and Materials Library and Media Center Materials		30,730		30,750 15,750
33	Computers and Materials		43,875		43,875
34	Other Instructional Equipment		34,725		34,725
35	Classroom Furnishings and Supplies		15,000		15,000
37	Contracted Student Services ie Special Education Service Providers		150,000		150,000
æ &	Miscellaneous Student Costs		non'e		nnn'e
9 ;	Subtotal: Direct Student Costs		\$329,150		\$329,150
4					

V

42 Occ	42 Occupancy Expenses	145 000	000
7	Month of Drivated Drivated		
1 4	Northagale Filminghar Payments Morthagal Darmante		o c
5 4	Minigage Interest a gimens Districted on the Description		386
5 1	Dusticular Manifestation and Neptons	49,000	
4		4.00	9 6
8	Utilities		04.
49	Janitorial Supplies		400
20	Equipment Rental and Maintenance	7,200 7,2	7,200
51	Contracted Building Services		000
52			I
53	Subtotal: Occupancy Expenses	\$256,126 \$256,126	92
54			
55 Off	55 Office Expenses		
26	Office Supplies and Materials	11,000	000
27	Office Furnishings and Equipment		300
58	Office Equipment Rental and Maintenance		000
59	Telephone/Telecommunications		200
9	legal Accounting and Payroll Services		200
6	Deletion and Convince		805
- 6	Destand and Chinain	2.220	220
200	Contago and Cripping		693
3 3	Cure		
0 ¢		\$70.018	18
65	Subtotal: Office Expenses		1
99			
67 <b>Ger</b>	67 General Expenses		
89	Insurance	25,835 25,8	25,835
69	Interest Expense		0
02	Transportation		2,000
71	Food Service	134,550	,550
72	Administration Fee (to PCSB)		,826
73	EMO Management Fee		0
74	Other General Expense	7,348	7,348
75			
9/	Subtotal: General Expenses	\$188,559	229
77			
78	TOTAL EXPENSES	\$2,253,965	
79			
80 <b>EX</b>	80 EXCESS (OR DEFICIENCY)		
81	Excess (or deficit) retained by school		
82	Excess (or deficit) retained by EMO	0\$ 0\$	
AS	ASSUMPTIONS		
	i L	750	

Student Enrollment Facility Size (square footage) Average Teacher Salary Student/Teacher Ratio Other Major Assumptions

NOTES: \*\*\*Facility space is not yet secured

ONE WC	ONE WORLD PUBLIC CHARTER SCHOOL	DESCRIPTION		Two Year Operating Budget Worksheet BUDGET	orksheet BUDGETED AMOUNTS	Capitol Budget S	
				Column A	Column B	Column C	Column D
REV	REVENUES			501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
-00400Va	Per Pupil Charter Payments Per Pupil Facilities Allowance Federal Entitlements Other Government Funding/Grants Private Grants and Donations Activity Fees		Total Public Funding	1,006,850 280,000 93,500 26,000 1,640,350 25,000 5,000		1,006,850 280,000 93,500 260,000 1,640,350 25,000 5,000	62% 16% 5% 15% 98% 2% 0%
0 0 2 7 2 5	Other Income (please describe in footnote)  EMO Management Fee (= line 73, col. G)	tnote) I. G)	Total Non-Public Funding	30,000		30,000	2%
£ <b>4</b>	TOTAL REVENUES			\$1,670,350		\$1,670,350	100%
EXP	EXPENSES			501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
15 Direction 15 Di	15 Direct Student Costs 16 Textbooks 17 Textbooks 18 Student Supplies and Materials 18 Library and Media Center Materials 19 Computers and Materials 20 Other Instructional Equipment 21 Classroom Furnishings and Supplies 22 Student Assessment Materials 24 Miscellaneous Student Costs 25 Subtotal: Direct Student Costs 26 Subtotal: Direct Student Costs 27 28 TOTAL EXPENSES 30 ASSUMPTIONS 31 Student Enrollment 52 Facility Size (square footage) 33 Average Teacher Salary 34 StudentTeacher Ratio 35 Other Major Assumptions			17,730 20,500 10,500 29,250 23,150 10,000 5,000 5,000 5,000 100 **** 63,500		17,730 20,500 10,500 29,250 23,150 10,000 5,000 5,000 5,000	71 1 1 % % % % % % % % % % % % % % % % %
CN	NOTES:						

NOTES:
\*\*\*Facility space is not yet secured

## Five-Year Estimated Budget Worksheet

Five Year Estimated Budget Worksheet						
DESCRIPTION	۶,	Year 1	Year 2	Year 3	Year 4	Year 5
Per Pupil Charter Payments Federal Entitlements	180.000	1,006,850	1,506,850	2,006,850	2,513,700	3,020,550
Income from Grants and Donations	15,000	25,000	25,000	25,000	25,000	25,000
Activity Fees	0	5,000	5,000	5,000	5,000	5,000
Other Income	01	01	01	OI	01	OI
TOTAL REVENUES	\$195,000	\$1,670,350	\$2,310,350	\$2,690,350	\$3,337,200	3,984,050
EXPENSES						
Personnel Salaries and Benefits	180,000	\$1,039,882	1,410,112	\$1,659,434	2,046,506	2,341,292
Direct Student Costs		221,130	329,150	442,200	555,250	668,200
Occupancy		168,126	256,126	309,126	\$362,126	415,126
Office Expenses	12,000	48,018	70,018	88,018	105,018	122,518
General Expenses	3,000	121,709	188,559	253,409	309,759	378,109
TOTAL EXPENSES DEFICIT	\$195,000	\$1,598,865	\$2,253,965	\$2,752,187 -61.837	\$3,378,659 (\$41,459)	3,925,245
SURPLUS		\$71,485	\$56,385	\$66,033	\$24,574	58,805
FEDERAL ENTITLEMENTS:						600,000
PCS Grant	180,000	260,000	260,000	0	0	0
Federal Entitelements:	0	93,500	93,500	93,500	93,500	93,500
Facilities Allowance	0	280,000	420,000	260,000	700,000	840,000
	180,000	633,500	773,500	653,500	793,500	933,500

# ONE WORLD PUBLIC CHARTER SCHOOL MONTHLY CASH FLOW PROJECTIONS DESCRIPTION

38	Miscellaneous Student Costs	5,000
0 <b>4</b> 2	Subtotal: Direct Student Costs	221,130
41 42 Occup	Occupancy Expenses	
	Rent	103,000
44	Mortgage Principal Payments	0
45	Mortgage Interest Payments	0
46	Building Maintenance and Repairs	18,386
47	Renovation/Leasehold Improvements	24,000
48	Utilities	13,140
49	Janitorial Supplies	2,400
50	Equipment Rental and Maintenance	5,200
51 52	Contracted Building Services	2,000
53	Subtotal: Occupancy Expenses	168,126
54		
55 Office	Office Expenses	
56	Office Supplies and Materials	0,000
22	Office Furnishings and Equipment	9,300
58	Office Equipment Rental and Maintenance	11,500
59	Telephone/Telecommunications	8,000
09	Legal, Accounting and Payroll Services	8,000
61	Printing and Copying	4,305
62	Postage and Shipping	720
63	Other	193
64		
65	Subtotal: Office Expenses	48,018
	General Expenses	
68	Insurance	20,835
69	Interest Expense	0
20	Transportation	0
71	Food Service	89,700
72	Administration Fee (to PCSB)	8,826
73	EMO Management Fee	0
74	Other General Expense	2,348
75		100
<b>76</b>	Subtotal: General Expenses	607,121
78	TOTAL EXPENSES	1,598,865

## F. RÉSUMÉS, BOARD MEMBER AGREEMENTS, AND STATEMENTS OF INTEREST AND QUALIFICATIONS

- 1. Résumé (See Attachments)
- 2. Board Member Agreement (signed), including Conflict of Interest (signed)
- 3. Statement of Interest and Qualifications (signed)

## One World Public Charter School Founding and Board Members:

- 1. Rich Lodish, Educator (Founding and Board)
- 2. Doug Gustason, Finance (Founding and Board)
- 3. Dr. Rickey Payton, CEO and Founder Urban Nation Academy (Founding and Board)
- 4. Angela Kessler, Prinicpal (Founding and Board)
- 5. Karen Baker, Educator (Founding and Board)
- 6. Morley Kamen, International Artist & Educator (Founding and Board)
- 7. Marta del Pilar Lynch, International Educational Consultant (Founding and Board)
- 8. Kimberley A. Yates, English Teacher, KIPP DC: College Preparatory (Founding)
- 9. Gabriel Benn Asheru, Director of Arts Integration, Ballou High School (Founding)

## G. CONFLICT OF INTEREST

Include a Conflict of Interest Form, located in Appendix C, for all founding and Board of Trustee members (note: Personal Background Check Consent Forms, also in Appendix C, must be submitted at the time of application under separate cover; Personal Background Check Consent Forms are not to be included in the application).

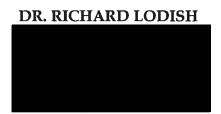
## The signed Conflict of Interest Forms have been included in Tab F per explicit instructions in the DC PCSB 2013-2014 Application Guidelines for New Charter School Start-Ups (item F, p. 29).

- 1. Rich Lodish, Educator (founding and Board)
- 2. Doug Gustason, Finance (founding and Board)
- 3. Dr. Rickey Payton, CEO and Founder Urban Nation Academy (founding and Board)
- 4. Angela Kessler, Prinicpal (founding and Board)
- 5. Karen Baker, Educator (founding and Board)
- 6. Morley Kamen, International Artist & Educator (founding and Board)
- 7. Marta del Pilar Lynch, International Educational Consultant (founding and Board)
- 8. Kimberley A. Yates, English Teacher, KIPP DC: College Preparatory (founding)
- 9. Gabriel Benn Asheru, Director of Arts Integration, Ballou High School (founding)

## H. DEMOGRAPHIC ANALYSIS

One World Public Charter School will compete with schools as it relates to the recruitment of students and highly qualified teachers with a potential location along the 16<sup>th</sup> Street corridor, which area has been underserved in terms of middle schools, i.e. our targeted population. The 16<sup>th</sup> Street corridor where the School might be located is not densely populated with middle schools, and therefore the recruitment strategy will ensure adequate enrollment. The strategy will include recruitment at targeted feeder schools as well as middle schools with waiting lists of students. Due to the incorporation of arts in the mission of the School, performances at local churches, theaters, street festivals, and community events will provide a nontraditional marketing technique. This strategy will impact enrollment of surrounding schools only by providing an additional option for parents that have a very specific mission and philosophy.

One World PCS and its program will be publicized throughout the community via both traditional and nontraditional outreach efforts. The traditional methods will be marketing via print media, such as City Paper, Washingtonian, Parents Magazine, Public Charter School conferences and recruitment fairs, web advertisement ie social media and craiglist and idealist, as well as local radio shows. In addition, the Public Charter School process provides advertisement on the main site as well as open community hearings that will provide opportunities for community endorsements. The proposed Leadership Team will also visit local identified feeder schools and conduct door-to-door community outreach. The partnerships with Urban Nation Academy and The George Washington University will serve as the forum for additional exposure in educational circles. The arts component of the mission of the school will serve as the non-traditional outreach efforts. Urban Nation Hip Hop Choir will serve as a voice to promote the School via performances. Friends of One World Public Charter School will provide their artistic affluence for fundraising and marketing events that will bring additional recognition to the School's mission. The outreach efforts that will be made to potential students and their families, and the steps that will be taken to recruit students will be citywide in order to recruit from all wards. The feeder elementary schools will be: Latin American Montessori Bilingual, Potomac Lighthouse PCS, Two Rivers PCS, Inspired Teaching PCS, Yu Ying, and Washington Latin. Based on the Demographic Analysis Form included in Appendix C, the 16th Street NW corridor has only one middle school that is a Tier One performing school – Washington Latin PCS, which is in high demand.



## **EDUCATION**

Harvard University Graduate School of Education; Cambridge, Massachusetts. Ed.D., 1976.

Case Western Reserve University; Cleveland, Ohio. M.A., 1970.

Washington and Jefferson College; Washington, Pennsylvania. B.A., 1968. Magna Cum Laude, Phi Beta Kappa.

## FELLOWSHIPS/AWARDS

Martha's Table Soup Kitchen award 20011

Fellow, Leadership Washington, 1994-95.

National Distinguished Principal Award, U.S. Department of Education and the National Association of Elementary School Principals, 1993.

U.S. Department of Education Exemplary Elementary School Award, 1986.

Fellow, Education Policy Fellowship Program, sponsored by the Institute for Educational Leadership; Washington, D.C., 1985-86.

Yale University; New Haven, Connecticut. National Science Foundation Undergraduate Research Fellow, 1967.

## PROFESSIONAL EXPERIENCE

## **Administration**

Founding Head, East Bay Conservation Corps Charter School, Oakland, CA, 2002-2003

On sabbatical leave, head a new inner-city Charter School which integrates service learning, spiritual development, and creative expression across a full range of academic subjects.

Associate Headmaster, Sidwell Friends School; Washington, D.C., 1986-present.

Involved in all areas of school policy and long range planning--budget projections and accountability, and board relations.

Principal, Sidwell Friends Lower School; Washington, D.C., 1976-present.

Work extensively on recruitment of diverse, multicultural staff; teacher supervision, evaluation and development through workshops; grade reports and parent conferences.

Develop innovative programs such as school-wide curricular themes; student/faculty/parent community service projects; parenting discussion groups, and internship programs for college and high school students. Perhaps most importantly, I have set an overall tone of cooperation, sharing and togetherness among our students, parents and staff.

Co-Director of a team which developed and established a new Bilingual Bicultural School in Beijing, China, 1994-2000.

Evaluated early childhood programs in South Korea for the Chosen Newspaper.2008

Co-Director, Beginning Teacher Institute; Maryland Independent Schools Association, 1985-1990.

Develop and administer 3-day workshops for new teachers on topics ranging from classroom management to parent conferences.

Co-Director, Institute for Educational Leadership in Elementary Schools; National Association of Independent Schools, 1983-84.

Planned and directed summer institutes for fifty administrators (from U.S. and overseas) on current research and programs related to elementary education.

Co-Director, Early Childhood Staff Development Institute; Northeast Regional Education Center of Massachusetts and Tufts University, joint sponsorship, 1974-75.

Director, EDC Child Care Center and Program; Newton, Massachusetts, 1973-74.

Planned and administered model community child care program (ages 4-14) which became a demonstration site funded by the State of Massachusetts Office for Children.

Research Evaluator, Training of Teacher Trainers (TTT); Harvard Graduate School of Education and Day Junior High School joint sponsorship, 1973-74. Co-Director, Porch Learning Centers; Cleveland, Ohio, 1970-71.

Designed alternative educational structure which developed learning centers in porches and church basements. Funded by the Martha Holden Jennings Foundation.

## **Teaching**

John W. Raper Elementary School; Cleveland, Ohio, 1968-72.

Taught grades K-3 in mixed-age groups (1969-72) and "behavior-problem class", ages 6-14 (1968-69). Received Faculty Award for Outstanding Service to Children. Innovative practices described in <u>The Real Teachers</u> (edited by Philip Sterling, Random House, 1972).

## **Consulting and College Teaching**

Faculty Associate, Johns Hopkins University School of Professional Studies, 2004-present. Teach graduate level course "Supervision and Professional Development."

Consultant/Mentor, Teachers for Excellence – Mentor Principal and Head of Tree of Life Charter School in all areas of leadership, 2003-04

Consultant, East Bay Conservation Corps - Develop curriculum and organizational structures for a new charter school based on service learning, Oakland, CA, 1998-present.

Consultant, The World Bank - Design and conduct seminars on effective teaching and learning for World Bank staff, 1996-1998.

Lecturer, School of Education, Catholic University; Washington, D.C., 1983-90.

Taught undergraduate courses in curriculum methods.

Coordinator, Sidwell Friends School and Catholic University collaborative program, 1979-90.

Administered field work practicum for education majors twice a week. Organized seminars in which teachers and college students discussed issues such as class management, pupil assessment and curriculum development.

Faculty, Elliot Pearson Department of Child Study, Tufts University, 1973-76.

Supervised undergraduate and graduate student teachers in a variety of educational settings. Conducted weekly seminars and curriculum workshops.

Consultant, Education Development Center (EDC) Follow Through Program, 1973-76.

Advised teachers, aides, administrators and parents in all phases of the EDC model of follow-through. Conducted on-site visits and consulted on issues such as physical space management, curricular materials usage and classroom organization.

Consultant, Massachusetts State Department of Education, Northeast Regional Education Center, 1974-76.

Conducted on-site visits and workshops with school systems throughout Northeast Massachusetts.

Supervisor and Master Teacher, Ohio State University, Inner City Intern Program, 1970-71.

Assisted in providing field experiences for student teachers. Trained student interns in all phases of urban education.

Workshop Facilitator at Lesley College, Oberlin College, Hiram College, Case Western Reserve University, Ohio State University, Emmanuel College, Cleveland State University, Catholic University, the University of Maryland and many national and regional educational conferences.

## **U.S. Government Assignments**

Speaker, Senior Seminar, U.S. State Department. 1996.

Criteria Review Committee Member, Blue Ribbon Schools, U.S. Department of Education, 1996.

ERIC Clearinghouse proposal review committee member, 1993.

Consultant, Department of Health and Human Services Work Group on Neurobiology and Behavioral Science Education, 1992

Application Review Committee Member, U.S. Department of Education, School Recognition Program, 1989.

Chair, Review Panel for the Office of Educational Research and Improvement's Content Learning and Teaching Center Competition, 1987.

Evaluator, U.S. Department of Education, Field-Initiated Studies Grant Program, 1987.

Panelist, U.S. Department of Education, Education Leadership Seminar, 1987. Advisory Board Appointee, U.S. Department of Education, to study the redesign and operation of the Educational Resources Information Center (ERIC), 1986.

Panelist, Congressional Task Force on Merit Pay testimony, 1983.

Grant Reviewer, National Institute of Education, Basic Cognitive Skills, 1980-81.

#### **Community and School-Related Activities**

Board Member- Head of Education-National Park Trust 20010-current

Steering/Selection Committee Member, Walt Disney "Salute to the American Teacher" Program, 1989- 1994

Friends Council on Education, 1982-1986.

Educational Records Bureau, 1980-84; consultant, 1994-1998.

Board Member, City at Peace Foundation, 1994-1998

Board Member, Spanish Education Development Center, 1990-97.

Board Member, Bethesda Cares Soup Kitchen and Men's Shelter, 1988-97. Helped to supervise men's shelter and two lunch programs.

Diversity Workshop Coordinator, Friends Council on Education, 1988-89.

Committee Member, KCET (Public Television for Southern & Central California) National Advisory Committee for "Straight Up" video series on substance abuse prevention, 1988.

Consultant, Le Jardin Academy and Hanahauoli Schools, Hawaii, 1987; San Francisco Day School, 1984; Park School, Baltimore, MD, 1980; Burgundy Farm School, Alexandria, VA, 1979.

Evaluation Committee, Germantown Friends School Multi-cultural Assessment, 1991; St. Agnes School, Alexandria, VA, 1985; Indian Creek School, MD, 1984; Salisbury School, MD, 1982.

Appointee, City-wide Curriculum Review Committee, Cleveland Board of Education, 1970-72.

Host and Co-Planner, "For Children Only" TV series, WKYC, Cleveland, OH, 1971.

Designed and hosted a series of fourteen TV programs promoting dialogue among urban and suburban children on current issues. Highest Sunday morning audience ratings in Cleveland.

Grantee, P.A.C.E. Foundation of Cleveland, for Rhythm & Blues lyrics-based reading program, 1970.

