



One World Public Charter School

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

District of Columbia Public Charter School Board
Charter School Application
Submitted by: One World Public Charter School
March 1st, 2013

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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 **Dr. Rickey Payton Sr.**

Contact Person **Marta del Pilar Lynch**

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Name of Person Authorized to Negotiate **Marta del Pilar Lynch**

(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 27, 2014** Proposed Year 1 Budget **\$1,767,260**

Start Up Information

First-Year Enrollment: From age/grade **10 yrs/5th** to age/grade **14 yrs/8th** Number of students **100**

Year Five Enrollment: From age/grade **10 yrs/5th** to age/grade **14 yrs/8th** Number of students **300**

Location of school: **19th Street Baptist Church 4606 16th Street N.W. Washington, DC 20011**

Names of Organizations Involved in Planning (if applicable): Sidwell Friends Schools, Urban Nation Performing Arts Academy, George Washington University

Name of Educational Service Provider (if applicable): Na

Type of Application (Check One)

☐ Conversion of Existing Public School ☐ Conversion of Existing Private School **☒ 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? **☒ Yes** ☐ No

One World Public Charter School Executive Summary

The mission of *One World Public Charter School* is to develop critical thinkers who address global social, economic, and environmental conditions via artistic expression and rigorous academic discourse. The school will service 5th through 8th grades and will be located in Northwest DC but will serve all Wards in Washington DC. The School will offer an extended day and year program to implement Individualized Learning Plans (ILP) that incorporate a multiple intelligence framework. In addition to the movement toward Common Core Standards, social-emotional, artistic and oral expression skills will be assessed to inform instructional practices that ensure high academic performance. 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: Rigor and Reflection

T: Technology Driven

H: Home Integration

Instructional Methodology

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.

Data Driven Instruction & Individualized Learning Plans

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 maximize 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 and cooperative learning instructional methodology and that will target students for remediation and higher achievers. The assessment tools that will be utilized are Measures of Academic Progress (MAP), Myers-Briggs Indicator Test, and Learning Style Inventories.

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

In addition to *One World Public Charter School's* series of internal assessments that determine the above data, the School will also assess students' oral and artistic expression skills in their Art Clinics: Music, Visual Arts, Dance, and Theater. *One World Public Charter School* will contribute significantly to the field of Education by combining Howard Gardner's multiple intelligence model with the incorporation of artistic expression into the data of Individualized Learning Plans (ILP). The data will capture these components of Gardner's model:

- Visual/spatial (is artistically or spatially perceptive)
- Bodily/kinesthetic (excels at tasks that require physical movement)
- Musical (perceives and/or expresses musical forms and patterns)
- Linguistic (uses words effectively)
- Interpersonal (responds well to others)
- Intrapersonal (is reflective and inner-directed)

The implementation of ILPs will define learning environments, instructional methodology, professional development, student support services, behavioral policy, and overall school culture. A defining feature of *One World Public Charter School* is the incorporation of families into discussions of the ILPs. *One World Public Charter School's* Instructional Staff and Leadership Team will conduct both school workshops and at-home visits to discuss each student's ILP with the families. Home integration is a premise of the School because families are empowered to assist in the School's mission of increased academic performance. To increase student literacy, vocabulary acquisition, artistic expression, and mathematical skills, the School will provide families with family-based activities and direct them to relevant websites and community resources.

School Culture

There are three interconnected components of *One World Public Charter School's* philosophy, which establishes the school's culture and ensures the success of every child:

- By clearly understanding the School's standards and expectations, students become self-reliant, self-directed, self-assessing learners.*
- By thoroughly understanding the data that marks their child's growth and progress, parents assume a greater role in their child's learning.*
- By having access to multifaceted assessment data of student learning, teachers, administrators, and board members develop and monitor school policies and practices in the interests of the 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 our natural resources, our socio economic conditions, and in education. This generation is adversely affected both by the lack of investment in education and by the social challenges they experience: the result is their sense of disenfranchisement, and so they divest from education. In order to address these ever changing and urgent circumstances, *One World Public Charter School* will create a model that interconnects the destiny of students, families, school, and community.

a. Mission and Philosophy

The mission of *One World Public Charter School* is to develop critical thinkers who address global social, economic, and environmental conditions via artistic expression and rigorous academic discourse. An internal assessment model will inform instructional methodology that will address individualized learning needs in order to maximize academic performance.

The premise of *One World Public Charter School’s* philosophy is that 21st century education *must* be defined by interconnectedness, which motivates learning and contributes to positive change through rigorous dialogue, reflection, and action. Our students will be provided with opportunities to see themselves on a continuum of lifelong learning that improves humanity. As global citizens and emerging scholars, our students will study and experience World Literature, Histories, Languages, Math, Science, and Arts to expand their perspectives and cultivate cultural awareness. This concept of education as *limitless* versus *limiting* will fuel the learning outcomes by establishing an environment that stimulates creative inquiry.

b. Educational Needs of the Target Student Population

In 2010, the Census Bureau released statistics on poverty in Washington DC, stating that “forty-three percent of African American children living in Washington, DC live in poverty. That percentage is up from 36% in 2008 and 31% in 2007.” In Defeat Poverty’s ten-year campaign, it was identified that: nearly 1 in 2 children under 18 in the District is at risk of hunger; 24% of single adults with children are unemployed; and 21% of women living in the District live in poverty.¹ Therefore, *One World Public Charter’s School* target student population will be predominantly Title One recipients who receive free and reduced lunches. In addition, one-tenth of the prospective student population will be special needs students who receive less than 20 hours of inclusionary service.

One World Public Charter School will admit 100 students in grades 5th-8th grades from the Washington DC metropolitan area. 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. The feeder elementary schools will be: Latin American Montessori Bilingual, Potomac Lighthouse PCS, Two Rivers PCS, Inspired Teaching PCS, Yu Ling, and Washington Latin. Based on the Demographic Analysis Form included in Appendix C, the 16th Street NW corridor has only one middle school performing at the Tier One level –Washington Latin PCS, which is in high demand. The 16th street corridor from Colombia Rd. to Shepard Park has a diversity of students both culturally, linguistically, and social-economically. *One World Public Charter School’s* mission and philosophy will address this need for a high performing middle school by providing a global curriculum, highly qualified teachers, and a 21st century educational framework.

¹ Poverty statistics continued Disturbing statistics were released by the Census Bureau yesterday. Retrieved September 15, 2012, <http://defeatpovertydc.org/poverty-in-dc/povertys-impact/empower-our-families/>.

The Deputy Mayor for Education commissioned the Public Policy and Research Department of IFF to conduct an analysis of the geography of school quality in the District of Columbia. This report outlined a supply and demand analysis of middle schools, sixth to eighth grades. Findings were the following:

- 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 Tier 1 schools serving students in grades 6-8, five passed AYP threshold.
- For grades 6-8, the district-wide improvement slope was two percent in math and negative one percent (declining) 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 2011.²

This data reinforces the need for high performing middle schools in the District. *One World Public Charter School* intends to reverse these negative, downward trends and draw students from all wards to the 16th Street corridor.

A study called “Quality Schools: Every Child, Every School, Every Neighborhood” analyzed school location and performance in Washington, DC, further exemplifying the need for quality seats in Ward 4 where *One World Public Charter School* will be located. The conclusions are as follows:

- To serve all 60,248 students in the DCPS and charter schools, the system needs 39,758 performing seats: 21,164 seats for kindergarten through fifth grade; 6,997 for sixth through eighth grades; and 11,597 for ninth through twelfth grades.
- Sixty-eight percent of the need for these performing seats is located in ten neighborhood clusters. In the Top Ten, only 25 percent of 6-8 grade students have a performing seat, resulting in a need for 5,302 grades 6-8 performing seats.
- The lack of performing capacity in the Top Ten results in a need for 13,297 performing K-5 seats and 8,471 performing 9-12 seats.
- The study is clear in that there is a great need for quality seats in Wards 4 and 8. Of the 39 clusters identified in the study where the greatest need is, five are in Ward 8 and four are in Ward 4.
- The majority of schools, and in particular in Ward 8, are underserving the student population for grades 6-12 and there is clearly a need to add additional quality seats at the secondary level.³

² Quality Schools: Every Child, Every School, Every Neighborhood, Retrieved September 15, 2012, from <http://dme.dc.gov/DC/DME/IFF+Needs+Assessment+Report>.

³ Quality Schools: Every Child, Every School, Every Neighborhood, Retrieved September 15, 2012, from <http://dme.dc.gov/DC/DME/IFF+Needs+Assessment+Report>.