#### **Publications**

"Spiritual Development in Charter Schools," Chapter in "Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence," Thousand Oaks: Sage, 2005

"Quaker Education," Chapter in "Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence," Thousand Oaks: Sage, 2005

Chapter in "Social Studies for a New Millennium: Re-Envisioning Civic Education for a Changing World," Lawrence Erlbaum Associates, Inc., Publishers, 2007

"Adventures of Charter School Creators," Chapter 12: "Planting Life Practices," edited by Terrence E. Deal and Guilbert C. Hentschke, Scarecrow Education, 2004

"The Essence of Good Teaching," <u>International Society of Barristers Quarterly</u>, Volume 37, July 2002, Number 3

"Reflecting on the Principalship," Principal, October 2002

"Moving on Down the Diversity Road," <u>Schooled in Diversity</u>, Friends Council on Education, 2002.

"Hey, Mr. Lodish," The Washingtonian, August, 2002.

"Relief for Worried Parents," Washington Post Magazine, February 11, 2001.

"Do Worry, Be Happy," Principal, May 2001.

"Freezing Educational Time," Commentary, <u>Education Week</u>, September 27, 2000. (Reprinted in Teacher Magazine, November-December, 2000.)

"The Art and Science of Teaching," Principal, September, 1999.

"Velveeta or Brie?," Principal, March, 1999.

"Balancing the 'Whole Child'," Principal, January, 1999.

"How Do Educators Cope With the Three D's?," The Washington Post, June, 1998.

"It's a Small World," Principal, May, 1998.

"Tennis Rules," <u>Principal</u>, January, 1998.

"Witchie Wodish and the Three D's," Principal, November, 1997.

"Too Many Choices," Principal, March, 1997.

A Child in the Principal's Office: Laughing and Learning in the Schoolhouse, Corwin Press, 1996. Also translated in Chinese. 2009

"Contemplating the Artifacts of Education," Principal, November, 1996.

"Be a Mensch," <u>Independent School</u>, Winter, 1996. "It's a Matter of Style," <u>Principal</u>, January, 1996.

"A Balanced Approach to Early Childhood Education, Principal, May, 1996.

"Laughing and Learning in the Schoolhouse," Principal, January, 1997.

"You Look Like a Principal But I Know You're Nice," Principal, September, 1995.

"Correcting Educational Presbyopia," Principal, January 1995.

"Debunking the Either/Or Myth," Principal, November 1994.

"Parents and Teachers: Vive La Difference," Independent School, 1994.

Chapter in The Multiage Classroom, A Collection, editor Robin Fogarty, 1993.

"Casting for Kids," Independent School, Fall, 1993.

"A World of Difference," Principal, September 1993.

"The Pros and Cons of Mixed-Age Grouping," Principal, May 1992.

"How Children Learn," with Stanley Greenspan, MD, Washington Post, Health Section, p. 7, April 21, 1992.

"The Scarsdale Schoolroom: Why Fad Diets and Education 'Reform' Have Too Much in Common," Op. Ed., <u>Washington Post</u>, January 5, 1992 (Reprinted in 40 newspapers nationwide).

"School Literacy: The Real Basics," with Stanley Greenspan, MD, Phi Delta Kappan, December 1991.

"Martha's Table, The Sidwell Friends School," <u>Exemplary Practices in Education</u>, February 1992.

"Here's How: Developing a Mission Statement," Pamphlet, volume 40, no. 4, National Association of Elementary School Principals, February 1992.

"Designing a Mission, Goals and Philosophy," <u>The School-Community Cookbook</u>, Fund for Educational Excellence, 1991.

"It All Looks so Easy," bimonthly humor column, <u>Principal</u>, May 1991.

"You Don't Eat Jell-O With a Straw," bimonthly humor column, Principal, March 1991.

"Elementary Lessons on The Habit of Involvement," <u>Education Week</u> Commentary Section, January 9, 1991.

"Parents and Teachers: Good But Not Perfect," bimonthly humor column, <u>Principal</u>, November 1990.

"A Lesson for a Lifetime," Educational Leadership, November 1990.

"Crowds Aren't My Bag," bimonthly humor column, Principal, March 1990.

"A Principal Buys a Dog," Principal, May 1989.

"Holiday Ruminations on Pigging Out," Principal, November 1989.

"Fit to be Tied," Principal, January 1990.

Chapter Author, <u>Outstanding Elementary Schools</u>, edited by Richard Hostrop, ETC Publications, 1988.

"More Dignity for Teachers in Films, Please," <u>The New York Times</u>, Op. Ed., April 16, 1988. Reprinted in <u>Academic Forum</u>, Fall 1989, and featured on "Learning in America," a PBS special.

"The Sad Results of Broken Ties," <u>The Washington Post</u>, October 26, 1987; reprinted in <u>Independent School</u>, Winter 1988.

"The Elementary Private School Recognition Program: Mike Mulligan's View", Principal, November 1986.

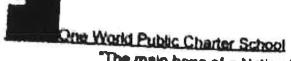
"Parent Peer Groups at Sidwell Friends," with Nancy Harter, <u>Independent School</u>, May 1985.

"Between University and School: A Cooperative Teacher Education Program," <a href="Independent School">Independent School</a>, February 1985.

"A School Alive," Principal, January 1985; reprinted in Academic Forum, Fall 1985.

"Getting into the Rhythm of Another School Year," <u>The Washington Post</u>, September 30, 1979; reprinted in <u>Principal</u>, September 1980.

Chapter author, <u>The Real Teachers</u>, edited by Philip Sterling, Random House, 1972.



The main hope of a Nation lies in the proper education of its youth.\*

-Erasmus

# LETTER OF ACCEPTANCE TO SERVE BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Or Richard Legish

I. Richard Essist am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a valuable contribution to the One World Public Charter School.



January 29th 2013Date of Acceptance

January 31, 2014 Resubmitted

Conflict of Internet Years.

(Wile form must be included in the application and completed by all founding and Board of Trustee (tenter.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	N
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		×
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		×
5	Have you or your spouse guaranteed any loans for the proposed charler school or loaned it any money?		×
8.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?	-1400	X
7.	Did you or your spouse provide any start-up funds to the proposed charter school?		X

	Old or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, pertnership, association or other legal entity that would answer "yes" to any of the questions 1-7?	×
9.	Date any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?	X
10	Do you currently serve as a member of the board of any public charter school?	X
11	Do you currently serve as a public official?	×
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	×
3	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	X

Signature of Authorized Certifying	Title	
Official Real Louis	*	
but became to more and an experience of the second	Date Submitted	
One World PCS	3/3/14	

### Exceed Reclammed Chief. Count. Exce. (This form must be submitted under experite story with the application and completed by all founding and Board of Trystel mustarity).

The undersigned hereby authorizes the District of Columbia Public Charter School Board (PCSB) and its agent, Manuel, Daniels, Burke International, LLC, to procure information with respect to the undersigned's criminal, fligation, credit, employment and education histories. Accordingly, the undersigned hereby authorizes all persons, achools, companies, corporations, credit bureaus, and law enforcement agencies to release such information without restriction or qualification to the PCSB and its agent, Manuel, Daniels, Burke International, LLC, and their respective officers, agents, employees; and servants. I voluntarily waive all recourse and release them from liability for complying with this authorization: I authorize that a photocopy of facilities copy of this release shall be considered as valid as the original.

Name Rickal Lockal

#### SIGNED PERSONAL STATEMENT

#### RICHARD LODISH

My interest in the proposed charter school One World PCS is based on my years of work in education in both inner cities in Oakland and Cleveland and as the principal of Sidwell Friends Lower School. My role in the development of the application has been from the inception of the application process. I have known the founding members for countless years and support their dedication to arts and education. In many meeting that we have had to prepare the application , I have provided my expertise in the field of education from designing learning environment, developing school culture, and arts integration.

I will serve as the non-salaried Executive Director for two years. I will assist the leadership team ie Head of School and Vice Principal with examining instruction, creating projects around community mobilization, and arts initiatives. The resources that I will bring is with my hands on approach with mentoring that I will provide for the leadership and instructional staff. I will model good leadership techniques by creating a supportive and innovative work environment. In conclusion, I will use my vast resources in terms of my personal publications and professional experience to guide the leadership to create an institution that will become a fixture in Washington DC.

Signature

January 29th , 2013 Date of Acceptance 2014 Resubmitted

January 31,

Singerety, Bill Caleful

Printed Name Richard Lockish

January 29th, 2013Date of Acceptance

Signed Personal Statement

RICHARD LODIES

January 21, 2014 Remissions

# DOUGLAS GUSTAFSON

Born:

Seattle, Washington 3 November 1937

Education:

BSc Civil Engineering, 1959 University of Washington, Seattle

MSc in Management MIT Sloan School 1961 Cambridge, Mass.ment

Work:

Ministry of Development Sierra Leone, Freetown 1961-62

Invest. Company of Nigeria, Lagos 1962-63

World Bank/International Finance Corporation Washington DC and London 1964 – 2001.

(a) Started as a financial analyst in the Financial Sector Department of IFC (b) Promoted to Division Chief in the Development Finance Company Dept. (c) Deputy Director and then Director of Investments Europe and the Middle East 1997-1992. During this period oversaw initial operations of IFC in Eastern Europe as well as establishing and then managing IFC's large portfolio in Turkey. In 2001 moved to London to head up IFC's European Office. Retired in 2001.

While in Europe served on the Boards of Bor Glass, Russia; Lattelekom, Lativa; Venture Capital Funds in Slovenia, two Balkan Funds, Bosnia, Russia, and Slovenia; and also sat on the Boards of two Polish Banks. Finally was a board member of Prima Gas, a Dutch company with propane/butane subsidiaries in Eastern Erurope.

After leaving IFC served on the Boards, of TBC Bank in Tbilisi, Georgia, and the Peace Technology Fund in West Bank/Gaza.

Independent of IFC was Member of the Investment Committee of Darby Overseas Eastern Europe Mezzanine and also became a member of the Audit Committee of TBC Bank, Tbilisi.

Currently: Chairman of the Board of the Georgia Regional Development Fund based in Tbilisi, Republic of Georgia. (Equity and mezzanine debt for mid-sized companies).



#### One World Public Charter School

"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

### BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Douglas Gustafson

I, Mr. Douglas Gustafson, am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. Since moving back to the States in 2001 after about 10 years in England I have had a growing interest in educational matters. I volunteer weekly at the National Cathedral where I am involved in taking groups of school kids through that unique space to give them a sense of history and architectural wonder. I also volunteer at the Urban Nation Choir where I keep track of each participant's school performance and encourage kids and their parents to get specific academic help when needed. This involves some tutoring on my own in some cases. I have a long history of governance related to the many boards I have sat on in both the financial and industrial sectors in a wide range of countries. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a useful contribution to the One World Public Charter School.

Sincerely,

Douglas Gustafson

February 28, 2014

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you or your spouse lease or sell property to the proposed charter school?	_	X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		×
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		×
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		×
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	201 1 10		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		×
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	,	X

Signature	Title
DOUGLAS GUSTAFSON	Board Member
Applicant Organization	Date Submitted
OHE WORLD RBLIK CHARTER SCH	tool 2/28/2014

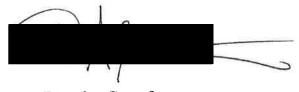
#### Douglas Gustafson – Personal Statement

I first learned of the possibility of a new middle grades charter school through my volunteer work with the Urban Nation Choir. I heard this choir for the first time a few years ago and given my interests in music and education asked if the Choir needed any help in the area of academic counseling.

I knew the Choir had as one of its goals that all members took their academic work seriously. The reality was that there was a very wide band of academic performance and considerable diversity in the amount of interest and effort parents put into the academic side of their kid's lives. The Choir was delighted to have someone offer assistance in this area. For the past two years I have worked with the members of the choir tracking their academic performance, identifying areas where help is needed and then seeking to find ways of securing that help. While I myself provide some tutoring assistance, the larger effort is to lead kids to use assistance that is already available in school or on line and then following up to see that they take it on.

My professional life has been spent in the field of project finance at the World Bank Group and I have been a senior manager in that field for several decades. That work also involved sitting on the boards of private companies — both financial and commercial - where governance was a critical component.

Consequently, when I did my own due diligence of the quality of people involved in the One World effort, I decided that it was a very worthwhile team and concept to support and that my professional life and my avocations would bring some useful skills to the table. Hence I concluded that I would be more than willing to put time and effort into this endeavor.



Douglas Gustafson March 1, 2014

#### **EDUCATION:**

- B.A., Music, Business Administration Howard University, Washington, DC
- Paris Conservatory of Music
  - Switzerland Conservatory of Music
- Smithsonian Institute Scholar (Afro-American & Latin Music)

#### **SUMMARY OF QUALIFICATIONS:**

A VOTING MEMBER OF THE GRAMMY'S AND 2004 LINOWES LEADERSHIP AWARDS RECIPIENT, IS A PROLIFIC COMPOSER, ARRANGER, PRODUCER, PERFORMER AND TEACHER.

#### **PROFESSIONAL EXPERIENCE:**

Co-Founder, Urban Nation Inc.

Washington DC based non-profit- focusing on Arts education. Urban Nation Inc. is the parent of:

- The Urban Nation H.I.P H.O.P Choir (Hope, Integrity, Power Helping Our People) 1997-Present President, CEO, and Artistic Director
- The Urban Nation Academy for the Performing Arts
   President, CEO, and Artistic Director

   Music Teacher, Sidwell Friends School
   State Minister of Music, Director, Washington, DC Jurisdiction of Church of God in Christ
   Vice President of the International Music Department, Church of God in Christ
   2008-Present

Co-Founder, Board Member, and Musical Director, "City at Peace"

1970-2005

An organization that uses the performing arts to teach tolerance and cross cultural understanding

- Performances at the John F. Kennedy Center, Warner Theater
- and a featured "City at Peace" story on "Nightline" with Ted Koppel and Released as a 90-minute featured documentary on HBO, with executive directors Barbra Streisand and Cis Corman of Barwood Films

1975-2012

Producer of the Annual Washington Post Music & Dance Scholarship Awards (Warner Theater)

Annual Christmas production for the D. C. Department of Recreation

Annual Christmas production for TV Channel 32.

Minister of Music, New Bethel Church of God in Christ

"Get Out The Vote Rally, at the Lincoln Theatre - The 2002 DC Democratic Committee

"This Is Our World" Coca-Cola Event at the Library of Congress.

The 1999 Christmas Pageant of Peace (lighting of the Christmas tree) with Wayne Newton, Marty Stuart and the renowned Renee Fleming. (Guest Director)

#### **MUSIC SCORING:**

- "The New Cotton Club Revue"
- NBC-TV's "The Sunshine Store"
- "Let's Build A Bridge All Across America," one of the highlights of President Clinton's Second Inaugural Ceremony, January 1996.
- Jingles for corporate and political clients such as: Mayor Anthony Williams' "Do The Write Thing" Write-In campaign, AMERIGROUP DC, the United Black Fun and The Washington Mystics female basketball team.

#### **CELEBRITY COLLABORATIONS:**

- Michael Jackson
- Stevie Wonder
- Celin Dion
- Shania Twain
- Opera Divas Harolyn Blackwell
- Denyce Graves
- P.Diddy
- Karen Clark-Sheard
- Yolanda Adams
- Oprah Winfrey
- Paul Simon
- Maya Angelou
- Vickie Winans
- Bobby Jones
- Jordan Sparks
- Kim Burrell

#### **COMMAND PERFORMANCES:**

Performed at the White House, The Vatican, President Mitterand of France, Queen Elizabeth & The Royal Family as well as Mikhail Gorbachev.

#### **PRODUCTIONS:**

- Annual Washington Post Music & Dance Scholarship Awards
- Annual Christmas production for the D. C. Department of Recreation
- Annual Christmas production for TV Channel 32.
- "Get Out The Vote Rally, at the Lincoln Theatre The 2002 DC Democratic Committee
- "This Is Our World" Coca-Cola Event at the Library of Congress.
- The 1999 Christmas Pageant of Peace (lighting of the Christmas tree) with Wayne Newton, Marty Stuart and the renowned Renee Fleming. (Guest Director)

#### **AWARDS AND ACHEIVEMENTS:**

- Voting member of the GRAMMY'S
- Honorary Doctorate of Humane Letters from the Breakthrough Bible College (2005)
- Linowes Leadership Awards Recipient (2004)
- Scholar for the Smithsonian Institute. (2004)
- Distinguished Service Award from Dr. Dorothy I. Height (2000)
- D.C. Commissioner of the Arts and Humanities (Under the administration of former Mayor Marion Barry)

#### One World Public Charter School

#### **Founding Board Members**



One World Public Charter School

"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

#### LETTER OF ACCEPTANCE TO SERVE BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Dr. Rickey Payton

I, <u>Dr. Rickey Payton Sr</u>, am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a valuable contribution to the One World Public Charter School.

Sincerely,

<u>Dr. Rickey Payton Sr.</u>

Printed Name



Signature

December 17th, 2013 Date of Acceptance

Resubmitted January 31, 2014

SIGNED PERSONAL STATEMENT

I, Dr. Rickey Payton Sr., am a founding member of the One World Public Charter School. I am the founder of The Urban Nation Academy for the Performing Arts in the heart of

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling

explanations with the number of the corresponding question.

	Questions	Yes	No
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Page 2

Signature of Authorized Certifying Official	Title Founder
Applicant Organization	Date Submitted
Urban Nation, Inc.	March 3, 2014

I, Dr. Rickey Payton Sr., am a founding member of the One World Public Charter School. I am the founder of The Urban Nation Academy for the Performing Arts in the heart of Silver Spring, Maryland. I am a former board member and musical director of City at Peace, an organization that uses the performing arts to teach tolerance and cross cultural understanding. In 1997, I. co-founded Urban Nation, Inc., along with Dr. Sheila Johnson Newman, and currently serves as the President and C.E.OI am the Artistic Director of the nationally renowned Urban Nation H.I.P. – H.O.P. (Hope, Integrity, Power – Helping Our People) Choir.

I am a native Washingtonian and attended Howard University where I studied music, business administration, and entertainment law. I attended the Paris and Switzerland Conservatories of Music and presently serve as a consultant at Sidwell Friends School, where I taught choral music for over 15 years. I have worked with such superstars as Michael Jackson, Stevie Wonder, Celin Dion, Shania Twain, Opera Divas Harolyn Blackwell and Denyce Graves, P.Diddy, Karen Clark-Sheard, Yolanda Adams, Oprah Winfrey, Paul Simon, and Maya Angelou.

My interest in starting a charter school is based on my life's work of providing children the opportunity to develop their artistic abilities. I have been advocate for the arts my whole career and have dedicated all of my efforts and resources toward the advancement of this platform. My mission is succinct with the mission of my performing arts academy, which is to positively impact the lives of children, youth, and adults by giving them the opportunity to develop socially, emotionally, intellectually, and artistically through dance, music education, and through the study of the business of music.

The expansive network of artists that I have worked with in my career are represented in the Friends of One World Public Charter School, who have all expressed interest in lending resources, fundraising, and notoriety toward the establishment of the school. With the endorsement of the Urban Nation, Inc. Board of Directors, I assisted in process of writing the Business plan and extended all of the resources of the Urban Nation Performing Arts Academy to ensure the success of this initiative. Once the school gains approval I will function on the Leadership Team overseeing the Arts program to ensure the artistic development of the students, the performance exposure, and fundraising ventures.

Dr. Rickey Payton Sr.

Signature:



#### PROFESSIONAL HIGHLIGHTS

- Veteran elementary and secondary administrator with substantial experience as a change agent and transformational leader.
- Strong advocate for children's rights, social justice and high quality public education for all students regardless of background or circumstance.
- Highly effective director of comprehensive multi-tiered instructional programs that produce student achievement.
- Exceptional resource, systems and operations manager with particular skill in selecting, training, supervising and evaluating staff.
- Dedicated professional with the ability to maintain an educational philosophy and school climate that encourages
  a cooperative and participating attitude on the part of all teachers and students.
- Action, accountability and solution oriented professional.

#### CAREER HISTORY

2010-Present Principal

Baltimore City Public Schools, MD

2008-2010 Special Education Coordinator/Crisis Intervention Specialist/

Resident Principal, New Leaders for New Schools

Prince George's County Public Schools, MD

2004-2009 Assistant Principal/Student Support Specialist

Montgomery County Public Schools, MD

1999-2004 Special Education and Social Studies Teacher

Montgomery County Public Schools, MD

1998-1999 Special Education Resource and English Teacher

District of Columbia Public Schools, DC

#### **ORGANIZATIONAL LEADERSHIP**

- Principal of PK-8 Elementary/Middle School. Director of instructional program for 520 students and 50 staff members. Accountable for planning, assessment, instructional leadership, community relations, budget, safety, facilities and administrative management of the school.
- Managing administrator for instructional programs for ninth-twelfth grade students including International Baccalaureate, Advanced Placement, Special Education, ESOL and Alternative programs.
- Supervisor of school faculty and staff of 75–120 members. Specific departmental oversight included: Special Education, English, Social Studies, Art, Counseling, Mathematics, Music, ESOL, Physical Education, Plant Operations and Facilities Management departments.
- Experienced master scheduler.
- Logistics manager of school/community safety, medical emergency and crisis intervention plans.
- Effective COMAR and NCLB compliance coordinator of all levels of Special Education and Title 1 programs and services.

#### **INSTRUCTIONAL ALIGNMENT and STUDENT ACHIEVEMENT**

- Built instructional capacity of teachers by conducting relevant professional development seminars on:
   "Data Driven Instruction", "Classroom Management/Student Accountability", "Utilizing Instructional Technology",
   "Integrating Literacy Across Content Areas" and "Differentiated Instruction."
- Oversaw the implementation of data driven instructional strategies, heterogeneous grouping, creative scheduling and equitable instructional standards that resulted in high student achievement and national recognition.

#### INSTRUCTIONAL ALIGNMENT and STUDENT ACHIEVEMENT

- Coordinated student performance initiatives that resulted in performance gains in core academic areas and within major sub-groups.
- Spearheaded Advanced Placement, International Baccalaureate and SAT/ACT performance initiatives that
  resulted in substantial increased student enrollment and test scores.
- Utilized vertical articulation collaboration to catapult students to a 90% success rate in Algebra I completion by ninth grade.
- Reduced ninth grade retention rate by 75%.

#### STAKEHOLDER ENGAGEMENT

- Cosponsored Maryland State Department of Education Transdiciplinary Education grant with Morgan State
  University to implement cooperative teaching and learning utilizing a Science Technology Engineering and
  Mathematics (STEM) curriculum.
- Member of Maryland State Assessment/High School Assessment "think tank" conference with state legislators designed to effect strategies to improve the timeliness of score reporting to schools.
- Spearheaded professional development partnership between Howard University School of Education and Montgomery County Public Schools that resulted in student teacher training and ongoing instructional collaboration.
- Organized ongoing parent information workshops, focus groups, community service projects, fundraisers and volunteer/community appreciation events.

#### **EDUCATION**

2004 The University of Pennsylvania, Certificate, Instructional Leadership-Urban Education

1998 Howard University, Master of Education, Special Education

1992 North Carolina Central University, Bachelor of Arts, Political Science

#### **CERTIFICATIONS**

2012-2017Advanced Professional—Administrator IIMaryland2012-2017Advanced Professional—Administrator IMaryland2012-2017Advanced Professional—Special Education: Grades 6-12Maryland

REFERENCES UPON REQUEST



#### One World Public Charter School

"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

# LETTER OF ACCEPTANCE TO SERVE BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Angela Kessler

I, <u>Angela Kessler</u>, am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a valuable contribution to the One World Public Charter School.

Sincerely,

Printed Name

Signature /

January 29th, 2013Date of Acceptance

January 31, 2014 Resubmitted

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1.,	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature of Authorized Certifying Official	Title
Applicant Organization //	Date Submitted

#### SIGNED PERSONAL STATEMENT

My decision to join the One World PCS Board was a direct continuation of my commitment to education. As a New Leader and a current principal, I am fully aware of the educational plight that faces our young generation. I worked in several capacities from Special Education to a veteran elementary and secondary administrator. I demonstrate highly effective leadership skills and I knew that I could utilize these skills in the capacity as Board Member. I am in full support of the mission and the Leadership team. In the development of the application, I utilized my background in the field as well as my training in; organizational leadership, instructional alignment and student achievement, and stakeholder engagement. In addition I wanted to assist this year in the capacity interview an public hearing in order to demonstrate to the DCPCSB the depth of experience of the One World PCS Board. In addition the vast resources that I have as a current principal are enormous from my understanding of policies and procedures to contemporary instructional methodology. My aim for the Board is to provide accountability, transparency, vision, and strategic planning for the success of One World Public Charter School.

Sincerely

Angela Kessler Henry, M.Ed

#### Karen R. Baker

EDUCATION
Savannah College of Art and Design
Masters in Arts / Design Management
August 2013

The George Washington University
Master in Tourism Administration / Event Management
May 1998

Design + Business Management

Nationally

2001 - present

- Design research and strategies, Planning, marketing and community outreach.
  - Training, re-organize, staffing, leading, and prototyping a business aimed at developing, ideation, and implementing growth opportunities to their user and consumer.

**Experiential Marketing** 

**Nationally** 

1997- Present

- Concept to execution for a 360 experience — for industry corporate leaders including BET/VIACOM and community organizations and government including the D.C. Commission on the Arts and Humanities.

**Project and Operations Management** 

Nationally

1999 - Present

-Setting and implementing budgets, organization capacity building, board development, staff development and staff supervision and facilities management.

Instructional Design

Nationally

2005 - Present

-Research and Designing/Re-design courses and curriculum for higher education.

Applications: Adobe Photoshop, After Effects, Audition and InDesign CS2, and Microsoft Office Online Learning Software: Blackboard and Sakai

Awards: 2013 DCCAH Community Art Grant and 2014 Artist Fellowship

TEACHING/TRAINING EXPERIENCE

Adjunct Faculty

AMERICAN PUBLIC UNIVERISTY SYSTEM

11/2013 - present

> Teaches in The Business Hospitality Management department courses.

Lecturer

GEORGE WASHINGTON UNIVERSITY & UNIVERSITY OF THE WEST INDIES

3/2005 - present

- > Teaches a quarterly event management, marketing and design lab courses under the Event Management Certificate Program
- Redesigned workbook for Event Coordination and Entertainment Management & Production curriculum.
- > Conducts advising sessions for individuals and groups for New Students and Graduates Final Portfolio towards certification

Adjunct Faculty

**COPPIN STATE UNIVERSITY** 

01/2011 - 1/2013

- > Designed coursework and syllabus for The Business of Tourism and Hospitality Management courses.
- Taught Business of Tourism, Hospitality Management, Entertainment Management and Artist Management

#### Operations Consultant 09/2011 - 5/2012

#### **CENTER CITY PCS**

Oversaw the business functions at two campuses: Local/State/Federal Compliance, Accounting/Procurement, Student Information Management, Enrollment, Facilities Management, Human Resource Support and IT Support Management.

Created an operation's manual for the 6 campus operations managers and the leadership staff

### <u>Manager, Recruitment & Training/Program Manager</u> BELL FOUNDATION 9/2001 – 4/2004

- Responsible for marketing after school programs to families, training tutors and teachers on literacy curriculum
- > Conducted advising and interview sessions with potential parents whom registered for entry.
- Managed site coordinators and tutors (12) and daily operations for 3 schools 90% return rate on staff.
- Responsible for recruiting 65 families for SY2002;
- Responsible for recruiting 75 families for SY2003, recruited 96 for after school program.

#### MARKETING EXPERIENCE\_

### Design & Marketing Strategy Consultant GATEWAY COMMUNITY DEVELOPMENT CORPORATION 11/2012-present

- Design and market research to create a design solution
- Developed a marketing campaign for events to raise brand awareness and membership that would draw economic development to Mt. Rainer, North Brentwood and Brentwood, MD arts and culture.
- Implement and execute advertising and marketing campaign
- Post evaluation and recommendations for future marketing

#### Consultant

#### DC COMMISSION ON THE ARTS & HUMANITIES

02/2009-9/2012

- Designed, planned and implemented marketing and production
  - Managed financial administration for The Office of Poet Laureate and DCCAH signature events Dance DC Festival and Poetry Out Loud
  - Dance DC Festival had the highest attendees to the Kennedy Center Millennium Stage history (August 2009)
  - Worked as Liaison for Executive Director with DCCAH Staff of 5 and between 508 volunteers

#### Marketing Manager

#### 10,000 BOOK BAG GIVEAWAY

04/2008-09/2008

- Managed the marketing campaign for The 10,000 Book Bag Giveaway, endorsed by Hill Harper of CSI TV Show.
- > 10,000 parents and children attended over 2 locations in DC and PG County.

### Marketing Manager 08/2001-12/2006

#### FRONTLINE MARKETING & PROMOTIONS

Managed all regional (DC, MD and VA) on and off premise promotions, sponsorship dollars, mobile campaigns, and signature events for Pernod Ricard products Martell Cognac and Seagram's brands. Increased off- premise sales by 36% in one month and on-premise by 50%, driving in the highest number of consumer attendance among 10 cities.

> Hired and managed 25 brand ambassadors and over 30 retail accounts

Event Marketing Consultant

BET PUBLISHING

05/1998 - 10/2005

- > Spearheaded the event division for Heart & Soul, Emerge, BET Weekend magazines and BET Books in the Marketing Department, approximately 14 events a year.
- Planned magazine cover premieres and partnered with BET network divisions for special projects.
- Managed a staff of 2 persons.
- Increased book sales by 18% using national book tours as the vehicle.

Tour Manager Consultant

**VIACOM Plus** 

09/2005 - 10/2005

- Managed production and marketing for a 6-city tour. The tour was for the preview of a television show sponsored by BET, JEEP and Viacom.
- Meet a 2.1-rating goal for Premiere night.

Marketing Consultant 03/2001 - 08/2001 STATE EDUCATION OFFICE

- > Developed and implemented advertising, PR and event strategies that increased feeding children and youth in DC by 33%
- Managed partnerships with Parks & Recreation, Capital Area Food Bank and DC Public Schools.
- Reported to the Director of The State Education Office



#### One World Public Charter School

"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

#### LETTER OF ACCEPTANCE TO SERVE BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Karen Baker

I, <u>Karen Baker</u>, am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a valuable contribution to the One World Public Charter School.

Sincerely,

Printed Name

Signature

Karen R. Baker

January 29th, 2013

Date of Acceptance

January 31, 2014 Resubmitted

SIGNED PERSONAL STATEMENT

KAREN BAKER

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		x
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		х
3	Did or will you or your spouse lease or sell property to the proposed charter school?		x
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		х
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		х
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		x
7	Did you or your spouse provide any start-up funds to the proposed charter school?		x
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		х
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		х
10	Do you currently serve as a member of the board of any public charter school?		х
11	Do you currently serve as a public official?		х
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	x	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		х

Signature	Title / 27 / 14
Applicant Organization	Date Submitted
One World Public Charter School	3/3/14



#### One World Public Charter School

"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

## STATEMENT OF INTEREST BOARD OF TRUSTEES ONE WORLD PUBLIC CHARTER SCHOOL Karen Baker

After 22 years in education, I have watched must transition occur with DC Public School and DC Public Charter Schools, which has kept me involved in the furthering the education of our young people. I am an advocate for balance of tradition and non-traditional learning. Our children must be prepared to advance with a combination of STEAM not just STEM. As a result, I am elated with the increase of creative learning curriculums being developed and the educational technology that allows our children to be critical thinkers in the society and environment of which they are growing in. So with the 20 years of being involved in primary and higher education instructional design, school administration and operations, participating in the community and movement of *Teacher preneurs* (Center for Teacher Quality), consistent community activism and innovation leadership, I plan to be a contributor to the academic success of One World PCS students and their families; and I see this school becoming a leader in providing elevating learning.

Sincerely,

Printed Name

KAREN BAKER | 2/28/14

#### **MORLEY KAMEN**

#### **Teaching Experience:**

1994-1997 Manna House Workshop NYC

1995-97 The Fortune Society: NYC

1997-2000 Children's Aid Society: NYC

2000-2002 The Door: NYC

2006-2012 Face to Face/Faith to Faith: US, N.Ireland, South Africa, Jerusalem

Lower East Side Girls Club: NYC

2012-present **GOAL**: Cape Town, SA

1992-Present Various Safe Homes & Shelters: NY Tri-State Area, Sydney, AU &

Toronto, CA

2012-Present Vocal Release Workshops for Healing & Alignment for

Instructors (Kripalu, Laughing Lotus & Afro-Flow Yoga)

2003- Present Musicians On Call

#### **Education:**

Facilitation training for the "Healing of Memories"

(with Father Michael Lapsley)

Continued studies with Bernie Glassman have attended and performed

inside Auschwitz-Birkenau, in Oświęcim, Poland, for Bearing Witness Retreat

Alvin Ailey American Dance Center - Full Scholarship

Productions & recording with Dr. Bernice Johnson Reagon

We Insist! production with Max Roach as choreographer

Certified Yoga Instructor through Sivananda

American Musical and Dramatic Academy

Songwriter of the Year ASCAP

From Carnegie Hall to the Nomad Women's Festival in the Sahara Desert, Morley has brought her unique blend of jazz, folk and soul to the world's stage. Be it solo with

her acoustic guitar or with full electric band, her message is consistent and clear; love, justice and inspiration.

Morley uses music as a tool for conflict resolution and dialogue facilitation when working with youth from international conflict zones. She has presented for TEDWomen and a string of TEDx events. Her song "Women of Hope" (video by Damani Baker "Still Bill") has been featured in several Nobel Women's Initiative documentaries and has brought her before many world leaders and policy makers such as His Holiness The Dalai Lama, Nelson Mandela, and Ban Ki-moon. She has written, collaborated, and shared the stage with such distinguished artists as Angélique Kidjo, Dave Matthews, Sheryl Crow, Richard Bona, Lokua Kanza, Dr.Bernice Johnson Reagon, Toshi Reagon, Queen Latifah, Wynton Marsalis, Jean-Philippe Allard, Jay Newland, Gil Goldstien, Larry Campbell to name a few.

Morley has released five full length recordings under the auspices of Sony, Universal, Polydor, Sunny Side Records & independently.

As a choreographer Morley has worked with Alvin Ailey Student Rep Ensemble, Martin Lofnes (Martha Graham) Max Roach, Babatunde Olatunji, Cecil Taylor and Cassandra Wilson to name a few

"Morley pushes for peace building through music" - NPR

"Morley embodies modern-day NY femininity in all its multicultural finesse...Emerging Artist of the Year"- New York Times



"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

# LETTER OF ACCEPTANCE TO SERVE BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Morley Kamen

I, Morley Kamen , am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a valuable contribution to the One World Public Charter School.

Sincerely,	545
Printed Name	259
Signature	

January 29th , 2013Date of Acceptance

January 31, 2014 Resubmitted

SIGNED PERSONAL STATEMENT

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	4	X

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted

SIGNED PERSONAL STATEMENT

#### **MORLEY KAMEN**

As an artist I have the opportunity to travel all over the world and learn. The more I see and feel the music and culture of the different people of the world the clearer I become that we are all truly interdependent. This is why One World Charter 's mission resonates with me. I believe One World is an essential component to not only the healing of our country but of our world. I have the utmost confidence that Pilar Lynch and Kim Yates have the vision to help guide the new visions of the youth from a capable, grounded, informed and compassionate platform.

I have been part of the Board since the inception and provide my artist expertise in terms of the development of the arts program. As a Duke Ellington School of the Arts alumni, I am fully aware of the level of discipline and dedication that is required to become a professional artist. In addition due to my connection nationally and internationally I have been able to connect the leadership team with educators such as Karali Pizele of Director of Transformative School Design, who provided guidance with the concepts of sustainable schools and environmental activism. The resources that I will bring are from the network of artists that I work with that can provide workshops to fundraisers to assist with the mission of the school.

I am honored and excited to be part of this devoted and deeply committed team of educators.

Thank you, Morley Kamen

#### MARTA DEL PILAR LYNCH

My objective as an educator is to utilize the skills and talents that I have acquired over the course of twenty years, to develop systems of efficiency and accountability to increase student achievement both on a national and international platform.

#### **EDUCATION**

2005 George Washington University, Washington, DC
MA Special Education
\* Coursework completed
1995 New York University, New York City, NYC
BA African American Studies & Film

#### PROFESSIONAL EXPERIENCE

#### Current Key Advisor, EQUIP Tanzania

#### Dar es Salaam, Tanzania

The DFID-funded Education Quality Improvement Programme in Tanzania (EQUIP-T) aims to support 36 districts in their efforts to produce a better quality of primary education for more than two million children in over 3700 primary schools. As a Key advisor, my overall objective is to support improvement in learner outcomes through improved management and performance of schools. The expected results are improved learning outcomes of students as a result of effective and performance-oriented leadership and management of schools. As Key advisor and project leader, I provide technical/implementation advice to the EQUIP-T team of experts working on quality improvement of school leadership and quality assurance of schools. I work closely with governmental bodies, including ADEM, and CSOs, to ensure improvement in leadership and inspection services. I oversee a budget of \$10 million dollars, where I assist Councils in the development of a performance framework for head-teachers, including performance-based rewards, sanctions and promotions, and the introduction and activation of effective and transparent performance management and accountability systems.

## International Consultant for Beijing International Bilingual Academy Beijing, China

I provided professional development workshops for the 150 instructional staff members on effective teaching practices, mission alignment, and designing multiple intelligence lessons. Beijing International Bilingual Academy, BIBA, was created in 2006 to satisfy a growing demand in the marketplace for an international school, which would provide a learning environment strong in both English and Chinese. Since then, BIBA has gone from strength to strength and is now one of the fastest growing international schools in Beijing. Over 700 students originating from over 20 countries study together within a school culture which promotes respect, cross-cultural understanding, creativity and of course the joy of learning. In addition I worked with the leadership team on strategic planning while creating a bilingual learning and working environment. The objective of the leadership training was to; examine daily operations of management and provide structures that will increase efficiency and accountability, develop tools of accountability ie clinical observation tools and post conference narratives, and complete a SWOT analysis is strengths-weaknesses-opportunities to lay the foundation for strategic planning

#### International Consultant for Haiti School Project

#### Villard, Haiti

I provided a workshop series for 100 teachers and 50 local principals from the village of Villard in Haiti . This training was sponsored by the Haiti School Project to empower teachers with international best teaching practices and community mobilization. The Haiti School Project was created by Tim Myers and Fred Ireland after hearing a follow-up story on NPR's Planet Money about a school building that was started in Villard, Haiti. The mission of Haiti School Project is to support a sustained investment in education that will promote economic development and improve the quality of life in Haiti. To support this mission, my workshops objectives were centered around instructional strategies from theory to application using local resources , community mobilization, and international best teaching standards.