The Achievement gap separating public schools in the District's poorest neighborhoods from those in its most affluent has narrowed slightly in some instances but continues to be extensive. An analysis of 2011 test score data show Children in Ward 7 and 8 schools trailed their Ward 3 peers in reading and math pass rates by huge margins — from 41 to 56 percentage points — on this year's D.C. Comprehensive Assessment System exams. The tests are given annually to students in grades 3 through 8 and 10. These studies inform the demographic analysis that justifies the chosen location and targeted population of *One World Public Charter School*

c. Educational Focus

The Educational Focus of *One World Public Charter School* will be based on the development of Individualized Learning Plans (ILP) guided by 21st century curricula and international best teaching practices. Each aspect of the educational focus will support high performance by maximizing students' individual potential using assessment data to inform instruction. Multiple intelligence classrooms will facilitate rigorous exploratory learning that builds student achievement through collaborative work and active discourse. Cross curricular connections and culturally relevant curriculum will provide the framework for developing higher order thinking skills. Instruction will be mission driven to cultivate students' understanding of local, national, and global conditions in order to expand their perspective, facilitate future contributions, and create authentic learning experience. Students will also be provided opportunities for service learning, international travel and exploratory learning, and artistic presentations via partnership with local universities, Sidwell Friends School, Food Bank, Urban Nation Academy, Kennedy Center, and Hope House.

Educational Objectives

One World Public Charter School will develop graduates that are:

- **Environmentally Aware:** Our students will be actively involved in the dialogue, practice, and advocacy of environmental issues concerning environmental sustainability.
- **Artistic:** Our students will be exposed to the complexities of art from theater, music, dance, and visual arts both in theory and in practice in order to cultivate self-expression, self-discipline, and creativity.
- **Rigorous and Reflective:** Our students will be exposed to 21st century curricula that promote self-insight and engagement within the global community to create lifelong learners and critical thinkers.

- **Technologically Driven:** Our students will be technologically driven via instructional integration and fluency in 21st century skills.
- **Home Integration:** Our students will be accountable to self, family, school, community, and world by maintaining academic excellence and service.

Learning Environment

The learning environment will be reflective of the School's mission which promotes a well-ordered and safe school climate, the achievement for *all* students, and the utilization of technology to maximize learning. The physical condition of the learning environment is integral to the delivery of the curricula and an authentic learning experience. Research shows that there are ecological factors that contribute to academic achievement. Lackey summarizes this argument by stating "the physical setting, the school building, is undeniably an integral part of this ecological context of learning" (Lackey, 1999). Consequently, the learning environment itself must reflect literacy rich standards, critical thinking, and Blooms Taxonomy skills. The environment for learning will be cognitively challenging whereby students express themselves in safe spaces where dialogue becomes rigorous and reflective. Students are then able to work in an atmosphere free from oppressive behavior where achievement is celebrated. Tableman supports this notion by stating

The physical condition of the institution is a contributing factor to the school climate which effects both academic performance and behavior of students. School climate reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place (Tableman, 2004).

Extended Day and Year

The school will offer an extended day program from 8:00 am-4:30pm and an extended year of 200 days plus an additional twenty days for below basic students. The extended day and year provide additional time for content, remediation, and arts enrichment for students, as well as professional development for the instructional staff. In an article entitled, "U.S. Falls In World Education Rankings, Rated 'Average'," the three-yearly Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) Report compares the knowledge and skills of 15-year-olds in seventy countries around the world, ranking "the United States 14th out of 34 OECD countries for reading skills, 17th for science and a below-average 25th for mathematics." In order to address the increasing achievement gap nationally as well as globally the extended day and year program will provide

additional contact hours for more in-depth learning experiences. The additional summer program in August will allow for several in-house assessments to be conducted, as well as to define school culture, develop community building skills, and to communicate the assessment analysis to families.

21st Century Curricula & Skills

The educational philosophy, curricula, and instructional methodology of *One World Public Charter School* will address the paradigm shift in education which challenges the concept of an interconnected reality in the 21st century.

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 learner centered education system built on explicit assumptions of connectedness, wholeness and being (Miller, 2009).

The mission of the school will provide the platform to develop students of the new millennium in a clear context with complementary skills. The critical attributes of 21st century education are:

- Integrated and Interdisciplinary
- Global Classrooms, Globalization
- 21st Century Skills
- Technologies & Multimedia
- Relevant, Rigorous and Real-world content
- Adapting to and Creating Constant Personal and Social Change, and Lifelong Learning
- Project-Based & Research-Driven
- Student-Centered

How Scholars Learn

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 in order to develop real world authentic learning experiences. Content and skills necessary for the 21st century will create discourse that is meaningful and will translate to service learning and artistic opportunities on a local and global platform. In addition, learning will be a multi-leveled, experiential quest for discovery and meaning whereby both the students and teachers learn and grow together.

One World Public Charter School's classrooms will promote active learning, research-driven inquiry, higher Blooms Taxonomy analysis, student-centered dialogue, and collaborative opportunities. In order to address 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. The development of the school's curricula will be founded on the seven survival skills for the 21st century advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination ⁴

How Scholars are Assessed

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) that will maximize teaching and learning potential. The assessment data will create a learning profile that will produce individual, group, and whole class learning reports in order to inform multiple intelligence classrooms, cooperative learning instructional methodologies, and that will target students for remediation and high achievement. The assessment tools that will be utilized are:

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 more⁵

⁴ Wagner, T. *The Global Achievement Gap*. Retrieved September 3, 2012, from <http://www.tonywagner.com/resources/the-global-achievement-gap>

⁵ Northwest Evaluation Association. Retrieved September 15, 2012, from <http://www.nwea.org/node/98>.

Myers-Briggs Indicator Test

- Used to identify learning preferences and educational implications⁶

Learning Style Inventories

- Used to evaluate the student's general skills at processing information, perceptual responses, orientations and preferences, and written language skills⁷

In addition to *One World Public Charter School's* series of internal assessments, students will engage in a series of art clinics that will assess oral and artistic expression skills in music, visual arts, dance, and theater. *One World Public Charter School* will contribute significantly to the field of Education by combining Howard Gardner's multiple intelligence model with the incorporation of artistic expression into the data of Individualized Learning Plans (ILP). The data will capture the key components of Gardner's model.

The implementation of Individualized Learning Plans will define learning environments, instructional methodology, professional development, student support services, behavioral policy, and overall school culture. *One World Public Charter School* teachers and administrators will provide school and at-home counseling to discuss each student's Individualized Learning Profiles. The integration of home into the discourse of data empowers families to assist in the School's mission of increased academic performance. Parents will receive information on family-based activities, sites, and community resources that increase literacy, vocabulary acquisition, qualitative and quantitative skills, and artistic expression. The Diagram below titled "How Student Performance Data May be Used by Others," provides a visual representation of how the streamlining of data to all stakeholders will help academic performance, effect school-wide curriculum and assessment, and provide a communal approach toward achievement.

⁶ Myers Briggs Foundation. Retrieved September 15, 2012, from <http://www.myersbriggs.org/my-mbti-personality-type>

⁷ Overview of Learning Styles. Retrieved August 5, 2012, from <http://www.learning-styles-online.com/inventory>.

School Leaders	<ul style="list-style-type: none"> Percentages of students achieving proficiency—by grade, by program, by teacher, by subgroup School report cards Disaggregated longitudinal student-achievement records Attendance data Graduation rates Individual student-performance records 	<ul style="list-style-type: none"> Help school community focus on student achievement Focus staff use of time Inform school choice Flag students in need of assistance Make schoolwide curriculum decisions
Classroom Teachers	<ul style="list-style-type: none"> Percentages of student subgroups achieving proficiency Individual student subtest scores School report cards Individual longitudinal student-achievement trends Attendance Student performance in prior and subsequent grades Diagnostic information on students' learning needs 	<ul style="list-style-type: none"> Help students focus on achievement Focus staff use of time Flag students in need of assistance Make classroom curriculum decisions Create additional assessment items
Students and Parents	<ul style="list-style-type: none"> Grades on assignments and tests Portfolio work Individual longitudinal achievement record Diagnostic information on students' learning needs School report cards 	<ul style="list-style-type: none"> Help students focus on achievement Inform progress against proficiency standards Inform school choice
Community and Business and Industry	<ul style="list-style-type: none"> Percentages of students and subgroups achieving proficiency School report cards 	<ul style="list-style-type: none"> Help parents and community to focus on student achievement Provide assistance to needy schools

Palaich, Griffin, & Ploeg (2004). State education data policies that increase learning and improve accountability. NCREL No. 16, June.

2. GOALS

In order for *One World Public Charter School* to accomplish the mission of developing critical thinkers who excel academically as well as artistically, both academic and non-academic goals will be established, monitored, and reviewed by all stakeholders. 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. 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 data, 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 School's self-assessment process will compile all of the preliminary data and statistical analysis from the stakeholders' feedback. 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 child learn? How distinctive is our school?
- **Board of Directors:** How effective is our school overall? How effective is our school in providing relevant and appropriate curriculum for all students, grades and sub groups? What does our monitoring show about teaching and learning? How effective is our school in ensuring high quality achievement for students in all grades, especially in the core grades?
- **Leadership Team:** How effective is our school in creating a high quality learning environment?
- **Instructional Staff:** How effective is our school in ensuring high quality leadership and management?