#### International Educational Consultant, Cambridge Education

#### Trinidad & Tobago, West Indies

Cambridge Education is an international consultancy company based in the UK committed to supporting the development of education worldwide. As a Cambridge consultant, I provide comprehensive services from assisting with education policy to social and institutional development. I worked on the Bill & Melinda Gates Teacher Reform initiative in Florida and the School Based Management Project in Trinidad and Tobago serving over 500 schools addressing:

- Increasing Student Achievement
- Development of Strategic Planning
- Redesigning Performance Evaluation Systems

#### 2010-2009 Educational Consultant, Holistic Private School

#### Trinidad & Tobago, West Indies

Holistic School is a private school based in Trinidad & Tobago dedicated to instructional methodology based on arts infusion and holistic education. As a consultant, I developed systems for clinical supervision, post conferencing, yearly professional development, grant writing, to assessment and curricula development. The project provided the following deliverables:

- Development of a 3-5 year School Improvement Plan
- Submission of International and National grant proposals
- Establishment of Social emotional schemes of work, tools, and analysis

#### 2010-2009 Professor, University of West Indies

#### Trinidad & Tobago, West Indies

In the School of Education I was a lecturer in Early Childhood Education which courses were aimed at early intervention, identification, parent outreach, and teacher effectiveness in alignment with Ministry of Education's National standards. As a University of West Indies professor, I had to develop course outlines on all major disabilities and contemporary educational methodology and research, review and mark scripts, lecture on current international philosophies on learning disabilities, and provide insight on all educational interventions.

Course content included research in the following areas;

- Parenting and The Special Child
- Organization and Management of the Early Childhood Centers
- Developing Interventions and Strategies for all Special Needs
- Designing Multiple Intelligence Classrooms via Differentiation

#### 2009-2008 Vice Principal & Interim Principal, Trinity College East

#### Trinidad & Tobago, West Indies

Trinity College East is a prestigious secondary school in Trinidad serving 875 high school students on a campus of 2000 students. I was charged with the instructional planning, professional development, clinical observations, and the management of instructional staff of 47 teachers. As part of the Senior Management Team we examined curricula alignment, upheld Ministry regulations, and coordinate both internal and external assessments. The national scores under my leadership went from 51%. pass rate to

87% in one year, which was the highest performance rate on the national Caribbean Examinations Council (CXE) in the history of the school. As the instructional leader my duties entailed:

- Responsible for curriculum, drafting, refinement and effective implementation
- Led recruitment, interviewing, hiring, supervising and evaluating of all (47) instructional staff
- Provide final performance management reviews and monthly reports to the School Board

## 2008-2005 Principal & Special Education Coordinator, Academia Bilingüe de la Comunidad PCS Washington, DC

Academia Bilingüe de la Comunidad's mission was to graduate adept learners, effective communicators, and community leaders who are culturally aware and prepared to use their academic skills and bilingual proficiency to succeed in rigorous high schools, post-secondary education, and society. As the Principal I was charged with the instructional leadership, hiring and training of staff, community liaisons, and federal and state reporting.

- Responsible for reports for all local and federal entitlement programs i.e. Office of Federal Grants, DCPS, DC Public Charter School Board, and the Office of Special Education Compliance
- Developed an assessment System aligned with in the School's accountability plan
- Responsible for curriculum, drafting, refinement and effective implementation

# 2005 Enrichment Director & Learning Specialist, E.W. Stokes Public Charter School Washington, DC

As the After School Enrichment Director, I coordinated a tutoring and art enrichment program that served students from 2nd-6th grades. The program utilized outside tutors from various universities and followed a curriculum designed to promote literacy.

- As a learning specialist, I was responsible for managing the special needs population. The students had various disabilities from physically impaired to learning disabled. I became an internal consultant to the Principal and Executive Director while training teachers on inclusionary instruction techniques.
- I directed a cultural enrichment day where various sponsors such as Dean & Deluca provided the school with various art workshops centered on the concept of the 'global citizen'.

# 2005-2001 Special Education Coordinator, Tree of Life Public Charter School Washington, DC

As the Special Education Coordinator I was charged with creating individualized learning programs that created holistic support systems utilizing speech consultants, in house occupational therapy, psycho social therapy, and art and technology programs. I also wrote grants to identifying funding for the programs and established partnerships with community.

- As the Special Education Coordinator I qualified the school under the Medicaid Program that provided special education funding for the institution.
- I managed the Special Education budget of over \$175,000 to create programs that would increase the academic performance of the special education population as well as create a comprehensive program of therapeutic consultants.
- I also took an online course with Harvard University on standardized assessments. As part of a pilot program several cohorts of educators in Washington DC would analyze standardized assessments and creating internal rubrics to increase student achievement.
- I established a partnership with Capitol Hill Workshop to expand the art therapy program to provide an outlet for the students with emotional disabilities.

#### **BOARD EXPERIENCE**

- BOARD OF POTOMAC LIGHTHOUSE ACADEMIES, BOSTON & WASHINGTON

DC LOCAL AND NATIONAL BOARD MEMBER OVERSIGHT OF 17 SCHOOLS ALONG THE EAST COAST



"The main hope of a Nation lies in the proper education of its youth."
-Erasmus

# LETTER OF ACCEPTANCE TO SERVE BOARD OF TRUSTEES, ONE WORLD PUBLIC CHARTER SCHOOL Marta del Pilar Lynch

I, <u>Marta del Pilar Lynch</u>, am pleased to accept your invitation to become a member of the Board of Trustees for the One World Public Charter School. I know that my specific expertise and industry knowledge will be a great benefit to the organization and interested parties. I look forward to making a valuable contribution to the One World Public Charter School.

Sincerely,

Printed Name

Signature

Date of Acceptance

June 20, 2014

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted

#### SIGNED PERSONAL STATEMENT

I, Marta del Pilar Lynch, am writing this personal statement as a founding member of *One World Public Charter School.* The founding members Dr. Rickey Payton, Dr. Kimberley Yates, and myself came together and decided to submit a charter application to the Public Charter School Board for the March 1<sup>st</sup>, 2013 submission.

As you know, throughout the 21st century we have witnessed the repercussions of a shifting paradigm from our natural resources, socio economic conditions, to the plight of education. In Washington DC 1 in 3 children lives in poverty double the National average, more than half of the city's public students fail to graduate from high school on time and only 9% finish College within 5 years. These conditions that effect our youth have caused a devaluation of education and has manifested in underperforming schools.

As an educator both nationally and internationally I felt compelled to assist in developing the concept of a school that would address the urgency in education in Washington DC. I have been part of the charter school movement for many years in several capacities from instruction to leadership with existing charter school as well as from the developmental stages. I have been a resident of Washington for years and I have witness the disillusionment with education, which has impacted the entire community and is evident in and outside of the classroom. As a graduate of Sidwell Friends and Duke Ellington School of the Arts I personally believe in the importance of rigorous academic achievement as well as developing artistic expression. My role as a Dr. Martin Luther King scholar at New York University provided me the privilege to travel as an advocate for social change, justice, and service learning opportunities. In addition my exposure to the Caribbean educational model, standards of performance, and instructional methodology based on the British system of standardized testing, has expanded my international perspective of education.

In the development of the application I wrote the Educational Plan and assisted with the Business plan which allowed me to incorporate both national and international best practices. My expertise in leadership is based on my years of experience as a principal locally and abroad, national board membership with Lighthouse Academies, my work with Cambridge Education, which has exposed me to both theory and practice of leading an organization with high performance standards. My graduate coursework at George Washington University in Special Education provides the theoretical basis as well contemporary methodology that addressed special needs students and the inclusionary model.

This foundation of knowledge and practical experience will allow me to be an inspirational Board member for *One World Public Charter*, whereby I can access my long standing network of highly qualified educators and prominent artists. In the development of the charter the founding members have been able to identify a Board, community partnerships, potential instructional staff, and educational partnerships with Sidwell Friends and George Washington University based on the mission of the school, the uniqueness of the philosophy, and the incorporation of the arts. I will utilize my community resources, professional experience, and vision to establish a school that will impact the Washington DC community by establishing an institution that will develop scholars and artist for the 21st century. Marta del Pilar Lynch

Signature December 17th, 2012

Date of Acceptance Resubmitted August 2013

#### **EDUCATION**

- The George Washington University, Washington, D.C.; PhD American Studies, May 2012
- University of Cape Town, Cape Town, RSA; M.A. Literary Studies, June 1998
- Spelman College, Atlanta, GA; B.A. English, May 1993; Magna Cum Laude, Departmental Honors, GPA 3.6 (Scale: A=4.0)

#### SECONDARY TEACHING EXPERIENCE

#### English Teacher (Composition and African American Literature)

Fall 2013-Present

KIPP DC: College Preparatory, Washington, D.C.(National Public Charter Network, high school founded in 2009)

Developing to new mixed-grade level electives for 10<sup>th</sup>-12<sup>th</sup> grades. The African American Literature course is taught more as a university level Black Studies class adapted for high school students. The Composition course, based on the current needs of students, is a grammar heavy study to strengthen students' writing at the sentence level.

#### Remedial Reading and 11th Grade English Teacher

Fall 2011-Summer 2013

KIPP DC: College Preparatory, Washington, D.C.(National Public Charter Network, high school founded in 2009)

First year developed and taught remedial reading course to 9th and 10th grade students based on University of Kansas Strategic Instruction Model. Second year, teaching Read 180 to below grade level 9th, 10th, and 11th graders, with beginning-of-year Lexile scores ranging from Below Basic (447) to Proficient (1115), all of whom consistently report low NWEA scores. Also teach genre-based 11th grade English course, American Literary Studies, to class of 18 students, ranging from the lowest readers in the school to the most behaviorally challenged students in the school. Both years, the majority of students are in Special Education.

#### **Independent Tutor**

Fall 2004-Summer 2010

Washington, D.C.

Taught 6th-12th grade students one-on-one, primarily from Sidwell Friends School, in an array of subjects (primarily English, History, and Spanish but also Latin, French, and Science) to develop skills: general organization, studying, writing, grammar, vocabulary, critical reading, and note-taking. This support and enrichment often stabilized student performance, raising them at least one letter grade by the end of the semester. Work included coordinating with parents and teachers frequently.

#### **Summer Tutor**

**Summers 2004-Present** 

Washington, D.C.

Designed personalized programs for individual students and small groups (2-4) to develop reading, writing, and critical thinking skills catering to their particular needs. Primarily middle and high school students from Sidwell Friends School; summer 2006 worked with two rising 2<sup>nd</sup> graders at Shephard Elementary.

#### **Summer School Teacher**

Summer 2005

Elsie Whitlow Stokes Community Freedom Public Charter School, Washington, D.C.

Designed and taught 6-wk. course for approximately ten rising 5<sup>th</sup> graders on developing spelling (phonetics, syllables), basic grammar, and reading (recognition, comprehension, interpretation) skills.

#### International Baccalaureate (IB)/

#### Middle Years Programme (MYP) English Teacher

Aug 2002-June 2004

Colegio Internacional de Caracas, Caracas, Venezuela (Pre-K-12 independent school)

Taught one 8th grade MYP, two 10th grade MYP, one 11th grade IB, and one 12th grade IB classes (9-17 students per class); created a WebQuest and used assessments in addition to essays, such as Socratic Seminars, journal writings, book conferences, and student teaching; scoped and sequenced 6th-12th grade English curriculum with other two department members.

#### Middle School English Teacher

Aug 1999-June 2002

Sidwell Friends School, Washington, D.C. (Pre-K-12 independent school)

Taught two 7th grade and two 8th grade classes (12-13 students each), created and used alternative materials and assignments to engage students of various learning styles: debates, vocabulary charades, grammar posters, script writing and performance.

#### 7th Grade English Teacher

Feb 1999-June 1999

Charles Carroll Middle School, New Carrollton, MD (Public middle school)

Was the 4<sup>th</sup> teacher that year for 4 classes (approximately 27 students each), including a 16-student multilevel class. Focused on developing effective classroom management and engaging lesson plans that utilized using hip hop and popular song lyrics to teach literary devices and poetry.

#### TERTIARY TEACHING AND RESEARCH EXPERIENCE

The George Washington University, Washington, D.C.

Spring 2010

Teaching Assistant, 20th Century U.S. Immigration, Prof. Tom Guglielmo

The George Washington University, Washington, D.C.

Fall 2009

Teaching Assistant, Sexuality in U.S. History, Prof. Chad Heap

The George Washington University, Washington, D.C.

Spring 2008

Instructor, Post World War II U.S. Race and Comedy

Created course based on dissertation research. Designed syllabus and taught seminar of 15 students. Using a variety of texts, including video, audio, historical readings, and theoretical readings, the course explored the nexus of post WWII race-based government policies and political movements with the emergence of explicit identity-based comedy in the United States. With an emphasis on stand-up comedy, the course contextualized comedians as artists, thereby examining them as cultural arbiters and intermediaries.

The George Washington University

Fall 2006-Fall 2007

Teaching Assistant (Writing intensive sections), Introduction to American Studies, Prof. Theresa Murphy (Fall 2006, Fall 2007) Teaching Assistant, Sexuality in U.S. History, Prof. Chad Heap (Spring 2007)

#### GWU Center for the Study of Public History and Public Culture

Fall 2005-Fall 2006

National Park Service (NPS) Fellow

Research Assistant for the third and final installment of the Race in National Parks Project, a joint effort between GWU and NPS, spearheaded by Prof. Jim Horton to research the presentation of race and slavery at targeted NPS sites. As a result of renovations at my assigned site, Frederick Douglass House in S.E. Washington D.C., I researched nearby sites to redirect the project and received approval to work on Harpers Ferry, which involved designing interview questions, conducting face-to-face interviews onsite, conducting interviews with relevant site managers, and writing a final report.

Prince George's Community College, Prince Georges, MD

Spring 1999-Fall 2001

Adjunct Faculty Member/Instructor, 4 semesters of Introduction to Composition, English Department

Designed syllabus within framework of departmental goals for the course, created student assessments, and graded student work.

#### University of the Western Cape, Cape Town, South Africa

Feb 1996-Dec 1996

Tutor, 2 semesters of English I

Designed syllabus, including assignments, assessments, choosing supplemental reading materials, within framework of course lecture set by Professor; graded student work; conducted smaller seminar discussions.

#### University of Cape Town, Cape Town, South Africa

July 1995-Dec 1996

Tutor, 3 semesters of English I

Designed syllabus, including supplemental reading materials and assignments, within framework of course lecture set by Professor; graded student work; conducted smaller seminar discussions.

#### Spelman College, Atlanta, GA

Aug 1991-May 1993

DANA PMAC Scholar, 2 semesters of assistant teaching, Freshman Composition, Dr. Akiba Harper

n worksites building houses, as well as to organize and supervise activities and excursions, such as scuba diving, hikes, and caving.

#### NON-TEACHING EXPERIENCE

#### Global Works, Inc., Puerto Rico

Summer 2001

Counselor/Group Leader

Led two different groups of approximately 25 teenagers, aged 14-17 years old, with 2-3 other Counselors, a Director, and a Villa Sin Miedo community organizer for two 3-week overnight sessions of building houses and adventure trips (to the beach, spelunking, etc).

#### International Foundation for Education and Self-Help, Johannesburg, RSA

Oct 1997-Oct 1998

International Fellow/Program Assistant

Managed the Educators for Africa (EFA) volunteer program, which recruited professors and administrators from the U.S to teach and/or work on development projects for one academic year at one of the Historically Disadvantaged Institutions in South Africa. Primary duties included coordinating and conducting site visits to institutions, organizing in-country 1-week orientations for volunteers, corresponding verbally and in writing with various institutions, maintaining contact with and attending to queries and concerns of in-country and prospective EFA professors/administrators during their tenures, and various other administrative duties.

#### Delany, Siegel, Zorn & Associates

July 1992-Jan 1995

Contract EEO Investigator

Investigated discrimination complaints filed by Federal Government workers. Primary duties included interviewing Complainant, relevant managers and employees, taking and preparing affidavits, gathering relevant documentation, and compiling a final Report of Investigation, which included an objective summary of testimony taken during the investigation, an organized list of support documentation, and the affidavits and documentation.

#### PROFESSIONAL AFFILIATIONS

- American Studies Association
- Organization of American Historians
- Toni Morrison Society

#### PROFESSIONAL DEVELOPMENT IN EDUCATION

KIPP Summit

Orlando, FL and Las Vegas, NV

August 2012, August 2013

University of Kansas SIM Training

San Francisco State University, SF, CA

October 2011

Klingenstein Summer Institute, Teacher's College, Columbia University

Lawrenceville, NJ

Jul 14-29, 2002

International Baccalaureate Teacher Training

United Nations International School, New York, NY

July 2002

Quaker Values and Education Conference

Pendle Hill, PA

Oct 2001

The Black Class

Fall 1999

The Black Student Fund, Washington, D.C.

#### LANGUAGE PROFICIENCY

Spanish

conversational, proficient in reading and writing

French

basic in reading, writing, and speaking

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?	×	
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		×
3	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		×
5	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		×
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		×
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		$\sim$
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		×
10	Do you currently serve as a member of the board of any public charter school?		$\sim$
11	Do you currently serve as a public official?		$\varphi$
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature	Title Vice Principal
Applicant Organization	Date Submitted
One World PCS	03/03/14

#### SIGNED PERSONAL STATEMENT

I, Kimberley A. Yates, am writing this personal statement as a founding member of *One World Public Charter School*. The other founding members Dr. Rickey Payton, Marta del Pilar Lynch, and I came together and decided to submit a charter application to the Public Charter School Board last year for the March 1<sup>st</sup>, 2013 submission. I look forward to collaborating with our new Arts Director, Gabriel Asheru Benn, whose work I hold in high esteem.

I joined the faculty of KIPP DC: College Preparatory in 2011 because of its mission to support underserved populations in the District of Columbia to and through college. My educational background speaks to my belief in the value not only of higher education but of lifelong learning and critical thinking. As an alumna of Sidwell Friends School and as a former educator in that school, at an international school and at universities here in the U.S. and in South Africa, I want to be an integral part of an educational institution and team that offers the level of rigor as a school like Sidwell to students who may not have access to a Sidwell. While this is KIPP's mission, *One World Public Charter School* is inspiring and unique in its infusion of arts education and in its individualized approach to learning.

Further, my working and creative relationship with Marta del Pilar Lynch and Dr. Rickey Payton extends back many years to our work on the Black History production at Sidwell. Dr. Payton started the first Black History month production, but as a Black Student Union President in my senior year, I worked with Ms. Lynch to write and coordinate the first student-driven production by the school. The production has since become an institution in and of itself as the only show in the school that incorporates students from the Lower, Middle, and Upper Schools. Ms. Lynch has served as the Director of this production for many years as an adult. When I was on the faculty at Sidwell, I served as an advisor of the BSU along with Dr. Payton. We all collaborated with other advisors on the show. This show, like *One World Public Charter School*, incorporates arts and research.

Both Ms. Lynch and I have lived and worked internationally in the field of education with quite diverse experiences. I have worked on this charter proposal as a sounding board and as an editor and firmly believe that its mission is visionary and unique. I have admired Ms. Lynch's accomplishments and have seen her make the seemingly impossible possible. Under her leadership, students and schools excel. I look forward to this opportunity to continue a working relationship with her in particular as I look forward to combining our world experiences and simultaneously learning.

My résumé does not outline my experience as a professional salsa performer and instructor. As a Ph.D. and as a performer, One World PCS embodies my ideals and my belief that the arts make for a stronger intellectual. *One World Public Charter School* would enable me to offer my dance passion and skills in the same place that I offer academic expertise and educational leadership.

I contribute to *One World Public Charter School* not only my experiences as a teacher, a scholar, a dancer, and a woman of the world but also my experience in course design, scoping and sequencing curriculum. I currently two new courses at KCP that I am designing. I am inspired by *One World PCS*'s mission and vision. As a native Washingtonian, I am excited by the prospect of working in a school like this. It will literally be like no other school in the world where I have worked. I look forward to working with this particular Leadership Team and to contributing to positive change in my home city that will eventually affect the world.

Date: February 1, 2014



#### EDUCATION:

- National-Louis University, M.Ed., Curriculum & Instruction (2004)
- University of Virginia, BA in Anthropology (1996)

OVERVIEW: Possesses over 15 years of teaching and school administration experience in both primary and secondary schools, and developed innovative curricula to enhance literacy, social engagement, and cultural development of students in public schools, special education programs, and after school programs across the US. Currently serves as founding President of Guerilla Arts Ink (GA), a community service organization which specializes in education through the arts, cultural programming, and curriculum development, and is parent company to educational publishing company, Educational Lyrics, developers of H.E.L.P. the Hip-Hop Educational Literacy Program. H.E.L.P. is a series of supplemental media literacy materials based on Hip Hop lyrics, contemporary literature, and nationally standardized literacy instruction; it was lauded by then-Senator Barack Obama and noted educators, such as Dr. Cornel West among others.

#### PUBLIC AND CHARTER SCHOOL EDUCATION

(2011 - Present) Director of Arts Integration, Ballou High School, DC Public Schools, Washington DC

- Implemented the Arts & Tech Academy, an innovative programmatic approach to meet the transition needs of the SED/LD special education population of the school.
- Facilitated the integration of arts programming in the core content curriculum of the school
- Built and maintained community partnerships to support arts and cultural programming needs throughout the school.
- Led ongoing training of teachers on effective instructional technique, such as cultural responsiveness, differentiated instruction, and promoting equity in the classroom.

#### (2007 - Present) President, Guerilla Arts Ink, LLC & Educational Lyrics, LLC, Washington, DC

- Managed over \$500K budget and led team of 8 reading specialists, trainers, and curriculum designers to provide outreach, training, and workshops to hundreds of students and youth service providers throughout the world, most recently in South Africa in 2010 for example.
- Wrote and secured over \$400K in grants for educational summer and afterschool arts programs.
- Secured partnerships with New York University, American University, Howard University, DC Housing Authority, Northern Virginia Urban League and Hip Hop Chess Federation to provide training for teachers and youth advocates, and arts/education workshops for youth
- Facilitated career development training using H.E.L.P. (Hip-Hop Educational Literacy Program)
  materials for educators in various school systems, including East Orange and Newark, NJ,
  Philadelphia, PA, New York City, NY, Washington, DC, and Petersburg, VA.
- Developed a service learning business approach that connects the arts, educational and professional communities together in providing enrichment for youth and financial support for artists

## (2004 – 2007) Director of Arts-in-Education and Transition Services, Rock Creek Academy, Washington, DC

- Served as a partner in constructing a professional learning community among artist educators to deliver effective arts-based instruction of various disciplines.
- Recruited, hired and trained over 15 teachers in the Washington, DC metropolitan area to pilot an
  Arts-in-Education department, a Transition department, and a Vocational Arts department at Rock
  Creek Academy. Since their recruitment, all teachers have gone on to secure special education
  teacher certification through George Washington University.
- Developed and piloted Hip-Hop Educational Literacy Program (H.E.L.P.), a creative reading program using the lyrics of popular Hip Hop songs.
- Developed program that integrated arts and technology into the school's curriculum.
- Collaborated to create syllabi for graphic design, martial arts, and music programs.
- Customized Transition Services delivery to include a self-advocacy component
- Provided outside employment and career training for our Bridges student population
- Created partnerships with local schools, universities and businesses to place numerous high school students in apprenticeships, internships, and full-time employment.
- Facilitated PSAT & SAT testing, college application and financial aid processes for students, and leading 60 percent of 2007 graduating class gain college/trade school acceptance.

- Created the "Earn While You Learn" summer program to boost summer employment and school attendance.
- Developed and lead the Young Men's Group, which provided training on leadership, manhood, community service, civic responsibility, and scholarship to over 60 high school boys.

#### (2002 - 2004) Special Education Teacher, Rock Creek Academy, Washington, DC

Served as a Lead Teacher, working with a self-contained class of 7th grade students diagnosed with severe emotional disturbance (SED) and/or a learning disability (LD).

## (2000 – 2002) First Grade Teacher, Friendship Edison Schools, Chamberlain Campus, Washington, DC

Served as a first grade teacher in a self-contained classroom environment. Produced significant
gains in student achievement, as evidenced by standardized test scores for two consecutive years.

### (1999 – 2000) Special Projects Consultant, Project NOMMO and DC Commission of the Arts and Humanities, Washington, DC

- Worked independently to create, plan, and implement Project NOMMO, a cross-curricular instructional approach designed to supplement inter-school curricula throughout the Washington, DC area.
- Developed corporate and nonprofit partnerships for programs expansion.
- Facilitated writing, poetry, and performance workshops throughout various schools, after- school programs and public arts events.

#### (1997 - 1999) Teacher, Community Academy Public Charter School, Washington, DC

- Served on the development team to create the charter application, school curriculum, and academic standards for year one of the school's incorporation
- Taught Math & Science to 40 seventh graders during the first year of the school's implementation
- Tutored and facilitated extracurricular activities with students of elementary and middle school grade levels in the after-school program, Kid's House

#### (1996 — 1997) Teacher, McGogney Elementary School, Washington, DC

Taught twenty 6th grade students in a self-contained classroom environment.

#### **EDUCATIONAL LECTURES**

- 2013: Education & Public Health Summit, Teachers College at Columbia University, NYC
- 2013: Hip Hop Literacies Conference, Ohio State University, Columbus, OH
- 2012: KOTA Education Summit, University of Akron, Akron, OH
- 2011: Public Media Corps development conference, American University, Washington, DC
- 2010: Words Beats & Life "Annual Teach-In" conference, Washington, DC
- 2009: National Council for Teachers of English (NCTE) conference, Philadelphia, PA
- 2009: Maryland State Education Association (MSEA) conference, Ocean City, MD
- 2009: H.E.L.P. Training (for ACT 48 credit), National Liberty Museum, Philadelphia, PA
- 2008: Stanford University, The Martin Luther King Research & Education Institute
- 2008: Emergent Black Leaders Symposium, Tufts University
- 2008: National Hip Hop Political Convention, University of Las Vegas, Las Vegas, NV
- 2007: West African Leadership Academy, Dakar, Senegal
- 2007: Summer Teachers Institute @ Rock & Roll Hall of Fame, Cleveland, OH
- 2007: North Carolina Central University, Raleigh-Durham, NC
- 2006: Summer Teachers Institute @ Rock & Roll Hall of Fame, Cleveland, OH

#### ADDITIONAL ACCOMPLISHMENTS

- Won a Peabody Award for Journalism (2006) for writing contributions to the "Return of the King" episode of The Boondocks, an American animated comedy series featured on Turner Broadcasting's Cartoon Network.
- Recognized at the annual Young, Gifted, & Black Summit presented by Rep. Maxine Waters (CA), Congressional Black Caucus, Washington, DC
- Partnered with South African rapper, Hip Hop Pantsula (HHP) around HIV/AIDS awareness using HHP's lyrics to design a new H.E.L.P. workbook for youth on the subject.

#### **Conflict of Interest Form**

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7:	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature of Authorized Certifying Official	Title
Applicant Organization	Date Submitted Mach 4, 2014

March 1, 2014

Re: Statement of Interest in One World Public Charter School

As a veteran educator, I have seen firsthand the benefits and social emotional growth that comes with an arts integrated learning environment. Inclusion of the arts provides a platform for critical thinking, problem solving, and real world knowledge application. Should a charter be granted, I will serve as Arts Director for the school. I believe in the mission of One World Public Charter School, and will draw from my expertise in youth development and vast community network of support to serve the students of One World PCS, and to provide them with first class arts and cultural programming to complement the academic rigor of their daily instruction.



#### H. DEMOGRAPHIC ANALYSIS

One World Public Charter School will compete with schools as it relates to the recruitment of students and highly qualified teachers by securing a location along the 16<sup>th</sup> Street corridor that has been underserved in terms of middle schools ie our targeted population. The 16<sup>th</sup> street corridor where the school will be located is not densely populated with middle school and therefore the recruitment strategy will ensure adequate enrollment. The strategy will include recruitment at targeted feeder schools as well middle schools with waiting list of students. In addition due to the incorporation of arts in the mission of the school, performances at local churches, theaters, street festivals, and community events will provide a nontraditional marketing technique. This strategy will impact enrollment of surrounding schools only by providing an additional options for parents that has a very specific mission and philosophy.

The school and its program will be publicized throughout the community via both traditional and nontraditional outreach efforts. The traditional methods will be via marketing using print media ie City Paper, Washingtonian, Parents Magazine, Public Charter School conferences and recruitment fairs, web advertisement ie social media and craiglist and idealist, as well as local radio shows. In addition the Public Charter School process provides advertisement on the main site as well as open community hearings that will provide opportunities for community endorsements. The proposed Leadership Team will also visit local identified feeder schools as well as door to door community outreach. The partnerships with Urban Nation Academy, Sidwell Friends, and George Washington University will serve as the forum for additional exposure in educational circles. The arts component of the mission of the school will serve as the non-traditional outreach efforts. Urban Nation Hip Hop Choir will serve as a voice to promote the school via performances. Friends of One World Public Charter School will provide their artistic affluence for fundraising and marketing events that will bring additional recognition to the school's mission. The outreach efforts that will be made to potential students and their families and the steps that will be taken to recruit students will be citywide in order to recruits from all wards. The feeder elementary schools will be: Latin American Montessori Bilingual, Potomac Lighthouse PCS, Two Rivers PCS, Inspired Teaching PCS, Yu Ying, and Washington Latin. Based on the Demographic Analysis Form included in Appendix C, the 16th Street NW corridor has only one middle school that is a Tier One performing school Washington Latin PCS, which is high demand.

Demographic Analysis Form	
Name of Proposed School: One World Pubic Charter School	
Proposed Location	
(Address or general location—NE, SW, NW, SE. If no general location has been identified, provide	
information for top two options.)	

Projected Age Range and Number of Students Expected to Enroll by Year:

rrojected	PK3	PK4	k	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Total
Year1								25	25	25	25						
Year2								50	50	25	25						
Year3								75	50	50	25						
Year4								75	75	50	50						
Year5								75	75	75	50						
Year 6																	
Year 7																	
Year 8																	
Capacity																	

#### **Anticipated Student Demographics**

	Eth	Race						nts bilit	with ties	English Language Learners	Economically Disadvantaged	
	Hispan ic	Non Hispanic	В	W	A	Othe r	1	2	3	4		
Year 1	25	75	60	10	5	25	10				5	80
Year 2	50	100	75	15	10	50	15				10	125
Year 3	75	125	95	20	15	75	20				15	175
Year 4	100	150	10 5	25	20	100	25				20	225
Year 5	125	175	12 0	30	25	125	30				25	275

#### Similar Schools Profile

Please provide the following information for schools that serve the same age/grades as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target and/or offer a similar mission or educational program:

School Name	Enrollment 2013-2014	Туре2	% Low Income	DC-CAS Performance (% Proficient reading and math) on most recent test
provided at this time	since the school locat e. There are two pote need for top performin	ntial sites under consi	rmed, similar school p deration in Wards 4 o	orofiles cannot be r 7, both of which

#### NOTES:

2Type = DCPS, public charter school, private, parochial, independent, other

#### I. REQUIRED DOCUMENTS

#### I. Required Documents

- A. Charter School Board of Trustees Job Description
- B. Charter School Individual Director Performance Expectations
- C. Articles of Incorporation
- D. By-laws
- E. Code of Ethics
- F. Discipline Policy
- G. Management Agreement (not applicable)
- H. Letter of Intent for Facility \* See attachment
- I. Student Learning Standards
- J. Assessments
- K. Curriculum Timeline
- L. Letters of Support
- M. Parent/Student/Faculty handbook (optional)

#### Charter School Board of Trustees Job Description<sup>41</sup>

#### General Responsibilities:

One World Public Charter School Board members are responsible for ensuring that the academic program of One World Public Charter School is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

#### Specific Responsibilities:

#### Determine the mission and purpose of OWPCS and keep it clearly in focus:

- Create and periodically review the mission statement
- Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
- Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
- Understand and support the mission statement

#### Select the School Leader

- Reach consensus on the School Leader's job description.
- Undertake a careful search process to find the most qualified individual.
- Oversee and approve contract negotiation and renewal.

#### Support and review the performance of the School Leader

- Provide frequent and constructive feedback.
- Assist when board members overstep prerogatives or misunderstand their roles.
- Compliment for exceptional accomplishments.
- Provide for an annual written performance review.

#### Ensure effective organizational planning

 Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.

#### Ensure adequate resources

- Approve fundraising targets and goals.
- Assist in carrying out the development plan.
- Make an annual gift at a level that is personally meaningful.

<sup>&</sup>lt;sup>41</sup> The HighBar Board Smart. Retrieved January 7, 2013, from http://www.charterschooltools.org/tools/BoardJobDescription.pdf

#### Manage resources effectively

Approve the annual budget.

- Monitor budget implementation through periodic financial reports.
- Approve accounting and personnel policies.
- Provide for an independent annual audit by a qualified CPA.
- Ensure the full board has the proper training to be effective stewards of public funding.
- Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school

#### Determine, monitor and strengthen the programs and services

- Assure programs and services are consistent with the mission and the charter.
- Approve measurable organizational outcomes.
- Approve annual, attainable board and management level goals.
- Monitor progress in achieving the outcomes and goals.
- Assess the quality of the program and services.

#### Enhance One World Public Charter School's public standing

- Serve as ambassadors, advocates and community representatives of the school.
- Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
- Provide for a written annual report and public presentation that details OWPCS mission, programs, financial condition, and progress made towards charter promises.
- Approve goals of an annual public relations program.

#### Ensure legal and ethical integrity and maintain accountability

- Establish policies to guide the school's board members and staff.
- Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).

#### ONE WORLD PUBLIC CHARTER SCHOOL INDIVIDUAL TRUSTEE PERFORMANCE

#### EXPECTATIONS42

General Responsibilities: Each trustee is responsible for actively participating in the work of the OWPCS Board of Trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The OWPCS Board will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual trustees are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Trustees.

#### **Specific Responsibilities:**

- 1. Believe in and be an active advocate and ambassador for the values, mission, and vision of OWPCS.
- 2. Work with fellow board members to fulfill the obligations of board membership.
- 3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
  - Focus on the good of the organization and group, not on a personal agenda
  - Support board decisions once they are made
  - Participate in an honest appraisal of one's own performance and that of the board
  - Build awareness of and vigilance towards governance matters rather than management.
- 4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
- 5. Be prepared to contribute approximately 3 hours per month toward board service which includes:
  - Attending a month board meeting (2 hours)
  - Participating on a board committee (1 hours)
  - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (As needed)
- 6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- 7. Actively participate in one or more fundraising event(s) annually.
- 8. Use personal and professional contacts and expertise for the benefit of OWPCS.
- 9. Serve as a committee or task force chair or member.
- 10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- 11. Inform the Board of Trustees of OWPCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

<sup>&</sup>lt;sup>42</sup> The HighBar Board Smart. Retrieved January 7, 2013, from http://www.charterschooltools.org/tools/BoardJobDescription.pdf

#### **ARTICLES OF INCORPORATION**

# ARTICLES OF INCORPORATION OF ONE WORLD PUBLIC CHARTER SCHOOL

TO: DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD
3333 14<sup>th</sup> Street, NW
Suite 210
Washington, D.C. 20010

**THE UNDERSIGNED**, all of whom are natural persons of the age of eighteen years or more, acting as incorporators of a corporation pursuant to the District of Columbia Nonprofit Corporation act, hereby certify:

FIRST:

The name of the corporation is:

ONE WORLD PUBLIC CHARTER SCHOOL.

**SECOND:** 

The duration of the Corporation shall be perpetual.

THIRD:

The Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code of 1986, as amended ("Code"). The purposes for which the Corporation is formed are: to assist economically and environmentally challenged young individuals to develop critical thinkers who address global, social, economic and environmental conditions on an international platform via artistic expression and rigorous academic discourse.

In furtherance thereof, the Corporation may receive property by gift, devise or bequest, invest and reinvest the same, and apply the principal and income thereof, a the Board of Directors may from time to time determine, either directly or through contributions to any charitable organization, exclusively for charitable and educational purposes, and engage in any lawful act or activity for which nonprofit corporation may be organized under the District of Columbia Nonprofit Corporation Act.

In furtherance of its exclusively charitable and corporate purposes, the Corporation shall have all the general powers enumerated in section 29-505 of the District of Columbia Nonprofit Corporation Act as now in effect or as may hereafter be amended, together with the power to solicit grants and contributions for such purposes. Notwithstanding any other provision of this Article **THIRD**, the Corporation shall have no powers the possession of which could be inconsistent with the

Corporation's intent that the Corporation qualify as a tax-exempt

organization within the meaning of Code section 501 (c)(3).

**FOURTH:** The Corporation shall have no members.

FIFTH: There shall be least three (3) directors who shall be elected

or appointed as provided by the Bylaws of the Corporation.

SIXTH: Provisions for the regulation of the internal affairs of the

Corporation, including provision for distribution of assets on

dissolution or final liquidation, are as follows:

A. No part of the net earnings of the Corporation shall inure to the the benefit of, or be distributable to any director of officer of the Corporation, or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposed set forth in Article **THIRD** hereof.

- B. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by Code section 501 (h), and in any corresponding laws of the District of Columbia), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.
- C. Notwithstanding any other provision of these Articles of Incorporation, shall not directly or indirectly carry on any activity that would prevent it from obtaining exemption for federal income taxation as a corporation described in Code section 501 (c)(3), or cause it to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under the Code.
- D. During such period, or periods of time as the Corporation is treated as a "private foundation" pursuant to Code section 509, the directors must distribute the Corporation's income at such time and in manner so as not to subject the Corporation to tax under Code section 4942, and the Corporation is prohibited: (i) from engaging in any act of self-dealing (as defined in Code section 4941 (d); (ii), from retaining any excess business holdings (as defined in Code section 4943 (c), which would subject the Corporation to tax under Code section 4943; (iii) from making any investments or otherwise acquiring assets in such manner so as to subject the Corporation to tax under Code section 4944; (iv) from retaining any assets which would subject the Corporation to tax under Code 4944 if the directors have acquired such assets; and (v) from making any taxable expenditures (as defined in Code section 4945(d).
- E. In the event of dissolution or final liquidation of the Corporation, all of the remaining assets and property of the Corporation shall, after paying or making provision for the payment of all of the liabilities of the Corporation and for necessary expenses thereof, be distributed to such organization or organizations organized and operated exclusively for charitable or educational purposes as shall at the time qualify as an exempt organization or organizations under Code section 501 (c)(3) as the Board of Directors shall

determine. In no event shall any of the assets or property be distributed to any director or officer, or any private individual.

**SEVENTH:** 

The address, including the street and number, of the initial

registered office of the Corporation in the District of Columbia

Washington, DC is

1025 Vermont Avenue, N.W., Washington D.C. 20005 and the name of the initial registered agent of the Corporation at such

address is CT Corporation System.

**EIGHTH:** 

The number of directors constituting the initial Board of

Directors of the Corporation is three (3). The names and the

addresses, including

street and number, of the persons who are to serve as the initial directors of the Corporation until the first annual meeting or until

their successors are elected and quality are as follows:

Name\_

1. Marta del Pilar Lynch

2. Kimberley A. Yates, Ph.D.

 $\underline{\text{Address}}$ 



NINETH:

The names and the addresses, including street and number,

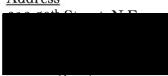
of the incorporators are as follows:

Name

1. Marta del Pilar Lynch

2. Kimberley A. Yates, Ph.D.

<u>Address</u>



IN WITNESS WHEREOF, the undersigned subscribed these Articles of Incorporation this \_\_\_\_\_day of January 2014.