All inputs arising from these discussions would be circulated, 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 analysis, minutes from focus groups, and surveys, as well as external and internal assessment data.

a. Academic Goals

Academic and non-academic goals have been developed to reflect the mission of the School, which addresses high expectations of achievement as supported by programmatic structures and organizational targets.

1. Above 90 % Completion of Passion Project upon 8th Grade Graduation

The Independent 8th Grade Passion Project will require students to take charge of their learning. Students will research and investigate a project of their choice. The following are required:

- Assigned Advisor
- Formal project proposal
- Process journal of ideas, information, tasks, and reflections
- Scheduled meetings with Staff Advisor
- Quarterly tasks with deadlines
- After-school work sessions with specialists in research, media, arts, web
- Formal presentation to review panel
- Reflection composition based on process journal
- Academic showcase exhibition

2. 99% Student Promotion

All *One World Public Charter School* scholars must demonstrate a strong foundation before advancing to a higher grade via academic performance. All scholars must meet the requirements for promotion outlined in the School Handbook. Scholars must receive a C- or higher in all core subjects, maintain 90% or higher attendance rate, and complete fifty hours of community service.

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.

4. Above State Average on DCCAS Scores in Reading and Math

One World Public Charter School students will demonstrate a significant increase in achievement in Math and Reading on the DC CAS test. The student body will meet or exceed the state average Reading and Math proficiency levels as assessed by the DC CAS.

5. 80% 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 mission of the School; therefore, by the end of the fourth quarter, the goal is to have 80% of the student body on Honor Roll.

b. Non-Academic Goals

1. Attendance and Re-Enrollment Rate

95% attendance and re-enrollment rate will demonstrate students and family satisfaction with the School's mission and an investment in increasing student academic performance.

2. Completion of 50 hours of Service Learning Activities

One World Public Charter School requires 50 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.

3. 100% of Student Participation in Extracurricular Activities

Students will participate in Art clinics for 1 ½ hours four days a week in Theater, Arts, Dance, and Music.

4. Participation in Two Community Performances

Students will participate in two community performances both to develop artistic expression and oratory skills, and to cultivate self-expression and aesthetic literacy.

c. Organizational Goals

1. 80% Teacher Retention

Teacher retention is the corner stone of organizational stability, parent satisfaction, and student performance; therefore, maintaining teachers who support the mission of the School will provide fortitude and consistency, and will establish long term positive relationships with students and families.

2. 90% Parent, Teacher, and Student Satisfaction with the School

In order to maximize stakeholder involvement, 90% of parent, teacher, and student satisfaction will be demonstrated.

3. 80% Teacher Certification

To meet No Child Left Behind standards of highly qualified teachers, 80% of the Instructional staff will have completed all aspects of licensure.

4. 100% Participation in Teacher Professional Development

All Instructional Staff will participate in a yearly professional development program that will address contemporary best practices for 21st century education. In addition, each teacher will have an individualized professional development plan that will be based on clinical observations and current competencies.

5. 80% Attendance in 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 academic performance.

6. 80% 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.

7. 80% PTA Membership

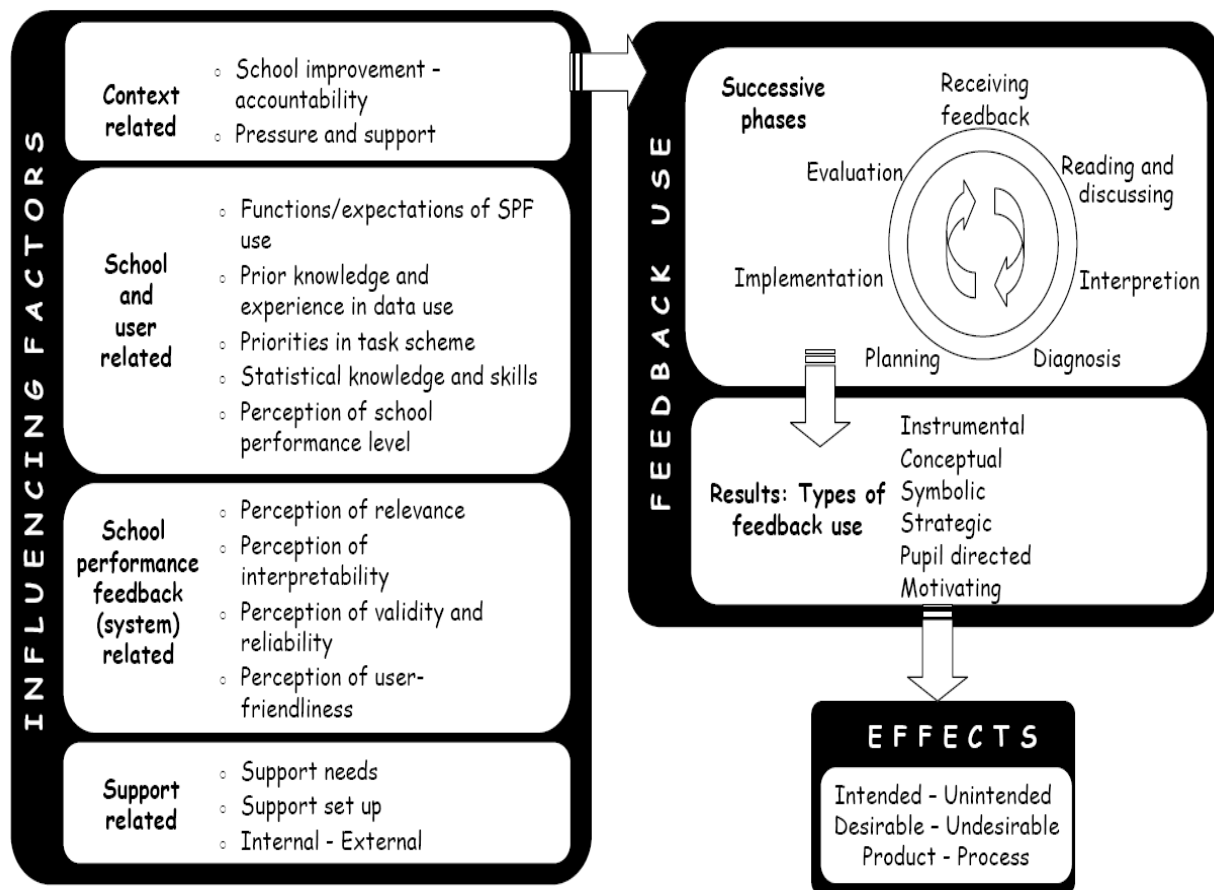
An active PTA provides a platform for discourse between parents, leadership, and instructional staff, which further supports the success of every scholar and the integrity of the School.

d. Further Discussion around Goals

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 communicate to parents via the Individualized Learning Plans during parent teacher conferences. The annual goals, such as the completion of Passion Projects upon graduation, DC CCAS assessments, promotion / attendance/ and re-enrollment rate, will be reported via internal audits of school performance. In addition, PTA membership, Board attendance, and parent teacher conference attendance rosters will confirm that attainment of goals. Additional reporting will be done based on the requirements of DC Public Charter School Board by the Leadership Team.

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

Instructions: Explore the elements and discuss it in relation to your own institution. Try to suggest measures that will reduce the inhibiting effect of influencing factors. For example, you might decide to make use of data a priority in your school and develop staff training that enhances statistical knowledge and skills.



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

3. STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

a. Guidelines for Eligible Applicants Electing to Use the PMF in Setting 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.

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.⁸

PMF Framework: Grades measured: 5th–8th

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.

⁸ 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 <http://dcschoolreform.org/content/charter-board-releases-2012-performance-management-framework-pmf-results-and-new-parent-guide>.

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.)

Leading Indicators (20 points): Predictors of future student progress and achievement

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

4. 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 5th and 6th grade scholars will take the following courses: English Literature, U.S. History, Mathematics, Science, Writing, Languages (Spanish/Chinese), Health & Wellness, and Test Preparation. The 7th and 8th grade students will take the following courses: World Literature, World History, Mathematics, Science, Writing, Languages (Spanish/Chinese), Health & Wellness, 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 also take a "Focus" class which will be taught by the Leadership Team centered around character building, executive functioning skills, development of short/long term goals based on data, and the development of leadership skills. Mathematics, Literature, and Writing will be offered five times a week. Science class will be supported by physical education class two times a week in order to address health and wellness. History and Languages will be offered two times week. Test Preparation will occur once a

week and will incorporate mock testing for standardized tests as well as provide 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:⁹

- 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.
- Build 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.