#### BYLAWS

#### ONE WORLD PUBLIC CHARTER SCHOOL MISSION STATEMENT

One World Public Charter School will admit one hundred 5<sup>th</sup> - 8<sup>th</sup> grade students from all wards of the District Columbia starting Fall 2015. The mission of the School is to develop critical and creative students who address global social, economic, and environmental conditions via artistic expression and rigorous academic discourse. We will equip our students with the necessary skills to be competitive in their educational careers and to perform at the highest levels on the global educational stage. This academic pursuit will strengthen their creative sensibilities in their drive for innovation and social equity. One World Public Charter School graduates will be inspired to define their futures based on high expectations of academic and artistic performance. The mission is embodied in the acronym **E.A.R.T.H** as a sign post for who our graduates will be:

- E: Eco friendly/environmental activism
- A: Arts Infusion
- R: Rigorous and Reflective
- T: Technology Driven
- H: Home Integration

#### BYLAWS OF

#### ONE WORLD PUBLIC CHARTER SCHOOL

(formed under the District of Columbia Nonprofit Corporation Act)

## **ARTICLE I Offices and Operations**

Section 1.01. Location. The principal office of ONE WORLD PUBLIC CHARTER SCHOOL shall be located within or without the District of Columbia, at such place as the Corporation's Board of Directors ('Board") may designate. The Corporation may maintain additional offices at such other places as the Board may designate. The Corporation shall have and continuously maintain with the District of Columbia a registered office at such place as may be designated by the Board.

#### ATICLE II Members

Section 2.01. No Members. The Corporation shall have no members

#### ARTICLE III Board

**Section 3.01. Power of Board of Qualification of Board Members.** The business and affairs of the Corporation shall be managed by the Board.

Section 3.02. Number of Board Members. The number of Board members of the Corporation shall be three (3): to include two parents, majority DC residents and an odd number of people, not to exceed 15. The number of Board members may be increased or decreased by amendment of the Bylaws, or by action of the Board as hereinafter provided. The Board may alter the number of Board members set in the Corporation's Articles of Incorporation ("Articles") or these Bylaws by unanimous vote, provided that no decrease in the number of Board members shall have the effect of shortening the term of any incumbent Board member. The number of Board members shall never be less than three (3).

Section 3.03. Election and Term of Board Members. The first Board of the Corporation shall consist of those persons named in the Articles. Such persons shall hold office until the first annual election of Board members. Thereafter, at each annual meeting of the Board, the Board shall elect or appoint Board members to hold office until the next annual meeting and until their successors are elected and qualified.

Section 3.04. Newly-Created Board Member Positions. Any vacancy occurring in the Board and any Board member position to be filled by reason of an increase in the number of Board member by the unanimous vote of the Board members then in office. A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office and until such successor is elected and qualified.

**Section 3.05. Removal of Board Members.** Except as otherwise provided by law, any one or more of the Board members may be removed for cause at any time by the affirmative vote of a majority of the Board members then in office.

Section 3.06. Resignations. Except as otherwise required by law, any Board member may resign at any time by delivering written notice to the Corporation. Such resignation shall take effect when such notice is delivered unless the notice specifies a later effective date.

Section 3.07. Quorum of Board Members and Action by the Board. A meeting may be held by two-thirds of the Board members in office immediately before a meeting begins; provided, however, that all of the Board members in office immediately before a meeting begins shall constitute a quorum for the transaction of business. The unanimous vote of all of the Board members shall be the action of the Board, unless the vote of a different number is required by law or by the Articles or these Bylaws. The actions that the Board may take include, but are not limited to, the following:

- A. Approve the annual budget;
- B. Approve all expenditures in excess of Ten Thousand Dollars (\$10,000);
- C. Approve all travel expenditures in excess of Two Thousand (\$2,000);
- D. Conduct a quarterly review of financial statements;
- E. Approve all loans to which the Corporation is a party, and approve all liens and other encumbrances to which the Corporation is subject;
- F. Elect or appoint officers of the Corporation;
- G. Approve all major contracts relating to musical or other Performances of the Corporation;
- H. Approve all other significant operational activities.

**Section 3.08.** Vote. Each Board member shall have one vote. Whenever any corporate action is to be taken by vote of the Board, it shall, except as otherwise required by law or by the Articles of these Bylaws, be authorized by unanimous vote at a meeting of Board members at which a quorum is present.

#### ARTICLE IV Committees

Section 4.01. Committees. The Board, by resolution adopted by the entire Board, may designate and appoint one or more committees, each of which shall consist of two or more Board members, which committees, to the extent provided in the resolution, shall have and exercise the authority of the Board in the management of the Corporation. Other committees not having and exercising the authority of the Board in the management of the Corporation may be designated and appointed by a resolution adopted by the entire Board. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board, or any individual Board member, of any responsibility imposed upon it, him or her by law.

**Section 4.02. Committee Rules.** The provisions of Article III of these Bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the Board shall also apply to committees and their members, unless otherwise permitted by resolution adopted by the entire Board.

**Section 4.03. Service of Committees.** Each committee of the Board shall serve at the pleasure of the Board. The creation of, delegation of authority to, or action by a committee does not alone constitute compliance by a Board member with the Standards of Conduct described in sections 29-599.15 and 29.599.16 of the District of Columbia Nonprofit Corporation Act, as now in effect as may hereafter be amended.

## ARTICLE V Officers, Agents and Employees

**Section 5.01. Officers.** The Board shall elect or appoint a President, a Secretary and a Treasurer, and it may, if it so determines, appoint one or more Vice-Presidents or such other officers and assistant officers as may be deemed necessary. If the Board so determines, the officers of the Corporation may be designated by such other titles as may be provided in the Articles or these Bylaws. Any two or more offices may be held by the same person except the offices of President and Secretary.

Section 5.02. Term of Office and Removal. Each officer shall hold office for the term (not exceeding three years) for which he or she is elected or appointed and until his or her successor has been elected or appointed and qualified. Unless otherwise provided by resolution of the Board, all officers shall be elected or appointed at the annual meeting of the Board. Any officer or agent may be removed by the persons authorized to elect or appoint such officer or agent whenever in their judgment the best interest of the Corporation will be served thereby; provided, however, that removal of an officer or agent shall be without prejudice to his or her contract rights, if any, and the election or appointment of an officer or agent shall not itself create contract rights.

**Section 5.03. Resignation.** Any officer may resign at any time by delivering written notice to the Corporation. Unless the written notice specifies a later effective date, the resignation shall be effective when the notice is delivered to the Corporation.

Section 5.04. Powers and Duties of Officers. Subject to the control of the Board, and except to the extent limited below, all officers as between themselves and the Corporation shall have such authority and perform such duties in the management of the property and affairs of the Corporation as may be provided in these Bylaws or by resolution of the Board and, to the extent not so provided, as generally pertain to their respective offices.

#### President (Chairman of the Board). The President shall

serve as the chief executive officer of the Corporation. The President shall preside at all meetings of the Board and, subject to the supervision of the Board, shall perform all duties customary to that office and shall supervise and control all of the affairs of the Corporation in accordance with policies and directives approved by the Board

#### Vice President (Vice-Chairman of the Board). In the

Absence of the President or in the event of his or her inability or refusal to act, the Vice President shall perform the duties of the President, and, when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties and have such other powers as the Board may from time to time prescribe by standing or special resolution, or as the President may from time to time provide, subject to the powers and the supervision of the Board.

Secretary. The Secretary shall be responsible for preparing and maintaining custody of minutes of all meetings of the Board, and for authenticating the records of the Corporation, and give or cause to be given all notices in accordance with these Bylaws or as required by law, and, in general, shall perform all duties customary to the office of Secretary. The Secretary shall have custody of the corporate seal of the Corporation, if any; and he or she shall have the authority to affix the same to any instrument requiring, it; and, when so affixed, it may be attested by his or her signature. The Board may give general authority to any office to affix the seal of the Corporation, if any, and to attest the affixing by his or her signature.

Treasurer. The Treasurer shall have the custody of, and be responsible for, all funds and securities of the Corporation. He or she shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit all monies and other valuable property of the Corporation in the name and to the credit of the Corporation in such banks or depositories as the Board may designate. Whenever required by the Board, the Treasurer shall render a statement of accounts. He or she shall at all reasonable times exhibit the books and accounts to any officer or Board member of the Corporation, and shall perform all duties incident to the office of Treasurer, subject to the supervision of the Board, and such other duties as shall from time to time be assigned by the Board. The Treasurer shall, if required by the Board, give such bond or security for the faithful performance of his or her duties as the Board may require, for which he or she shall be reimbursed. Any expenditure made by or on behalf of the Corporation in excess of Five Thousand Dollars (\$5,000) must be approved in writing by the Treasurer.

**Section 5.05. Agents and Employees.** The Board may appoint agents and employees who shall have such authority and perform such duties as may be prescribed by the Board. The Board may remove any agent or employee at any time with or without cause. Removal without cause shall be without prejudice to such person's contract rights, if any, and the appointment of such person shall not itself create contract rights.

Section 5.06. Compensation of Officers, Agents, and Employees. The Corporation may pay compensation in reasonable amounts to the officers, agents, and employees for services rendered, such amounts to be fixed by unanimous vote of the Board. The Board may require officers, agents, or employees to give security for the faithful performance of their duties.

#### ARTICLE VI Miscellaneous

**Section 6.01. Fiscal Year.** The fiscal year of the Corporation shall be the calendar year or such other period as may be fixed by the Board.

**Section 6.02. Corporate Seal.** The corporate seal shall be circular in form, shall have the name of the Corporation inscribed thereon and shall contain the words, "Corporate Seal" and "District of Columbia" and the year the Corporation was formed in the center, or shall be in such form as may be approved from time to time by the Board.

Section 6.03. Checks, Notes and Contracts. Except as otherwise provided in these Bylaws, the Board shall determine who shall be authorized from time to time on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 6.04. Books and Records. The Corporation shall keep at its registered office in the District of Columbia correct and complete books and records of account minutes of the proceeding of the Board and any committee of the Corporation having any of the authority of the Board, and a current list of the Board Members and officers of the Corporation, and their residence addresses. All books and records of Corporation may be inspected by any officer or Board member, or his or her agent or attorney, for any proper purpose at any reasonable time.

Section 6.05. Amendment of Articles and Bylaws. The Articles may be adopted, amended or repealed in whole or in part by the unanimous vote of the Board. The Bylaws of Corporation may be adopted, amended or repealed in whole or in part by the unanimous vote of the Board.

**Section 6.06. Insignia and Logo.** All insignia, emblems, signs, advertising matter, placards and so forth shall be the property of the Corporation. The Corporation shall be permitted to display such insignia on advertising and in any other manner under terms and conditions as may be approved by the Board.

**Section 6.07. Loans Prohibited.** No loans shall be made by the Corporation to any officer or to any Board Member.

Section 6.08. Indemnification and Insurance. Each person who was or is made party to or is otherwise involved in any action, suit or proceeding, whether civil, criminal, administrative or investigative (hereinafter a "proceeding"), by reason of the fact that he or she is or was a Board member, officer, agent, or employee of the Corporation shall be indemnified and held harmless by the Corporation to the fullest extent authorized by the District of Columbia Nonprofit Corporation Act, as the same exists or may hereafter be amended, against any expenses (including attorney's fees), judgments, fines, and amounts paid in settlement, actually and reasonably incurred by such person in connection therewith. Notwithstanding the above, no Board member shall be indemnified nor held harmless in violation of the provisions set forth in the Articles, and no Board member, officer, agent, or employee shall be indemnified nor held harmless by the Corporation unless (i) in the case of conduct in his or her official capacity with the Corporation, he or she acted in good faith and in a manner he or she reasonable believed to be in the best interests of the Corporation, (ii) in all other cases, his or her conduct was at least not opposed to the best interest of the Corporation nor in violation of the Articles, Bylaws, or any agreement entered into by the Corporation, and (iii) in the case of any criminal proceeding, he or she had no reasonable cause to believe that his or her conduct was unlawful.

The right to indemnification conferred in the previous paragraph of this Section 6.08 shall include the right to be paid by the Corporation the expenses incurred in defending any such proceeding in advance of its final disposition; provided, however, that such an advancement of expenses shall be made only upon delivery to the Corporation of (i) a statement of his or her good faith belief that he or she has met the standard of conduct described in the previous paragraph, and (ii) an undertaking by or on behalf of the indemnified to repay all amount so advanced if it shall ultimately be determined by final judicial decision that he or she is not entitled to be indemnified for such expenses.

The provisions of this Section 6.08 shall be applicable to claims, actions, suits, or proceedings made or commenced after the adoption hereof, whether arising from acts or omissions to act occurring before or after adoption hereof.

The indemnification provided by this Section 6.08 shall not be deemed exclusive of any other rights to which such Board member, officer, agent, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board, or otherwise and shall not restrict the power of the Corporation to make any indemnification permitted by law.

The Board may authorize the purchase of insurance on behalf of any Board member, officer, agent, or employee of the Corporation against any liability asserted against or incurred by him or her arises out of such person's status as a Board member, officer, agent, or employee or out of acts taken in such capacity, whether or not the Corporation would have the power to indemnify the person against that liability under law.

In no case, however, shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under Chapter 42 of the Internal Revenue Code of 1986, as amended (the "Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of Code section 509, then, during such time no payment

shall be made under this Section 6.08 if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in Code sections 4941(d) or 4945(d), respectively.

If any part of this Section 6.08 shall be found in any action, suit, or proceeding to be invalid or ineffective, the validity and the effectiveness of the remaining parts shall not be affected.

I HEREBY CE	ERTIFY that the foregoing is a	full, true and correct copy of the Bylaws
of the Corporation, a c	orporation formed under the Di	strict of Columbia Nonprofit Corporation
Act.	•	•
Dated:	By:	Name:
	Title: Secretary	

#### ONE WORLD PUBLIC CHARTER SCHOOL CODE OF ETHICS<sup>48</sup>

One World Public Charter School is committed to promoting the highest standards of ethical behavior throughout and requires employees to act according to our ethical principles. The School's reputation and the trust and confidence of those with whom we work are vital assets to nurture and protect. We act with integrity in the interests of our students and their families, maintain confidentiality of their information and aim to apply due skill, care and diligence in our services. We are committed to making our communications, marketing and publications factually correct, ethical and fair. We compete vigorously but do not seek to misrepresent our competitors.

One World Public Charter School seeks and establishes relationships with suppliers, sub-contractors and other business partners based on mutual respect and good governance. We undertake appropriate due diligence in evaluating business partners to assess risk and avoid dealing with prospective partners where there is any suspicion of corruption. We seek contractual arrangements with major suppliers that allow us to withdraw from the contract in the event of unethical business practices.

The School complies with equal opportunities legislation and seeks to promote fair employment policies, within the framework of local culture and laws. We are committed to a 'neutral' working environment, in which no current (or prospective) employee is disadvantaged because of age, color, disability, gender, marital status, national/ethnic origin, race, religious belief or sexual orientation. We aim to promote on merit without discrimination and encourage employees to develop their skills and careers within the school. We encourage effective communication with and between employees. We respect each other's customs, traditions and religious beliefs. We do not tolerate physical, mental or sexual harassment

We pursue the highest practicable standards of health and safety and aim to comply with all relevant statutes in order to minimize risks to employees and others affected by our operations. We seek to promote environmental protection and improvement through our activities and services including providing sustainable solutions, using resources efficiently minimizing waste and helping our customers adopt best environmental practices.

<sup>&</sup>lt;sup>43</sup> Mott MacDonald Group policy statement, 2010, January. Retrieved January 5, 2013 from www.careers.mottmac.com/files/page/125022/ethicspolicy secure.pdf

#### **Discipline Policy**

One World Public Charter School is committed to providing all students with a quality education in a safe and secure learning environment. The Code of Conduct is designed to help promote the mission of the School where every student is responsible for his or her own learning, the integrity of the One World PCS community, to the outside community, and ultimately the environment. One World Public Charter School's Code of Conduct will provide information to students and families about the rules that students are expected to follow as well as the consequences for unacceptable behavior. Furthermore, the Code addresses expectations for students as related to consistent and timely attendance, respect for persons and property, appropriate dress, technology usage, student publications, and student activities. The Code of Conduct is designed to minimize behaviors that will impede the educational experience of the whole community. Students who have challenging behaviors will be identified for an early intervention so that One World Public Charter School can maintain a safe and respectful learning environment.

The Leadership Team will provide support to the instructional staff to provide proactive and reactive solutions to minimize disruptions. The Leadership Team will monitor instruction on a daily basis as well as non-instructional time to observe peer dynamics in order to suggest behavioral plans/contracts, interventions, and direct counseling for students in need. During Professional Development the instructional staff will be exposed to contemporary best practices concerning adolescent development, life space crisis intervention, and counseling techniques for de-escalation in order to address the needs of the Middle School student population. Case studies will be conducted in order to identify wrap around services, community partnerships, and peer mentorship opportunities that could address individual students' social emotional needs.

In order to establish safety, discipline, and order, *One World Public Charter School* is committed to providing the training and personnel to support the mission where students' success is tied to the community. All students will be held to rigorous academic standard as well as behavioral expectations of a scholar. The instructional pedagogy, art clinics, and extracurricular activities will be aligned with the mission and philosophy of the School, in order to promote appropriate peer interaction, develop their identities as scholars, and to create future leaders. Also the service learning opportunities will further reinforce their obligation to the larger community and environment.

Our students will be actively engaged in their school and community, raising awareness of global issues and contributing to solutions. Students will have several layers of support in the following capacities:

- Special Education Coordinator will provide direct services for students with special needs, as well as training and crisis intervention for general education students.
- Counselors will provide individual, group, and family therapy.
- Leadership Team will provide programmatic professional development and family workshops to address student needs.
- Security Guard will provide daily security as well as staff training on CPR, Crisis Intervention, and emergency codes and drills.

• Community Partnerships: will provide community resources from enrichment to mentorship to social services.

#### Positive Behavior Plan

The school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports the school model will follow the premise of School-wide Positive Behavior Intervention Supports(SWPBIS). The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Leadership Team, Instructional Staff, and student body will receive training on the SWPBIS theories, practices, and purpose in order for all stakeholders to support this behavioral initiative. In general, SWPBS emphasizes four integrated elements: "(a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices."

#### **Learning Standards**

#### **Description of the Standards**

One World Public Charter School will provide a curriculum framework with the necessary components to ensure strong alignment between the curriculum resources, Common Core standards, and the mission of the School. Each subject is divided into curriculum units, which will be guided by 21st century essential questions that promote critical thinking skills, multiple intelligence activities, formative and summative assessments, and technology integration. The Common Core standards define the knowledge and skills students should have from kindergarten through grade 12. The standards:

- are aligned with college and work expectations. This will help ensure that students have the knowledge and skills necessary to enter college without needing to take remedial courses.
- are clear, understandable, evidence-based, and consistent.
- include rigorous content and application of knowledge through higher-order skills.
- built upon strengths and lessons of current District standards.
- are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.<sup>44</sup>

#### Curriculum and Key Themes

All curriculum course offerings will be aligned to Common Core State Standards and/or DCPS Standards in core subjects. The 5th and 6th grade scholars will take the following courses: Humanities, Mathematics, Science, and Writing, Foreign Language, Health & Wellness, and Test Preparation. The 7th and 8th grade students will take the following courses: Humanities, Mathematics, Science, Writing, Foreign Language, Health & Wellness. Test Preparation. All

<sup>&</sup>lt;sup>44</sup> About the Standards, accessed 7 April 2012, http://www.corestandards.org/about-the-standards.

subjects will be in alignment with the mission of developing critical thinkers who examine global social, political and environmental conditions. Curriculum will focus on the development of critical thinking skills that address social economic and environmental ie green and sustainable issues and will be achieved by partnering with community business leaders, cultural institutions, social service agencies and institutions of higher education to understand these topics on a local, national and global level.

The One World Public Charter School curriculum will prepare students to meet the city expectations on state standardized tests but will focus on supporting students to become active agents in their learning and community. In addition to developing a cross-curricular, project-based literacy, the curriculum will focus on character development and self-understanding using reflective writing, focus activities and student assessment of his/her own learning and goal-setting with the ILP. Students will focus on understanding and applying the concept of sustainability to different areas of the world, the community, and students' lives

#### Pedagogical Approaches

- The Department of Education's core curriculum and focus on literacy and math, includes intensive balanced literacy instruction; hands-on, experiential science curriculum; and backward-planned, thematic units across all subjects.
- Real-world learning happens through hands-on, grade-wide expeditionary intensives in which classes do research in the community.

#### Standards and Assessment

- One World PCS will use both quantitative and qualitative assessment methods to review the overall performance of students and the success of the school.
- Students will be supported in meeting high academic standards.
- Students will be evaluated predominantly through ongoing performance-based assessment. Teachers will use student work to evaluate their learning and also to inform decisions about teaching methodologies.
- Quarterly narrative evaluations will be prepared by students and advisors together and will focus on formative rather than summative evaluation.

#### Sequence and pacing guide

The Sequence pacing guide, curriculum maps, and alignment between Common Core Standards and the School's mission will be developed based on the curriculum timeline. The Curriculum Development process will be conducted from May 2014-November 2014 and implementation, resourcing materials, and the training of staff will occur December 2014-August 2015. The following are deliverables per month in order to complete the curriculum for *One World PCS*.

#### May 2014

- Development of Curriculum Framework
- Alignment with Common Core Standards
- Description of the related content/objectives

#### June 2014

- Development of Curriculum Maps
- Sequence and pacing guide which aligns to the objectives

Instructional strategies inclusive of any distinctive pedagogy

## July 2014

- Identification of Discreet skills or concepts required prior to this learning
- Identification of Instructional materials/textbooks

## August 2014

- Development of formative/summative assessments
- Development of Multiple Intelligence framework Alignment

## September -October 2014

- Alignment with School Mission and Philosophy
- Identification of Extension Activities, curriculum based field Trips, and Family Links

## November 2014

- Identification of International Best Teaching Practices
- Completion of the School's Educational Pedagogy and Instructional Methodology

## December 2014-February 2015

 Identification of Technology Integration plan, software, and infrastructure, to enhance curriculum delivery

## March-April 2015

 Development of Technology infrastructure to support maintenance and transmittal of academic and non-academic performance data

## May- June 2015

Curriculum presentations as part of marketing strategy

#### June 2015

Development of Arts Curriculum Connections

## July 2015

Finalization of Professional Development Workshops

#### August 2015

- Training of Instructional Staff
- Implementation of Curriculum

## Instructional strategies inclusive of any distinctive pedagogy

Cooperative Learning and Howard Gardner's theory of Multiple Intelligence serve as the foundation of *One World Public Charter School's* educational philosophy. Multiple intelligence-based classrooms empower students to engage actively in their own learning processes and subsequently demonstrate higher academic performance. It also provides educators with the framework to accommodate the needs of diverse students; therefore, intelligence profiles inform curricula alignment and pedagogical practices. The instructional methodology will follow the five basic elements of Cooperative Learning: 1) Positive Interdependence, 2) Individual and

Group Accountability, 3) Interpersonal and Small Group Skills, 4) Face-to-Face Promotive Interaction, and 5) Group Processing.

This instructional methodology attains the following:

- Full Participation: All students are contributing team members via active dialogue.
- Trust: Students trust that each member will add value to the project.
- Open Communication: Students contribute ideas, provide feedback constructively, ask for clarification on anything that might be confusing, provide frequent updates, and listen to each other carefully.
- Social/Business Balance: Students develop interpersonal skills by balancing productivity within a group setting.

## Characteristics of Effective Teaching Practices 45

- Teachers and other adults have high expectations of all pupils and ensure that effective support is given to accelerate the progress of any pupils who are falling behind their peers.
- The range of teaching styles and activities sustains pupils' concentration, motivation and application.
- Subject knowledge is used to inspire pupils and build their understanding.
- The range of teaching styles and activities sustains pupils' concentration, motivation and application.
- Subject knowledge is used to inspire pupils and build their understanding.
- Lesson planning is linked to a current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils.
- Teachers and adults ensure that pupils know how well they are doing and are provided with clear detailed steps for improvement.
- Effective questioning is used to gauge pupils' understanding and re-shape explanations and tasks in the light of this.
- Teachers and adults assess pupils' progress accurately and are alert to pupils' errors and misconceptions during the lesson so that they can move swiftly to put them right.

## Instructional Materials/Textbooks

Based on the Educational Philosophy, students will be exposed to textbooks, contemporary materials, and technology based resources that will provide the students access to 21st century discourse. Due to the international scope, students will be exposed to both national and international authors and best teaching practices. Standard based instruction will be monitored by the Leadership Team. The Instructional staff will be given assessment data on individual students reading, writing, and math proficiency in order to inform curricula decisions. The Principal and Vice Principal will serve as curriculum specialist to provide teachers with strategies for alignment, cross curricula mapping, and instructional practices that provide differentiation for diverse learners. The instructional staff will have sufficient opportunities for co planning to share materials and strategies. Teachers will have bi weekly curricula meetings for instructional coaching, to review effectiveness of resources and textbooks, and to receive continuous diagnostic reading, writing, and math assessment data

<sup>&</sup>lt;sup>45</sup>"Cambridge Education Effective Classroom observation," copyright 2009, assessed 20 January 2014, http://www.camb-ed.com.au/Home/Courses/ClassroomObservation.aspx.

## Formative/Summative assessments

One World Public Charter School will maintain a culture of shared accountability and high standards. The school leadership will clearly communicate goals and expectations. Students, parents, teachers, and community partners will regularly participate in reflection and analysis of the growth of individual students and the school as a whole. Assessments and evaluations will be used to mark the progress towards both qualitative and quantitative goals, ensure the inclusion of One World Public Charter School's four core values of sustainability and inform future planning and curriculum design.

Discreet skills or concepts required prior to this learning will be identified in the curriculum mapping. Educators face many routine tasks as well as problems when improving schools. The problems (why are students from different geographical regions performing differently) usually require in-depth analysis and technical knowledge because they are both complex and multiplex (operate at different levels). Superficial analyses of these might lead to unproductive solutions, especially if there is insufficient information (Kowalski & Lasley, 2009).



Data is required at two levels of data driven decision making. (1) To define the problem properly (2) to identify, evaluate and choose alternative solutions. 46

- Data is just information telling you something about the problem. The more high quality information you collect and analyse, the more accurate your perception of the problem and the subsequent decision analysis.
- Both quantitative and qualitative data will be needed in the school self-assessment. A
  principal's job is to lead the process of collecting, transforming, analysing and making
  inferences from the data.

<sup>&</sup>lt;sup>46</sup> Coffins Education Center, accessed 2 September 2012, <a href="http://www.coffinseducationcenter.com/?tag=student-data">http://www.coffinseducationcenter.com/?tag=student-data</a>.

## LETTERS OF SUPPORT

- 1) Tom Farquhar, Head of School, The Sidwell Friends School, Washington, D.C.
- 2) Mike Ronan, CEO and Founder, Potomac Lighthouse, Boston, MA
- 3) Roni K. White, Cesar Chavez School College Counselor, Washington, D.C.
- 4) Karali Pitzele, Director, Transformative Schools Education Design, NYC; Founder and Former Principal, The Green School, Brooklyn NYC
- 5) Tim Myers, Co-Founder and Board member, Haiti School Project
- 6) Mei Campanella, Former Director of Post-Secondary Success, Maya Angelou School's See Forever Foundation, Washington, D.C.
- 7) Kristin S. Conaboy Edwards, Owner, Conaboy & Associates Inc., Washington, D.C.
- 8) Phyllis Hedlund, Ed.D, Educational Consultant, Washington, D.C.
- 9) Gayle Wald, Professor of English and American Studies, The George Washington University, Washington, D.C.
- 10) James A. Miller, Professor of English and American Studies, The George Washington University, Washington, D.C.
- 11) Cara Pomponio, Director External Relations, CulturalDC, Washington, D.C.
- 12) Diallo A. Sumbry, President & Founder, The Adinkra Group, Washington, D.C.
- 13) Dianne McDougall, Former teacher at Duke Ellington School of the Performing Arts and The Sidwell Friends School, Washington, D.C.
- 14) Dr. Lucy Waletzky Rockefeller, Philanthropist, Pleasantville, NY
- 15) James Helbringer, Principal, Beijing International Bilingual Academy, China
- 16) Richard Lodish, Ed.D, Former Principal, The Sidwell Friends Lower School, Bethesda, MD
- 17) Philomena Temu, Executive Director, Children in Crisis, Africa, Dar es Salaam, Tanzania
- 18) Rickey Payton, Sr., President and CEO, Urban Nation, Inc, Urban Nation Academy for the Performing Arts, Silver Spring, MD



## April 8, 2013

The leadership team that has come together to create the One World Public Charter School is made up of deeply committed adult educators who have prior associations with Sidwell Friends School as graduates or as former members of the faculty and administration. As a consequence of that association, I can report from personal experience that Dr. Richard Lodish, Dr. Kimberly Yates, Dr. Ricky Payton, and Marta del Pilar Lynch are educators of remarkable distinction who bring exceptional commitment to the principles of social justice to their work. They are deeply passionate about the nature of schooling to promote the growth of young people.

Dr. Lodish has served Sidwell Friends School for 36 years as Lower School Principal. He is nationally renowned for his gifts as a trainer and mentor for teachers and for his deep commitment to children and families in the community beyond our campus gate.

Dr. Payton's special gift is music. He taught music at Sidwell Friends for many years. But in a larger sense, he is a collaborator, an innovator, a brilliant improviser, and a creative mind of the first rank. Through the arts, he has made profound contribution to both children and to institutions that support children in this city.

Dr. Yates, a Sidwell Friends graduate, is person of such lofty character and broad experience that one would hope against hope that your own child could have the chance to be entrusted to her guidance and care. Her field of scholarship is American Studies, and her leadership in curriculum is informed by the challenges faced by residents of the American city.

Finally, Ms. Pilar Lynch is a highly trained educator but also a creative artist and a scholar who brings a deep appreciation for the way the cultural and family history of a young person sets the starting point for designing the process of growth for that student—a process that will open doorways in the child's mind and heart, leading to many more open doorways for that child in the world.

These are people who deliver on bold promises. These are people to whom we can gladly entrust the precious children of our community for an education of high standards that strives for the fullest development of each child's potential. And these are people to whom Sidwell Friends School is committed for a partnership of mutual exploration into the frontiers of student learning.

I give my unreserved recommendation to the effort!

Sincerely,

Tom Farquhar Head of School

# Lighthouse Academies®

March 27, 2013

Marta del Pilar Lynch One World Public Charter School 4200 Wisconsin Avenue, NW Suite 106-255 Washington D.C. 20016

Dear Pilar.

Thank you for sharing the application for the One World Public Charter School.

I believe that your proposal offers the promise of a much needed public school choice in Washington D.C. I like the focus on critical thinking, which I believe is the most neglected basic skill of the 21<sup>st</sup> Century. Critical thinking skills are not only essential employment skills these are essential life skills. I also think the emphasis on personalized learning will insure that each student has the opportunity to fully benefit from the program.

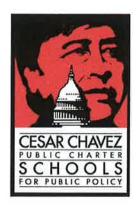
I like the emphasis on the arts. We know that the arts allow students to engage in learning in different ways; develop their cultural competencies and their ability to express themselves differently. Research by Dr. James Catterall has shown the lifelong benefits of arts rich schools on students lives.

In closing I commend you and your team for taking the initiative to develop a new public school choice for the children in the District of Columbia.

Sincerely,

Michael Ronan Founder

Au bor



## César Chávez Public Charter Schools for Public Policy Capitol Hill Campus High School

709 12<sup>th</sup> Street SE Washington, DC 20003 (202) 547-3424 (202) 547-2507 fax www.chavezschools.org

> L. Daneen Keaton Principal

February 25, 2014

## Dear Pilar Lynch:

I excited to review the mission, vision, and philosophy for *One World Public Charter School*. As a College/School Counselor and Academic Dean at Cesar Chavez Public Charter High School for Public Policy this middle school is necessary for Washington, DC. The combination of the philosophical pillars, mission, and school culture will lay the stage for a world class education for middle school children in DC to prepare for secondary education.

The two profound philosophical pillars to academic growth and developing lifelong learners are pillar one and pillar three. Pillar one describes the use of Multiple Intelligence developed by Dr. Gardner. The intellectual decision to weave Multiple Intelligence into One World Public Charter School is an exceptional approach that will increase student academic awareness and growth. This essential outcome is imperative to students in Washington, DC to further develop their own mind set and learn to become highly competitive with their counter parts in the USA and around the world. Our students in Washington, DC need a learning institution that prepares students to enhance their learning style while appreciating multiple learning and teaching styles to develop more advanced skills to address their learning to utilize throughout their life in any learning institution and career path. The third pillar of establishing individualized learning plans for each student in the beginning of the school year is another method to build academic awareness that will lead to academic growth by the student, family, as well as the teachers and staff having a clear understanding of the skill level of the individual student, anticipated growth, and more importantly how to achieve the goals outlined on the individualize learning plan. Throughout many schools in Washington, DC data is used however too often families and students do not understand the importance of the data or how to seek growth when presented individual data. One World Public Charter School is deliberately addressing this gap to promote academic growth.

The mission of *One World Public Charter School* is a 21<sup>st</sup> Century mission that is structured to prepare students to develop a worldview, become a world citizen, and prepare to understand how whatever their career choice is can impact global and local issues while collaborating with others in various fields. The combination of the acronym *E.A.R.T.H* that *One World Public Charter School* established is an innovative approach that will propel students into experiential learning and enhance as well as encourage creativity, innovation, and leadership. This occurrence in the middle school level will further groom students to be successful in high school. During the students high school

career they will continuously pursue opportunities to further develop worldview, connect with peers around the country, strive to improve educational practices, and set goals to perform extremely well on college admission exams.

As a 12 year veteran in education I enthusiastically recommend *One World Public Charter School* to the Washington, DC public charter school community. This learning institution which proposes to begin with late elementary students and develop their minds through the completion of middle school is set to prepare academically aware students to perform well on classroom tasks, Common Core State Standards, college entrance exams, and educational endeavors. I am excited to welcome a school that will prepare students to be successful in high school and postsecondary learning while developing a better understanding of the world.

Sincerely,

Roni K. White

School/College Counselor

## Karali Pitzele

www.transformativeschools.com karali@transformativeschools.com New York • Bali • Jakarta



Marta del Pilar Lynch One World Public Charter School 4200 Wisconsin Avenue, NW, Ste. 106-255, Washington, DC 20016

Wednesday, February 19, 2014

Dear Ms. Lynch,

It is with pleasure that I support your candidacy to establish One World Charter School. Through my collaboration with you as a member of the board of advisors to Transformative Schools Educational Design, I have seen what a strong visionary and leader you are, and I have complete confidence that your school will be a significant contribution to the lives of young people.

Your experience as a school leader, special education director, and learning specialist in Washington D.C. ensures that you will know how to meet the needs of all of your students. Your work across schools in Trinidad and Tobago's Educational Redevelopment Program demonstrates your ability to look critically at systems, and identify high-leverage structures and policies to improve them. In my experience founding and leading The Green School, a public school in Brooklyn, these are both crucial to the success of a new school.

The work I am doing now with Transformative Schools Educational Design supports the creation of powerful learning communities that develop the world's next generation of problem-solvers and visionaries, and I look forward to collaborating with One World Charter School, and finding ways to support each other in accomplishing our similar missions.

I am certain that One World Charter School's model of education through engaged citizenship and the arts, implemented by the competent team you have assembled, will provide a rich and empowering educational experience; and that in addition to students achieving academically, the school will benefit the community, and will contribute to our society's emerging definition of transformative education.

Sincerely,

Karali Pitzele

Karal Pitzle

Director, Transformative Schools Educational Design Founder and former principal, The Green School, Brooklyn



Supporting a sustained investment in education that will promote economic development and improve the quality of life in Haiti

March 1, 2014

One World Public Charter School 4200 Wisconsin Avenue, NW, Ste. 106-255 Washington, DC 20016

On behalf of Haiti School Project, I am pleased to submit this letter of support for One World Public Charter School and their mission to support the improvement of global social, economic, and environmental conditions through education.

One World Public Charter School and Haiti School Project have similar missions believing that a sustained investment in education will improve the quality of life throughout the world.

Haiti School Project was honored to have Marta del Pilar Lynch volunteer her skills, time and money to conduct a 3 day intensive training in August 2013 for teachers and school directors in Villard, Haiti. The training included topics ranging from, qualities of effective teachers, instructional strategies from theory to application and essential characteristics of successful schools.

Haiti School Project looks forward to sharing the success of One World Public Charter School.

Sincerely,

Tim Myers

TAZIS

Co-founder

**Board Member** 

Haiti School Project

Board of Directors
Johnny Boursiquot
Fred Ireland
Monica Punjabi
Tim Myers
David Reichow
PO Box 1894
Glenwood Springs, CO 81602
509-4301 8313
haitischoolproject.org
info@haitischoolproject.org

The Haiti School Project is a non-profit organization recognized as tax–exempt under the Internal Revenue Code Section 501 (c) 3. Our mission is to support a sustained investment in education that will promote economic development and improve the quality of life in Haiti. The Haiti School Project tax ID is 45-3567812.

## Mei Campanella

February 14, 2014

District of Columbia Public Charter School Board 3333-14th Street, NW, Suite 210 Washington, DC 20010

#### To whom it may contarn:

As an educator for over 20 years and the former Director of Postsecondary Success for Maya Angelou Public Charter Schools/See Forever Foundation, Twholeheartedly offer my unwavering support to One World PCS.

I have every confidence in the leadership of One World to deliver high-quality, rigorous instruction both in academics and in the arts. That the honor of working with Marta del Pilar Lynch since 1995; her child-centered approach and diligent work ethic have been an inspiration in my own career. Pilar is the model of an innovative educator. The implementation of One World's vision will be performed with excellence, effective practices and transparency as these are the trademarks of every educational endeavor that Pilar has undertaken. More importantly, there will be results. Children and families will change. This is what the District has been looking for and what our youth need.

One World emphasizes the development of the whole child which is an aspect that is sorely lacking in other schools. Character growth is displayed through the school's focus on ecology, environment, global community and service. The idea that we are all interconnected has been much discussed but rarely lived. One World Public Charter provides students an opportunity to breathe life into this concept. As we all witness the evening news, we know that the world needs citizens of this nature.

One World predicates its success on the belief that every child is capable of greatness. By acknowledging the multiple-intelligences of our little ones, One World creates a pathway to meet every child where they are – academically, socially, and emotionally – and to cultivate the gifts within each soul. Every one of our children has individual needs that must be served by our education system – One World's charter application offers to do just that.

Sincerety.