Common Core standards 5TH-8TH Grades¹⁰

5th Grade Mathematics

In Grade 5, instructional time should 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

⁹ National Governors Association Center for Best Practices, Council of Chief State School Officers,(2010). Retrieved July 15, 2012, from <http://www.corestandards.org/>.

¹⁰ National Governors Association Center for Best Practices, Council of Chief State School Officers,(2010). Retrieved July 15, 2012, from <http://www.corestandards.org/>.

also lay out a vision of what it means to be a literate person in the twenty-first 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. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. 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.

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.

6th -12th 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 -12th 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.

One World Public Charter School Characteristics of the Course Selection and Schedules

- Mathematics, Literature, and Writing classes occur 5 times a week 3 hours per day.
- 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.
- History is 3 times a week and Foreign Languages classes are 2 times a week.
- Whole school assemblies open and close the week, and are student led.
- 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.
- 1 ½ hours four times a week is allotted for co-planning.
- Art clinics are 1 ½ hours four days a week
- Test preparation is integrated into the weekly schedule.
- 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.

Sample Schedules Instructional Weekly Schedule: 5TH GRADE

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

Sample Instructional Weekly Schedule: 6TH GRADE

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

Sample Instructional Weekly Schedule: 7TH GRADE

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

Instructional Weekly Schedule: 8TH GRADE

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

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 curricular meetings for instructional coaching, to review effectiveness of resources and textbooks, and to receive continuous diagnostic reading, writing, and math assessment data.

Literature & Writing

Classroom instruction will be centered on collaborative groups. The scaffolding needs of ELL and special needs students and students who are functioning below grade level will especially addressed in this structure. Individualized Learning Plans will inform the instructional staff and learning specialist the areas of need and will allow for greater support and re-teaching possibilities. 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. 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 in alignment with the mission of the school. Classroom will be literacy rich to promote continued vocabulary acquisition to translate into the writing workshops. The following reading comprehension skills will be promoted via the exposure of rich literature:

- Author's Purpose
- Cause and Effect
- Compare and Contrast
- Context Clues
- Drawing Conclusions
- Facts and Opinions
- Idioms - Figurative Language
- Inferences
- Point of View
- Summarizing

Students will be exposed to the following novels, autobiographies, and fictional books:

- The Shakespeare Stealer by Gary Blackwood.
- Before We Were Free by Julia Alvarez
- The Other Half of My Heart by Sundee T. Frazier
- Around the World in 80 Days by Jules Verne
- Animal Farm, by George Orwell
- The Other Side if Blue by Valerie O Patterson
- Persepolis by Marjane Satrapi
- The House on Mango Street – Sandra Cisneros
- Just Give Me a Cool Drink of Water – Maya Angelou
- The Diary of a Young Girl – Anne Frank
- To Kill a Mockingbird – Harper Lee
- The Talking Earth – Jean Craighead George
- Things Fall Apart by Chinua Achebe

Reading and Writing Workshops

Literacy Circles will be established as a tool for addressing the Common Core State Standards. The selection of literature will provide deep reading for understanding, critical analysis, and direct students to provide evidence on which to draw conclusions. 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 ie vocabulary, grammar, spelling in order to increase their capacity as writers. Furthermore, student will be celebrated on their dedication to their personal reading goals as ‘reading revolutionaries’ whereby selections must span all continents in order to address global issues.

Middle School Reading

Following the precedent of most Public Charter Schools for Middle Schools, *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. We will focus on common themes that will be address 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. The literary circles support the multiple intelligence classroom and cooperative learning standards. The flexibility of grouping supported by internal assessment data will provide students the ability to receive remediation or extension activities for more fluent readers. By positioning a learning specialist in the classrooms of need students working below grade-level will benefit from additional scaffolding.

Mathematics

One World Public Charter School mathematics curricula will be based on cooperative model whereby students solve problems and increase understanding of new concepts while working in teams. Mathematics is a course that requires an understanding of terminology and therefore instruction must unpack the language associate 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 5 days a week for 1 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:¹¹ Help students master the grade-level standards by

- 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

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 provide additional 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 also 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. 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).¹²

¹¹ Saxon Math. Retrieved August 13, 2012, from <http://saxonhomeschool>.

¹² Steven Leinwand, Alan Ginsburg. (2009, April) Retrieved September 20, 2012, from <http://hub.mspnet.org/index.cfm/18028>

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. In grades seven through nine, for instance, classes in science—the subject in which Finnish students have done especially well on PISA—are capped at 16 so students may do labs each lesson. And 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.¹³

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, NASA, and the Smithsonian will provide students with additional resources for exploratory learning. The science curricula will 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. Student 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.

¹³ Abrams, S. (2011, January 28) *The Children Must Play*. Retrieved September 20, 2012, from <http://www.newrepublic.com/article/politics/82329/education-reform-Finland-US>

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. Continuing with 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 social studies 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 both Spanish and Chinese. Spanish has been chosen as one of the leading languages both locally as well as in the United States. Student will receive instruction in Spanish twice a week for one hour. Students will receive instruction in vocabulary, basic conversations, grammar, and be introduced to Spanish literature ie poetry and basic novels. They will participate in cultural enrichment presentations, excursions, and the 8th grade will culminate in an abroad trip for a true immersion experience. Student will be exposed to the music, food, and art from Salsa, to poetry by Pablo Neruda, to service learning projects in Adams Morgan and Mount Pleasant. Chinese will also be offered because it is a language for the 21st century. From the Yu Ling 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. ¹⁴

Chinese will be offered twice a week for 1 hour whereby students will learn basic vocabulary, conversation, and character writing. Student will also be exposed to the history and literature of Asia, arts, and music to provide a holistic approach to this foreign language. Also students will participate in a martial arts component to the class to provide kinesthetic understanding of the culture.

Art Clinics

The mission of the *One World Public Charter school* is to develop scholars who are able to utilize artistic expression as well as rigorous academic discourse. Students will be engaged in art clinics four days a week for 1 1/2 hours per day which will be led by community artists. 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

¹⁴ Washington Yu Ying. Retrieved September 20, 2012, from <http://washingtoneyu.org/>

aesthetic literacy-qualities that will prepare our students to adapt more ably to rapid social and technological changes in the 21st century.

Students will participate in two 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, four 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

c. Methods of Instruction:

It has been shown that Direct Instruction is a style of instruction that 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. Students' exposure to pop media, video games, and changing life environments causes increased distractibility and feelings of disillusionment with education. The methods of instruction that will be utilized will be 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 the needs of the anticipated student population. Teachers will be trained and observed on a weekly basis on the various contemporary instructional strategies such as;

- Whole-Brain Learning uses techniques that integrate the synthetic and imaginative brain skills with the analytical and language skills. Simple strategies can make better use of the whole brain and can dramatically improve learning and performance skills.”¹⁵
- Student Learning Inventories as the basis to parallel scope of work
- Develop a therapeutic milieu within the classroom by creating safe dialogue that addresses social emotional needs of the student
- Implementation of Black Board Configurations (BBC) Agendas-
- Clearly Defined Behavior Management System
- Exploratory Learning Opportunities where learning is done beyond the parameters of the classroom
- Use of data driven instruction-biweekly/mthly/yearly assessments

¹⁵ Holistic Education Network, Education with an Holistic Perspective... Retrieved February 2, 2012, from www.hent.org

In order to achieve a quality of teaching and instruction that ensures high quality learning, progress and achievement the following measures must be evident;

- The entire school community supports high academic expectations
- Continuous exposure to a rigorous academic discourse
- Teachers use classroom assessments to determine effectiveness of their teaching
- Instructional approach demonstrates current educational research which contributes to higher order thinking, project based opportunities, and student centered dialogue
- Based on intense instructional observations teacher professional development is targeted and differentiated
- A culture of continuous improvement applies to all stakeholders from student to parent to school community

The methods and systems teachers will use to provide instruction to meet the needs of all students 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 well as self-assessment tools that help students understand their intelligences.¹⁶

Cooperative Learning will be the model of instruction throughout both 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:¹⁷

¹⁶ Theory of multiple intelligences August 27, 2012, from http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences.

¹⁷ Johnson, D . (199&) Cooperative Learning Two heads *learn* better than one. Retrieved September 10, 2012, from <http://www.context.org/iclib/ic18/johnson/>.

- 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

Successful Inclusion will be the foundation by which special education services are provided but are also based on the premise of the mission of the school which promotes interconnectedness. The academic and social emotional needs of all students will be assessed and monitored and appropriate structures will be provide in order to maximize learning potential of the whole vs the few. With the support of the learning specialist in the classroom and the pre and post collaborative planning with the content specialist, the instructional teams will have knowledge and methodology to address the multi-level population of students.

d. Students with Exceptional Needs:

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 ed 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.

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.¹⁸ 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.

e. 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 teaches 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 are not English speakers by consistently providing translators at school functions, parent teacher conferences, and with all written correspondence.

f. Strategies for Providing Intensive Academic Support

One World Public Charter School educational philosophy is based on rigorous 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 weeks of school. There will be many opportunities for scholars to receiving additional academic support from instructional staff, via university partnerships, and peer tutoring. Scholars that are identified in need for

¹⁸Your Rights Under Section 504 of the Rehabilitation Act
(H-8/June 2000 – revised June 2006 - English) Retrieved October 1, 2012, from
<http://www2.ed.gov/about/offices/list/ocr/504faq.html>

academic intervention based on in house assessment, DC CAS scores, or based on quarterly report cards will be placed on academic probation and receive tutoring every Friday for 2 hours in addition to one on one instruction from their teachers before school, at lunch, and after school. The school's Positive Behavior Plan will also provide extrinsic motivation for improved performance and sustained effort on monthly, quarterly, and annual basis.

g. Strategies for Meeting the Needs of Accelerated Learners:

All students at *One World Public Charter School* are held to a rigorous academic standard in order to achieve our mission. In order to address the needs of students who are above grade level in reading and mathematics, Pre-AP courses will be offered. Pre-AP courses are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments and to complete 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.

5. GRADUATION/PROMOTION REQUIREMENTS

All scholars at *One World Public Charter School* are held to high academic standards and several support structures will be provide to ensure success. All scholars must demonstrate mastery in all core subjects ie Literature, Writing, Mathematics, Science, History as well as competency in languages, health and wellness, and arts.

The criteria a student must meet to be eligible for promotion the school is:

- Earn a C- or higher in all core subjects
- Complete Service Learning Project

The criteria a student must meet to be eligible for graduation at 8th from the school is:

- Earn a C- or higher in all core subjects
- Complete Service Learning Project
- Complete Passion Project and receive C- or higher

6. SUPPORT FOR LEARNING

a. Family Involvement

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:

- 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

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.¹⁹

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 suggested elements for study environments all

¹⁹ Cardoza, K. (2012, December 7) D.C. Public Schools Reinvent The Home Visit. Retrieved April 2, 2012, from http://wamu.org/programs/metro_connection/12/12/07/dc_public_schools_reinvent_the_home_visit

to maximize their child's academic potential. Parents will be informed of the yearly calendar events, workshops, and parent teacher conferences in order to ensure maximum attendance and commitment. The school will also provide Parent trainings which will consist of a series of workshops with the following themes:

- **Parenting in the 21st Century:** Never before in the history of parenting have children been exposed to so much unfiltered information. Children are exposed to violence on TV, violence from news reports, and violence on the internet to give a few examples. It's impossible for parents to filter out all information going to their children. So this program addresses how parents in the 21st Century can best handle these situations and raise children who will listen to their parents and communicate with their parents.
- **Adolescents:** This workshop focuses on: °Teaching parents techniques that work effectively with adolescents. Teaching parents communication skills so their adolescent will listen to their parents. How to talk effectively about various topics such as sex, drugs, homework, curfews, etc. What are acceptable and unacceptable adolescent behaviors? How to intervene and when to let your adolescent do their thing. How to be a proactive not reactive parent.
- **Stress Reduction:** 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 more stresses experienced by students. The stresses are experienced at younger ages. The workshop will empower parents to teach children how to recognize their stress and how to cope effectively with the stressors.

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.

b. Community Participation:

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 the school from:

- Sheila Johnson Newman, Former President of Black Entertainment Television (BET)
- Donald Graham, CEO Washington Post Company
- Dr. Lucy Waletzky Rockefeller, Philanthropist
- William E Conway, Managing Director and Founding Partner Carlyle Investment Group
- David Bradley, Atlantic Media Company

In addition, Tom Farquhar, Head of School of Sidwell Friends School, provided support of the school in several capacities both short and long term.

Sidwell Friends School (SFS) is a PK-12, co-educational Quaker day school with campuses in Washington, D.C., and Bethesda, Maryland. Founded in 1883 and is one of the most prestigious and high performing school in the Nation. Sidwell Friends School is committed as an institution to the ideal of diversity with regard to age, economic background, ethnicity, gender, physical disability, political affiliation, race and sexual orientation in its student body, faculty and staff.²⁰

The partnership between *One World PCS* and Sidwell Friends will entail assistance with focus groups, curricula meeting, and school observations to provide an ongoing dialogue of best teaching practices, eco-friendly architectural design direction, and further development of 21st century curricula standards. In addition Tom Farquhar will provide a Sidwell Friends Administrator to join the One World PCS Board, a written endorsement of the application, and a in person testimonial of support at the Public Charter School Board Hearing. In terms of the long term partnership One World PCS and Sidwell Friends will maintain dialogue, the sharing of educational expertise, arts collaborations, and guidance on becoming a top performing middle school by the Leadership team.

²⁰ <http://www.sidwell.edu/>

In order to expand the dialogue of best practice in the development and planning of the schools a series of Focus group meetings and school observations will be conducted during the development stage. The Focus group meetings will be over a 3 day period to address the Educational, Operational, and Business Plans of the application. The participants will range from artist, educators, school student and family psychologist, special education service providers, and architects. In addition student focus groups will be held in order to incorporate students' perspective on support systems, positive behavior programs, and ideal learning environments.

The make-up of the School Board, and Advisors/ Friends of *One World PCS* are local, National, and International individuals that have a myriad of expertise from: Facilities Management, Fundraising, Accounting, Legal, Strategic Planning, Community Activism, Arts, and Education.

One World Public Charter School Board Members, Advisory Board, and Friends

<u>Name</u>	<u>Expertise</u>	<u>Board Members</u>	<u>Advisors/Friends</u>
Rickey Payton Snr.	Arts	X	
Yvonne Mandley	Finance	X	
Doug Gustafson	Finance	X	
Karen Baker	Artist & Educator	X	
Morley Kamen	Artist	X	
Angela Kessler	Educator	X	
Eric Grant	Community	X	
Dr. Derrick Hawkins	Pastor	X	
David Seabrook	Finance	X	
Joel Kaplan	Business		X
Alex Boyle	Finance		X
Wendy Thompson	Arts		X
Tom Farquhar	Educator		X
Dr. Lucy Waletzky	Finance		X
Alexine Jackson	Strategic planning		X
David Gayle	MTV Films		X
Jasmine Guy	Arts		X
Tatyanah Ali	Arts		X
Sheila Johnson Newman	Arts		X
Alan Pallard	Business		X

c. School Organization and Culture:

All students at *One World Public Charter School* will be held to a rigorous academic standard in order to 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 motivation via the Positive Behavior Plan.

The Expected Behaviors:

- Treat each other with respect, honesty, and compassion
- Treat the school, community, and environment with reverence
- Be a contributing change agent to better humanity

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. Students will be recognized not only for excellence but effort both academically and behaviorally. Students 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 net 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 teacher. Teachers 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 visit, weekly good news call, and parent report cards parents are informed of the expectations of the school

and the individualized needs and learning style of their child. In addition when teachers are supported by leadership via observations and post conferencing, targeted professional development, and policies and procedures that maximize instruction and provide a safe learning environment all stakeholders benefit.

One World Public Charter School strives to create a student-centered community, supported by teachers and administrators and inclusive of parents and caregivers. The school culture reflects high standards, sets clear expectations, shares accountability, and fosters meaningful relationships. The school leadership defines these values in four core areas;

- **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.
- **Sustainable relationships** - Meaningful relationships among students, parents, teachers, school administration and key members of the community are developed through advisory, community work, internships and peer education.
- **Sustainable community**- All members of the school work to develop learning community that promotes academic excellence, democratic decision making and individual responsibility.
- **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 and 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 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 to assist with academic performance. Students will be paired with a *One World Public Charter School* student ambassador that will explain school culture, behavioral and academic expectations, and student procedures. This peer partnership will assist in acclimating new students to the curriculum and instruction, behavioral expectations, and a middle school environment

d. Extracurricular Activities

One World Public Charter School will offer a variety of sports, Clubs, and Art Clinics to expand the learning opportunities of our scholars. By providing various experiential programs our students will develop within a holistic framework. Sports offerings will be seasonal, Clubs will be led by university partnership midday, and the Art clinics will be led by the Urban Nation Performing Arts Academy from 3-4:30pm four days a week.

Sports

Soccer
Flag Football
Tennis
Golf
Swimming
Basketball
Cycling

Clubs

Book Club
Chess
Debate Team
Drama Club
Drum Line
Capoeira
Youth and Government

Art Clinics

Music Department: drumming, piano, guitar, violin
Visual Arts Department: painting, textile, ceramics, graphic art
Dance Department: Ballet, Modern, Jazz, Hip Hop
Theater: Script writing, voice, set and costume design, acting

Collaboration with Community Organizations

One World Public Charter School will establish several partnerships with community organizations that support the mission of the school which will expand the resources that provide complexity to the educational model. The following are lists of community partnerships that will offer community resources, arts and academic enrichment, and service learning opportunities.