Mei Campanella



rejources for children and families

02/26/14

To Whom It May Concern:

RE: Letter of Endorsement for Ms. Pilar Lynch, One World PCS

It is with great privilege that I provide this letter of endorsement for Ms. Pilar Lynch and her upcoming endeavor with One World Public Charter School. I have known Ms. Lynch for over 14 years. I have worked directly with her as a special educator, a team member, and a school administrator and I have observed her in the community as a creative arts instructor/director. Ms. Lynch truly exhibits unparalleled passion for teaching and learning and has worked tirelessly to ensure that all children are given equal opportunities to succeed. When teaching, she is able to seamlessly transform lessons, differentiate instruction, capitalize on student learning styles, and motivate herpeers with an infinite amount of inspired energy. As a leader, she is able to take students who feel disenfranchised and families who may feel as though they are looking in from the outside, and make them feel comfortable, empowered, and invested in the school community. She values a school culture that is accessible and inclusive, with high expectations for both teachers and students. While she continues to build positive relationships in the District of Columbia, she is consistently seeking cutting edge knowledge, best practice methodology, and evidence for innovative, new ideas, far beyond the beltway. Her creative talent is beyond compare and any agency, education firm, or school should consider her one of their highest regarded, most precious assets. One World Public Charter School is so fortunate to have Ms. Lynch as a part of it's founding team. She will undoubtedly serve as an example to the area school community.

Most Sincerely,

900 2nd St. NE Suite 306 Washington, D.C. 20002

202.544.2320 iii. 202.544.2321 iii. info@conaboy.com

www.conaboy.com

KSLEdwards, OTRIL

Kristin S. Conaboy Edwards Conaboy & Associates, Inc. Phyllis Hedlund, Ed.D.

February 24, 2014

Dear Members of the District of Columbia Charter School Board:

I am writing in support of One World Public Charter School's application. Grounded in Howard Gardner's theory of multiple intelligences, One World proposes to assess students and use their strengths to help them realize their potential. Its mission and philosophy, like many charter schools, states that all students can excel, but the founders go one step further with their commitment to each student as an individual. This commitment is expressed through several components of their program.

Students will gain a definitive understanding of how they learn best, and their learning styles will be communicated to all adults who will work with them. Those educators will be held accountable for following an individualized education plan for every student in the community. The individualized education plan will teach students invaluable self-advocacy skills and will also allow educators to remediate and enrich learning as necessary for the students they serve. Diagnostic assessments will also be used but with an understanding of the whole child. This understanding will motivate students by playing to their strengths and interests and by building relationships. Through the structure of the program, students will understand that the adults truly care about who they are and who they want become.

Another compelling component of One World's design is its commitment to the arts. Adolescents desperately need the opportunity to express their ideas and feelings constructively and creatively. One World will meet that need.

I became interested in One World through my relationship with Kim Yates who intends to be a member of its leadership team. For the past 9 years, I have been involved with the charter school movement in the District as a school leader, instructional coach, board member and consultant. At KIPP DC: College Preparatory, I worked closely with Dr. Yates. She has a comprehensive understanding of what working in a start-up school entails. She possesses intelligence, compassion and a noteworthy work ethic. In addition, she is a native Washingtonian and has a deep commitment to our community. Above all, Dr. Yates is exactly the type of role model we all desire for our students. Her character, marked by dignity and integrity, is flawless. I wish her and all the founding members of One World Public Charter School great success in this endeavor.

Sincerely,

Phyllis Hedland, Ed.D.

TO LL



April 4, 2013

Kimberley A. Yates, Ph.D. Assistant Principal and Curriculum Coordinator One World Public Charter School 4200 Wisconsin Avenue, NW - Ste. 106-255 Washington, DC 20016

Dear Dr. Yates:

I write to express my enthusiastic support of your leadership role in One World Public Charter School. As a George Washington University professor and the parent of a student in a D.C. charter school, I am invested in the success of One World PCS, particularly as it seeks to strengthen students' literacy skills and address inequities in achievement within our city's schools.

Even at a prestigious private university like GWU, high-school graduates enter college with varying degrees of skills as writers, readers, and critical thinkers. As someone who builds upon students' secondary education in undergraduate English and American studies courses, I see the commitment of One World to the development of young students' literary, and to their growth as independent thinker-artists, as essential.

I can easily see you translating your training as an American Studies scholar, educator and an artist into a new role as One World's Assistant Principal and Curriculum Coordinator. As you well know, the completion of Ph.D. in the liberal arts requires extraordinary research and writing skills, which have broad application beyond the production of a dissertation. The fact that you are equally comfortable with traditional scholarly materials as well as non-traditional sources like television and music will also be a source of strength in your new role.

Based on my supervision of your dissertation work and my observations of you over the years, I feel quite sure that One World Public Charter School will be extremely well served by your experience, expertise, and energy. I expect to hear wonderful things about One World Public Charter School and your work there!

Sincerely,

Gayle Wald

Gayle Wald Professor of English and American Studies 202-994-6180 gwald@gwu.edu



24 February 2014 Kimberly A. Yates, Ph.D Assistant Principal and Curriculum Coordinator One World Public Charter School 4200 Wisconsin Avenue, NW, Ste 106-255 Washington, D.C. 20016

Dear Dr. Yates:

As a George Washington University Professor with a strong commitment to the District's public and charter schools (I have had a long-standing working relationship with The School Without Walls and have worked with both Woodrow Wilson and Ballou High Schools), I write to express my strong and enthusiastic support for the One World Public Charter School.

One World Public Charter School's mission is distinguished by its vision of developing critical thinkers at the Middle School through a careful integration of artistic expression and academic training; in pursuit of this goal, it has assembled an exceptionally strong leadership team that has already established and solidified working relationships with key private and university institutions in the city. Moreover, the school's emphasis upon individualized learning modalities as well as a continuous loop of feedback that connects students, their families, the teaching staff and the Board offers a model that may well have important implications for other schools in the District.

My support for One World Public Charter School is also propelled by your impeccable educational credentials and your clear and long-standing commitment to the values so well articulated in your proposal. During your years as a graduate student in the American Studies Department at the George Washington University, our frequent conversations, and in the dissertation you completed with me last year, you often invoked the term "democratizing democracy;" I am confident in your vision of the school, based upon your years of dedication to education and the arts, locally and internationally. You clearly possess the research and administrative skills necessary to best develop your teaching staff. I am confident that both One World Public Charter school, and education in the District, will considerably benefit from your contributions. I extend my full support to you and the school's founding team and stand ready to assist in whatever way I can. Sincerely,

James A. Miller Professor of English and American Studies The George Washington University Washington, DC



March 28, 2013

Ms. Karen Baker One World Public Charter School 4200 Wisconsin Avenue, NW, Ste. 106-255, Washington, DC 20016

Dear Karen,

On behalf of CulturalDC, I am pleased to submit this letter of support for One World Public Charter School and the important work they do to support and foster academic learning through the arts.

CulturalDC supports the work of emerging artists through affordable and accessible visual and performing arts presentations at Flashpoint (916 G Street, NW) and Source (1835 14<sup>th</sup> Street, NW), through public art installations in nontraditional spaces around the city and through innovative creative placemaking strategies that place art at the center of economic and community development in the District.

We're happy that One World understands the value of exposing young people to the arts and we look forward to working with them in the future.

Sincerely.

Cara Pomponio

**Director External Relations** 

# WE MAKE SPACE FOR ART

3804 34<sup>th</sup> Street | Mt. Rainier, MD 20712 www.theadinkragroup.com

February 25, 2014

The Adinkra Group

Kimberley A. Yates, Ph.D.
One World Public Charter School
4200 Wisconsin Avenue, NW, Ste. 106-255,
Washington, DC 20016

Dear Dr. Yates:

It gives me great pleasure to offer you and your team my support and best wishes as you embark on this journey to provide our youth with a superior charter school model that has at its core a rigorous curriculum in both arts and education. As the Founder and President of The Adinkra Group, a Cultural Edutainment Resource and Consulting company, its arts studio, the Adinkra Cultural Arts Studio, a Duke Ellington School of the Arts parent, professional artist, and in my capacity as the Program Coordinator of the Educational Talent Search Program at the University of the District of Columbia, I strongly support *One World Public Charter School's* application to the Public Charter School Board as I see a direct alignment with your mission to develop critical thinkers who address global social, economic, and environmental conditions on an international platform via artistic expression and academic discourse.

I strongly welcome **One World Public Charter School** into the community based on its fundamental belief in home integration and community empowerment, as well as its dual focus on the growth of artists and scholars. I wholeheartedly believe the school's practice of interconnectedness to increase student, family, and school accountability and its individualization of programming are crucial to strengthening education in the District. Furthermore - it is my hope that this practice and eventual implementation will help to create a much needed paradigm shift in how we approach education as a city and region and nation. Its partnerships with artists, arts organizations, and The George Washington University demonstrate its investment in the holistic development of our children, sets precedent for forward-thinking education and serves as a valuable contribution to the body of public charter school models.

I am fully confident in the Leadership Team's investment in education which I have witnessed personally. Your diligence with the application process, commitment to community involvement, diverse and long experiences in education, and strengths as artists and educators provides a strong foundation for success. *One World Public Charter School* answers the call for a middle school in the city that merges high academic expectation with rigorous arts training maximizing the diversity of our children's skill sets and our community. I support One World Public Charter School based on the proven track record of the founding Leadership Team and confidently endorse your application.

Sincerely,

Diallo A. Sumbry, President & Founder The Adinkra Group

## DIANE MCDOUGALL

February 27, 2014
Pilar Lynch
One World Public Charter School
4200 Wisconsin Ave NW
Washington DC 20016

Door Pilar.

It is with great pleasure that I write this letter of support for the One World Public Charter School. The mission of the school clearly addresses the need in our city for an excellent learning arena which educates the whole child socially, academically and artistically. The emphasis on developing critical thinkers who can tackle global and environmental issues with creative solutions is essential for these times.

The schools adoption of the ideas of Howard Gardner will enable each child to be valued for their particular intelligence and embrace the true joy of learning in school. Cooperative learning will help children develop skills for working with others and empathy. Children will also learn how to "own" their learning process and strengthen their ability to reflect on their performance of assignments. I love the use of individualised learning plans to facilitate the success of each student, for every classroom has students at various levels of proficiency. The culture of the school will embrace the family, the community and the world and tie them all together with intellectually challenging work, a commitment to serving others and a passion for artistic expression. I can't wait to see this fabulous school.

I have known you for twenty years and have always been impressed with your hard work and commitment to improving the education of all children. As and educator for 47 years, I know that you possess the expertise, educational background and perseverance that will ensure the success of One World Public Charter School.

Sincerely,

Diane McDougall

Discovery Room Teacher
Sidwell Frienda School

LUCY R. WALETZKY, M.D.



March 18th, 2013

The DC Charter School Board 3333 14" Street, NW 2<sup>id</sup> Floor 2B Washington, DC

Application of Dr. Rickey Payton, Sr. / One World Public Charter School

To the Board:

This letter is my endorsement of the lifeleng dedication and expertise of musician and music educator Dr. Rickey Payton, Sr., whom I have known since the 1980's, when he became the voice teacher for my daughter when she attended the Bethesda Academy of Performing Arts, My daughter continued to study with Dr. Payton when he was a music teacher at The Sidwell Friends School, which she attended. She went on to become a professional singer/sengwriter. This would not have happened without Dr. Payton's musical knowledge, warm support and caring.

I personally admire Dr. Payton's many gifts and talents in the arenas of music and education in serving marginalized populations. Of particular note is his determined and sincere advocacy for disadvantaged children and helping them realize their potential through music. Over the years, the many students who were fortunate to be involved with his organization Urban Nation, were the beneficiaries of increased self-respect, spirited encouragement of their talents, and learning the meaning of excellence in performing,

The proposed new charter school initiative will surely follow in the aforementioned tradition. Please accept my endorsement of Dr. Payton's worthwhile contributions to young people.

Sincerely,

for R Water lay Lucy R. Waletzky, M.D.

## To be the model for educating students to become progressive bilingual role models in a dynamic global community

BIBA BEIJING INTERNATIONAL BILINGUAL ACADEMY 海嘉国际双语学校

做教育学生的典范—教育学生在这个变幻的世界中成为不断进步的双语文化的榜样

To Whom it May Concern:

I am writing this letter to express my unconditional support for One World Public Charter School. The undeniably profound mission and vision of the school ascertains the level of experience and confidence Ms. Marta Del Pilar Lynch and Ms. Kimberly Yates are able to bring to a school.

Ms. Marta Del Pilar Lynch's vision of education embodies achievement, community service and self-reflection. Her role as consultant to BIBA exceeded all expectations. She intuitively grasped the needs of the school and constantly adjusted her work in order to challenge the members of our school community into embracing reflection and action in constant interaction. She provided engaging and dynamic workshops that pushed teachers to collaborate across language and cultural boundaries, providing a framework for collaboration and a mentality of respect that is still evident throughout the school today. Her charisma and presence was unmistakable in her work with the Administration team in which her vision and leadership restructured the Leadership meetings and greatly increased their effectiveness.

Ms. Yates is one of the best educators I have had the opportunity to work with; her vision and execution regarding pedagogy is to be admired. She is a natural leader who commands respect personally and professionally. Although Ms Yates was unable to visit BIBA as a consultant due to her professional obligations, she has consulted on various occasions and continues to offer sound advice regarding the evolution of our school. Her insight and advice continue to affect change at BIBA.

I have no doubt in my mind any school envisioned, created and led by these two phenomenal women will be an effective school that will challenge and elevate students through creativity, innovation and academic excellence. They are top-notch educators and will no doubt establish an educational institution that will bolster student achievement in D.C.

I wholeheartedly endorse One World Public Charter School.

Regards,

James Helbringer

Elementary Principal

Beijing International Bilingual Academy

jhelbringer@bibachina.org helbringer@gmail.com

Skype: biba.assistant.principal james.helbringer Work: +86 10 80410390 Cell: +86 186 0100 3965



To the members of the DC Public Charter School Board,

March 1, 2014

I am pleased to provide a written endorsement for *One World Public Charter School's* application to the Public Charter School Board. The mission of *One World Public Charter School* is to develop critical and creative thinkers who address global social, economic, and environmental conditions on an international platform via artistic expression and academic discourse. This mission will serve as a vehicle for change in Washington DC by providing a program that merges high academic standards with arts. This venture will provide the leadership and educational philosophy which will create future global citizens, scholars, and artists. In addition, the need for a high performing middle school that provides individualized learning structures is urgent in our community.

I have been working with the founding team over the last two years and I am confident in the Leadership team's vision based on the years of dedication to education and the arts both locally and internationally. The endorsement of the school by prominent educators, local and national charter schools, university professors, art organizations, and international educational consultants demonstrates the level of support that the founding team has already garnered. I am very excited about donating my time as the Executive Director of *One World Public Charter School* because I am fully confident that this school will have a profound impact on educating future generations by providing an inspirational educational model. My years in education from opening a school in Oakland, to my work in Cleveland's inner city, to my countless years at Sidwell Friends has been geared toward social justice and educational equity.

## Richard Lodish Ed.D

Retired Associate Head of School and Director of Special Projects Sidwell Friends

3825 Wisconsin Avenue, N.W. Washington, DC 20016-2999

ph: 202-537-8100 fx: 202-537-8138 www.sidwell.edu

Founded 1883



To the members of the DC Public Charles Beard,

Morch 1, 2014

I am pleased to provide a written and/resment for the World Public Charact Brand's application to the Public Charter School Brand. The mission of One World Public Charter School Brand. The mission of One World Public Charter School Brand is for develop critical and creative thirtees who address global social, systeme; and environmental conditions on an international platform via artists, expression and scattering discourse. This mission will serve as a vehicle for change in Washington DC by providing a program that marges high academic standards with arts. This venture will provide the imadership and educational philosophy which will create future global crizers; scholars and artists. In addition, the need for a high performing middle school that provides individualized learning structures is urgent in our community.

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Richard Lodish Ed.D

Retired Associate Head of School and Director of Special Projects

Sidwell Friends

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www.adags.ada

August 400



# **Children In Crisis Africa**

P.O. Box 33588, Dar es Salaam, Tanzania. Tel. Office +255732926518

Mob. +255 754589328, Email: cica\_tzorg@yahoo.com

3<sup>rd</sup> March, 2014

Dr. Pilar Lynch One World Charter School,4 4200 Wisconsin Avenue, NW,Ste. 106-255, Washington, DC 2006.

## Dear Pilar,

This is my support letter to your grand and noble cause!
I strongly welcome the planned One World Public Charter School 2015 into the community.

## I am writing from Africa.

I am writing from a small non-formal education centre in the streets of Dar es Salaam in Tanzania. My community based non-government organization is known as Children In Crisis Africa (CICA) Foundation.

Prior to establishing CICA in 2006, I worked with the Ministry of Education of Tanzania as a teacher, school inspector, policy maker, and researcher and education materials writer.

CICA is non-profit charity whose focus is helping poor and disadvantaged children access basic education. The biggest cry of the poor population of Tanzania is how to get out of this poverty cycle and their only hope is through proper education. But what happens when the poor parents cannot afford to get education??? Their dream and hopes are shattered!

Since its establishment, CICA with very little money from voluntary contributions of members is enabling young Tanzanians through non-formal education offered at the CICA Education Centre. Our goal is to open up many CICA education centres in the whole country so that many more Tanzanian youths can assess at least basic education to liberate them from the extreme poverty.



# Children In Crisis Africa

P.O. Box 33588, Dar es Salaam, Tanzania. Tel. Office +255732926518

Mob. +255 754589328, Email: cica\_tzorg@yahoo.com

I strongly support your application to the Public Charter School Board for 2015. I see a great mission and vision in the core values of your curriculum. These carry a global vision for youths, integrating academics and real life arts in the education

system. This focus on personalized learning achievement ensures ultimate social and economic empowerment in the community. Every child matters and any child can achieve. Ideally, this is what my community requires!

Pillar, last year I briefly worked with you as our KEY ADVISOR in the Education Quality Improvement Programme (EQUIP) under Cambridge Education for Mott Macdonald. I must admit that you have given us a wealth of knowledge and experience. You have great vision and insights as far as leadership and community education is concerned. We are now using your guides and inputs as we start the implementation Stage.

I have no doubt that when you win this application, you will have done immense good to the community.

One World Public Charter School with the E.A.R.T.H. curriculum is what we need in 'this poor third world' with countless children in the streets and villages with no future!

I wholly endorse that you win this application.

With very best regards and wishes,

Philomena Temu.

CICA – Executive Director.

Mobile: + 255 754 589328.

# **EURBANNation**academy for the performing arts

4200 Wisconsin Avenue Suite 106-255 Washington, DC 20016 301-565-2787

"The main hope of a Nation lies in the proper education of its youth."-Erasmus

To the Washington DC Public Charter School,

February 29, 2014

I, Dr. Rickey Payton, Sr., am writing in support of a new initiative that I am embarking upon that will project the legacy of Urban Nation. My work as Co-Founder of Urban Nation, Inc., along with Sheila Johnson Newman, and as a former teacher at Sidwell Friends School has afforded me the opportunity to make an imprint on the youth of Washington, DC for over the past 20 years.

As you know, throughout the 21<sup>st</sup> century we have witnessed the repercussions of a shifting paradigm from our natural resources, socio economic conditions, and the plight of education. In Washington DC 1 in 3 children live in poverty. These statistics displayed are doubled when compared to the National average. More than half of the city's public school students fail to graduate from high school on time and only 9% finish College within 5 years. These conditions that effect our youth have caused a devaluation of education and has manifested in underperforming schools.

I fully endorse *One World Public Charter School* based on the mission to develop critical and creative thinkers who address social, economic, and environmental conditions on an international platform via artistic expression and academic discourse.

The mission of One World Public Charter School is embodied in the acronym E.A.R.T.H

E: Eco friendly/environmental activism

A: Arts Infusion

R: Rigorous and Reflective

T: Technology Driven

H: Home Integration

Again, I highly endorse the One World Public Charter School and I am sure that it will make a difference in the lives of so many of our youth. If you should have any questions or concerns please feel free to contact me directly at 202-422-4048.

Sincerely,



Dr. Rickey Payton, Sr., President & CEO, Urban Nation, Inc.