- **Sidwell Friends School:** (SFS) is a PK-12, co-educational Quaker day school with campuses in Washington, D.C., and Bethesda, Maryland. Founded in 1883, the School is a nonprofit, tax-exempt institution governed by an independent Board of Trustees. Sidwell Friends School is an educational community inspired by the values of the Religious Society of Friends and guided by the Quaker belief in "That of God" in each person.
- **George Washington University:** The GW University boasts three major campuses each has a distinct feel with integrated services and unparalleled amenities. Our University actively engages Washington, D.C., and the world. The location in the heart of Washington places us at the core of U.S. government, policy and law. GW sits where the worlds of science, technology, media and the arts converge. The students and faculty have the unparalleled opportunity to study and work alongside leaders and practitioners in every discipline, to take part in the interchanges that shape our community and the world
- **Urban Nation Academy:** 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 to enhance 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.
- **Food Bank:** The mission of the Capital Area Food Bank is to feed those who suffer from hunger in the Washington metro area by acquiring food and distributing it through its network of partner agencies; and educating, empowering and enlightening the community about the issues of hunger and nutrition. CAFB is a member of Feeding America, a national network of 200 food banks. From the Ground Up at Claggett Farm (FGU) is a joint effort of the Chesapeake Bay Foundation to bring nutritious, fresh produce to communities of all income levels throughout the DC area. In addition to raising vegetables in a sustainable manner on about 20 acres in Upper Marlboro, MD, FGU works to educate the public about the relationship between agriculture, our environment, the food supply and social justice.
- **Slickfish:** We work to therapeutically educate children with Autism spectrum disorders, Asperger's Syndrome, learning disabilities, ADHD and children of all ability levels through the set-up and maintenance of saltwater fish tanks, art therapy/instruction, social skills development, anti-bullying training, tattoo and cultural education. We provide Professional development trainings, lectures and workshops for teachers, administrators and clinicians working with special needs and general education populations
- **Kaplan Educational Group :**The Kaplan Educational Foundation was founded by Kaplan, Inc., a global leader in education and career services. The Foundation provides high-potential, lower-income students with academic and financial support, and leadership training to raise their expectations for success and open doors to opportunities that will change their lives and their communities.

- **Habitat for Humanity:** Youth United is a Habitat for Humanity program run by kids and for kids ages 5 to 25. It brings young people together from all walks of life to play active roles in transforming their communities. Youth United mobilizes young people to sponsor and build a house with their local Habitat affiliate.
- **Hope House:** Hope House DC offers programs to prisoners and their families aimed at decreasing recidivism and keeping incarcerated men connected to the community. Not surprisingly, studies have shown that prisoners who remain in contact with their families while incarcerated have a lower recidivism rate.
- **Junior Achievement:** Junior Achievement Global Marketplace® provides practical information about the global economy and its effect on students' lives. Six required volunteer-led activities. JA It's My Business!® encompasses entrepreneurship curriculum for students in grades six, seven, and eight. The program emphasizes entrepreneurship while providing a strong focus on social studies, reading, and writing skills. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations. Six required, volunteer-led sessions.
- **Serve DC:** The Mayor's Office on Volunteerism is the District of Columbia Government agency dedicated to promoting service as an innovative, sustainable solution to the challenges we face as a community and a nation. Serve DC engages District communities by building partnerships and organizational capacity, serving as the local lead for national volunteer and service initiatives, and providing and promoting meaningful service opportunities throughout the year.
- **Green DC:** Since 1995, more than 6,000 District school children have attended the Anacostia River Environmental Education Fair. In 1997, Vice President Al Gore attended the fair and delivered the Presidential Earth Day Address. The fair strives to inspire an appreciation of the Anacostia River as a vital natural resource, while educating students about pollution prevention and the impact of trash on our rivers and the Chesapeake Bay.
- **Tiger Woods Learning Center:** The TWLC-DC Capitol Hill campus will run various programs during daytime hours during the academic year, including serving all ninth-grade Chavez students with a class dedicated to integrated technology research and presentation. In addition, local elementary and middle schools will be selected to participate in custom hands-on science activities and local educators will be invited to attend integrated science and technology workshops, as well as special topic presentations.
- **Kennedy Center:** The Kennedy Center is committed to supporting Pre-K to grade 12 students learning in, through, and about the arts through partnerships with District of Columbia public schools, and by providing access to Kennedy Center performances and events to schools and organizations that serve Pre-K to grade 12 students in the greater Washington, DC metropolitan area.

e. 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 the 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.

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 in the following capacities:

- **Special Education Coordinator:** will provide direct services for Special Needs students as well as training and crisis intervention for general education students
- **Counselors:** will provide individual, group, and family therapy
- **Leadership Team:** 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, Emergency codes and drills
- **Community Partnerships:** will provide community resources from enrichment to mentorship to social services

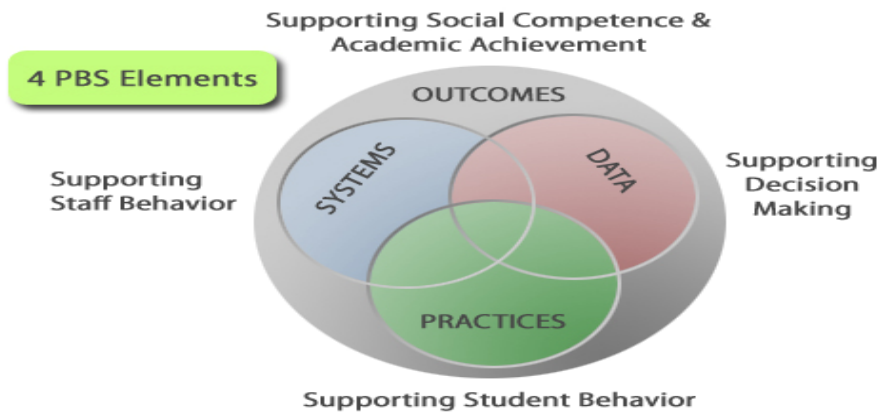
Positive Behavior Plan

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. PBIS is describes as;

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.²¹

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.”

²¹ National Technical Assistance Center on Positive Behavioral Interventions and Supports U.S. Department of Education, Office of Special Education Programs. Retrieved March 8, 2012, from www.pbis.org



These four elements are guided by six important principles:²²

- 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

Building and Focus Class Objectives

Community activities will develop critical thinking skills as well as provide opportunities to develop artistic expression. As part of the mission of the school, scholars will participate in community building activities to; acclimate our students to the school mission, philosophy, and middle school cultural expectations, establish an orderly learning environment that supports and encourages respect of self and others, provide students with the opportunity to establish their identity and develop communication skills

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 answers and problem solve solutions for the 21st century.

²² National Technical Assistance Center on Positive Behavioral Interventions and Supports U.S. Department of Education, Office of Special Education Programs. What is School-Wide Positive Behavioral Interventions & Supports? Retrieved March 8, 2012http://www.pbis.org/school/what_is_swpbs.aspx

One World Public Charter School understands that study skills are the foundation for academic success, and that the middle school years are the most significant time to introduce and reinforce these skills. In addition students will be tracking their progress with their Individualized Learning Plans as well as further understanding their learning styles, type of intelligence, and their social emotional goals. The objective of Focus class will be:

- The development of Study Skills: note taking, test taking, executive functioning skills, and time management
- The development and monitoring of social emotional skills, and academic short and long term goals
- The development of character Building Skills, appropriate peer interaction, service learning

f. 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). ²³

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 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.

²³ Cooper J. (1984, April) . Peer Clinical Supervision Theory vs Reality. Retrieved September 20, 2012, from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198404_mcfaul.pdf

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: Establishing Culture and Protocols Behavioral contracts
- Developing Multiple Intelligence Classrooms
- Special Education strategies
- Arts and Technology Infusion
- Cooperative Instructional Methods
- Current Best Practices fir Diverse Learners
- Accessing Community Resources
- Data Driven Instruction & Test Analysis

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.” ²⁴

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.

²⁴ 360-degree feedback . Retrieved September 9, 2012, from http://en.wikipedia.org/wiki/360-degree_feedback.

g. *One World Public Charter School* Structure of the School Day and Year

One World Public Charter School Calendar 2014-2015

Number of School Days: 200 days

Hours of Operation: 8am-4:30pm

Early Dismissal on Fridays at 3pm for students

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

August 2014

3 day Leadership Retreat

2 weeks of Instructional Staff Professional Development

Mandatory Family Orientation

New Student Summer Institute

Community Picnic

September 2014

NO SCHOOL | Labor Day Holiday

2 week of in house Assessment

First PTA Mtg

Back to School Night

October 2014

Family-Teacher Conference Night

Hispanic Heritage Assembly

Spirit Week

ANet Exams

PTA Meeting

Junior Achievement - Special Speakers Series

Family Holiday Party

Interims Assessments

November 2014

End of First Quarter

NO SCHOOL | Election Day

NO SCHOOL | Holiday (Veterans Day Observed)

PTA Meeting + Hope House Holiday Dinner Baskets

Parent-Teacher Conference Night

Principal's Honor Roll Breakfast

NO SCHOOL | Holiday (Thanksgiving Break)

NO SCHOOL | Data Analysis Day

December 2014

PTA Meeting
Food Drive
Service Learning Week
Family-Teacher Conference Night
NO SCHOOL | Holiday (Winter Break)

January 2015

PTA Meeting
Town Hall
Q2 Interims (MS & HS - English & Math)
NO SCHOOL | Holiday (MLK Day)
NO SCHOOL | Data Analysis Day
End of Second Quarter
Parent/Teacher Conference Night
Principal's Honor Roll Luncheon

February 2015

Black History Month Assembly
ANet Exams
PTA Meeting
Valentine's Day Dance
NO SCHOOL | Holiday (Presidents' Day)

March 2015

Women's History Month Assembly
PTA Meeting
Town Hall
ANet Exams
Q3 Interims
End of Third Quarter
NO SCHOOL | Data Analysis Day

April 2015

NO SCHOOL | Holiday (Spring Break)
PTA Meeting
Parent/Teacher Conference Night
NO SCHOOL | Holiday (Emancipation Day)
DC CAS Testing
DC CAS (Make-Up Testing)

May 2015

Town Hall
PTA Meeting
8th Grade Passion Project Presentations
NO SCHOOL | Holiday (Memorial Day)
Final Exams
End of Fourth Quarter
NO SCHOOL | Data Analysis Day

June 2015

8th Grade Banquet
Interims Assessments
8th Grade Graduation
LAST DAY OF SCHOOL

B. BUSINESS PLAN

1. PLANNING AND ESTABLISHMENT

a. Profile of Founding Group

Dr. Rickey Payton Sr.

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.

Marta del Pilar Lynch

My objective as an educator is to utilize the skills and talents that I have acquired over the course of time in the field of education to develop systems of efficiency, accountability, and ultimately increase student achievement. I have over 20 years of educational experience both on a national and international platform. I received my BA from New York University with a double major in African American Studies and Film. I 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. I have completed my 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 I was given the opportunity to support educational empowerment at various levels. As an international educational consultant, I 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, I 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 my leadership in 2008 as Principal of Trinity College East, a prestigious high school of 875 students, our 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 (CXC) in the history of the school since its founding in 2001.

My various roles in educational leadership in Washington, DC -- as Principal, Special Education Director, and Learning Specialist -- have provided me with an invaluable perspective on the development and performance of Charter Schools. I developed inclusionary services and systems of accountability for special needs students that provided wrap around services. I also created programs abroad that were based on student achievement and arts curricula that I wrote which inspired students to look beyond the parameters of the classroom and enter into an international dialogue. As a Principal I established an educational pedagogy and school culture that promoted achievement, community service, and self-reflection.

Kimberley A. Yates, PhD

Dr. Yates' core philosophy is that there is "light" in every student, and every child wants to learn. She has found this to be the case in every one of her teaching contexts. 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 and thorough International Baccalaureate program to middle and high schoolers.

As a PhD candidate, Yates served as a Graduate Teaching Assistant for five semesters in various American Studies courses. In the Spring of 2008, she had the opportunity to teach her own seminar, "Post- WWII Race and Comedy in the U.S.," of approximately fifteen students. She maintained contact with secondary education during the PhD program, working independently with students primarily from Sidwell Friends School, including not only support during the academic year but also designing individual summer programs to advance and enrich students' writing, reading, and organizational skills sets. She gained greater diversity in her teaching career with the opportunity to teach Social Studies as a long term substitute 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 second year of teaching at KIPP DC College Prep, a school with a 100% Black student population that is diverse in its backgrounds, aims, and college readiness. Hired as a Reading Remediation Teacher, she now

teaches Remedial Reading primarily to students in Special Education, as well as a section of 11th grade English. 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 teaching.

As an independent school teacher and as a university lecturer, she has gained experience not only in course development but also in developing and selecting her own materials. During her tenure in Caracas, she worked in a small English department of three teachers that scoped and sequenced a skills-based 6th-12th grade English curricula within the framework of the IB program. She is currently part of an emerging high school that is working to develop and tailor its curricula to best prepare its students for standardized testing, as well as college entrance, independence, and rigor. While her career has been primarily in education, she 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. She looks forward to her own growth and the continued investment in the growth of young critical thinkers as global citizens.

Yvonne Mandley

Yvonne Mandley is a native of Washington, D. C., having launched her own public accounting business here in 1981 (32 years ago) working with Nonprofit organizations and Corporations both large and small and active in real estate since 1987, (26 years). Served on several Non-profit boards as members and on advisory councils and presently working with OSSE (Office of the State Superintendent of Education) Division of Early Childhood Education here in the District of Columbia with Day Care's providing them with their Financials, Audits and Budgets. She will provide strong leadership in supervision and hands on experience in both financial and budgeting requirements. As both the Business Manager and Accountant her desire is to provide and promote one of the very best and highest level of public charter schools.

b. Planning Process

The decision to form a school and apply for a charter was based on the need in Washington DC for a school that provided both rigorous academic discourse combined with an intensive arts model. In addition the founders observed the current conditions in Washington DC as; 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. The members came to the conclusion that these conditions that have affected our youth have caused a devaluation of education and have manifested in underperforming schools. The founding members were working with Urban Nation Performing Arts Academy which provided the platform, resources, and network to begin the application process. The team's expertise ranges from local principals, to international consultants, accountant, and Art Director that have a combined investment in education.

Urban Nation Academy led by Dr. Rickey Payton Sr., provided assistance in several capacities from planning to resources. Dr. Rickey Payton Sr. is one of the founding members who assisted in the initial development meetings and provided the venues for the focus group meetings to discuss the application. In addition the Board of Urban Nation provided the approval and endorsement of the venture to proceed to illicit support. *One World Public Charter School* Board was formed using key expertise from the Urban Nation network. The Budget and Business Plan development was completed by Yvonne Mandley who is the CFO for Urban Nation.

The founding members represent and reflect a cross section of the various interests of future Parents, teachers, and the community. The team that was established to complete the application ranged from Educators, Artists, and former Charter School Leadership. The Education Plan and Operations Plan were written by Marta del Pilar Lynch, the proposed Head of School and the Business Plan was completed by the entire founding team. In order to solicit expertise from the community at large, the following focus group served as outside readers to provide a range of expertise:

- Doug Gustafson, Finance
- Karali Pitzele, NYC School For Green Careers Principal
- Perle Brewser, Bishop Anesty Principal
- David Seabrooke, Accountant
- Kim Yates, Educator
- Lina Robson, Special Education Coordinator
- Karen Baker, Artist and Community Activist

- Reginald Harris , International Consultant
- Morley Kamen, International Artist
- Allen Penn, Educator
- Tom Farquhar , Sidwell Friends Head of School

The DC 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 founders or organizers of the school will range from 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

2. GOVERNANCE AND MANAGEMENT

a. Board of Trustees

The composition of the Founding Board reflects a proven investment in the education and arts movement in Washington DC and internationally. 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 2 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. The Board consists of the following members who have a plethora of expertise from finance, to education, and to the arts:

- Dr. Rickey Payton, CEO and Founder Urban Nation Academy
- Yvonne Mandley, Accountant
- Doug Gustason, Finance
- Karen Baker, Educator
- Morley Kamen, International Artist & Educator
- Angela Kessler, Strategic Planner
- David Seabrooke, Finance
- Dr. Derrick Hawkins, Pastor 19th Street Baptist Church

The Founding members will also assist in the following capacity to ensure long term success of the school such as;

- Leadership once the school is in operation
- Recruitment of teachers and students
- Serve on the Board
- Lead fundraising efforts
- Further Development of Policies, procedures, and curriculum development

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 invitation 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 on at the 1st PTA meeting. The following components of the School's operation and performance will be examined at monthly Board meeting whereby the Leadership will report on. The role and responsibility of the *One World PCS* Board will be in alignment with standard operating procedures for school board.

- Develop policies, rules, and regulations to control the operation of the schools
- Identify permanent school site location
- Oversee School finances
- Monitor Student academic performance
- Evaluate Staff performance
- 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 school 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.²⁵

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 educators from top performing schools, as well as internal reporting. Through a process of rigorous self-assessment ie gathering and analyzing information from many areas and reliable data of many kinds strengths and areas for development will be identified. The data will provide a baseline from which progress will be measured as it relates to the schools measures of

²⁵ 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.html>

performance. The Board will develop a *One World Public Charter School's* action plan (5year) will be formed from this profile, 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 the feedback from the stakeholders. *All inputs arising from these discussions would be circulated, discussed in focus groups, used as assembly discussion points, and should be triangulated with substantial data both qualitative and quantitative sources i.e. Quarterly Analysis, to 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?

One World Public Charter School's leadership team will be driven by a commitment to academic rigor and progressive educational practices. The role of the Head of School is to actively work towards 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 principal will work collaboratively with teachers, students, and parents. The leadership team must raise the hard questions of what we expect from our students to learn and the ways we must hold ourselves accountable to our goals and priorities. Our commitment to creating a *sustainable community* and *value of interconnectedness* drives the design of *One World Public Charter School's* governance structures. Including all parts of the school community, particularly students, in decision-making whenever possible is the cornerstone of creating buy-in and a cooperative school culture.

Distributive decision making among the staff will be reflected in grade level teams and subject area departments having major responsibilities for designing and running the school. In addition, we will be striving to be innovative with the yet barely charted course of empowering students to participate in designing their experience, both collectively and individually via a

student council that reports to the school board. . Transparent decision-making processes will emphasize how decisions affect the academic and emotional tone of the school. Our vision is of the following structures:

- During staff meetings, the entire staff will make decisions regarding policies, or create proposals to discuss with student council.
- Instructional Staff with the guidance of the Curriculum Director will have the responsibility of designing curricula and authentic assessments
- Elected student council will participate in decision making around appropriate aspects of curriculum, scheduling, and school policy design, and PBIS implementation
- There will be bi-monthly meetings during evening hours for parents to participate in discussing, enforcing and deciding on school policies.
- Groups of students, teachers, and parents will receive training in facilitation and collective decision-making.

b. Rules and Policies

Upon formation of the *One World Public Charter School* Board documentation was provided from signed Conflict of Interest Forms to a Code of Ethics Statement. The By Laws for governance detail the rules and policies for governance that the Board will operate to 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 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:

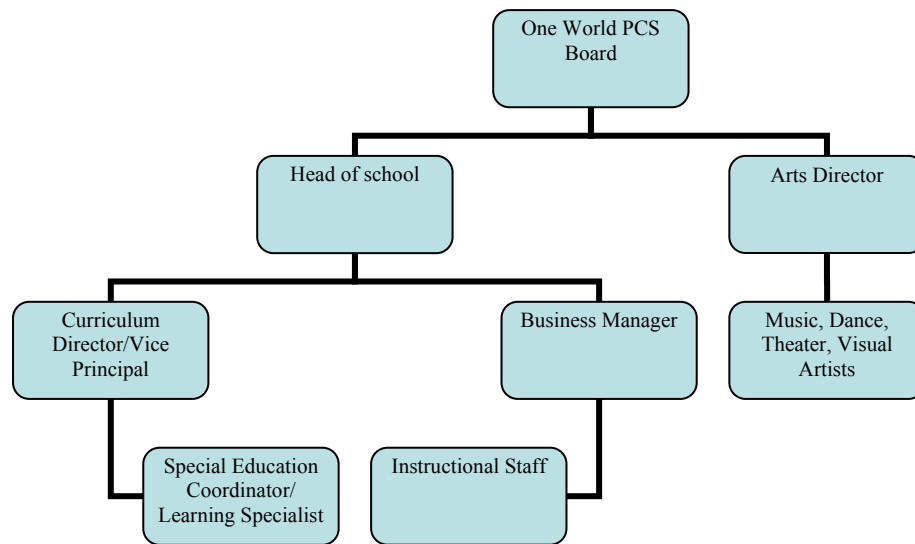
- Focus Group on Jim Collins *Good to Great and the Social Sectors*
- Complete a Vision Framework & Core Ideology inventory and breakout session
- Training in Non Profit Governance
- Workshop on DC Public Records Law and DC School Reform law
- Special Education laws IDEA
- 1 day in school visit
- Meeting with the Instructional Staff
- Meeting with Student Council
- Human Resources Training

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 a 2 months after approval has been granted.

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:

- School Board: consist of an odd number of member between 9-13 members
- Leadership Team: Head of School, Vice Principal, Arts Director, Business Manager
- Instructional Staff:
- 1 Self Contained (All subjects) 5th Grade Teacher
- 5 Core Content Teachers
- 2 PT language teachers Spanish/Chinese
- Special Education Coordinator/Learning Specialist: Special Ed Coordinator and 7th/8th grade Learning Specialist
- 5th/6th Grade Learning 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:

- Executive Director
- Grant and Facility Coordinator
- Additional Instructional Staff and Special Education Learning Specialists
- Additional Administrative Support
- Data Specialist
- 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
- Monthly Board Meetings
- School Retreats with representation from all stakeholders

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 \$8,945 per student, 6th, 7th, & 8th graders to be \$9,213 and 10% more for the special needs children. To be consistent in our budget planning the number used per child was from the established figures from 2012 of \$8,770 per child, using 100 children for the first year of 200 children for the second year and the third year being 300 children. The 2012 established number was \$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. 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 2012 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:

- Re-negotiation of occupancy space and lease.
- Reduce expenditures of technology and leasehold improvements.
- We have budgeted for salaries within our research of average to a little above, so have allowed if possible to either reduce salaries, or not be able to add the additional staff as planned.

b. Planned Fundraising Efforts:

The *One World Public Charter School* Board and Leadership Team will develop a fundraising plan that will start in May 2013. 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. 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 commitment, participation, and investment in the success of the school. Parents will utilize 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 bring notoriety to the school 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 the developmental phases. The annual contributions received from these educational partners will be utilized to ensure the opening and future success of the school.

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 all related forms and filed with the Articles of Incorporation, Bylaws (enclosed) and the Index reveals (see 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.

Type	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, and whereby 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 Founding Group of the School is currently in negotiations with the Board of 19th Street Baptist church located along the 16th street corridor at the corner of 16th and Buchanan. One World PCS has received a signed letter from Dr. Derrick Hawkins on behalf of the Board confirming these negotiations. The Leadership team along with Board representation will conduct a presentation on the mission, educational philosophy, and operations and business plans to the 19th Street Baptist church. The school will then receive written confirmation of acceptance and will secure a lease upon charter approval. In addition the school will be working with OSSE, FOCUS, and Building Hope to assist in identifying a permanent school

site. Building Hope's Charter School Incubator Initiative will meet the needs of the School. After the second year when eligible to apply for City Build Incentive Grant thru the Office of Public Charter School Financing and Support should a permanent site become available. Once a permanent site has been selected, the Board's timeline will proceed by consulting with a development company, negotiations of the Lease, formalization of architectural design, renovations to occupancy.

- b. Site Renovation:** 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.²⁶

- c. 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 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 \$8,945 per student, 6th, 7th, & 8th graders to be \$9,213 and 10% more for the special needs children. To be consistent in our budget planning the number used per child was from the established figures from 2012 of \$8,770 per child, using

²⁶ Edwards, M. (1992) Building Conditions, Parental Involvement and Student Achievement in the D.C. Public School System, Retrieved October 1, 2012, from http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED338743&ERICExtSearch_SearchType_0=no&accno=ED338743

100 children for the first year of 200 children for the second year and the third year being 300 children. The 2012 established number was \$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. None of the budget numbers were given any increases or decreases over the five year budget as those numbers are not yet obtainable.

d. **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.

5. RECRUITING AND MARKETING

a. Outreach to the Community

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 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 universities, Urban Nation Academy, and Sidwell Friends 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.

b. Recruitment of Students

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 school will begin with a target enrollment of 100 students 25% from, NE 25% , SE 25%, 10% SW, and 40% from NW. The feeder elementary schools will be: Latin American Montessori Bilingual, Potomac Lighthouse PCS, Two Rivers PCS, Inspired Teaching PCS, Yu Ling, and Washington Latin. Based on the Demographic Analysis Form included in Appendix C, the 16th Street NW corridor has only 1 middle school that is a Tier One performing school Washington Latin PCS, which is over capacity with a waiting list.

All stakeholder ie founders, including Parents of students who are eligible to attend the proposed school, will be involved in recruitment efforts from community outreach , to fundraising, and performance events. The additional partnerships 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, students, and parents will visit potential feeder schools to make mini presentation 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 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 best interest determination for placement.²⁷

One World Public Charter School will follow PCSB regulations for enrollment which provides ant DC resident the opportunity to attend a 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 2013 and will continue until August 2014. The enrollment procedure for siblings will be that siblings are provided preference where spaces are available.

The 16th 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,

²⁷ <http://www2.ed.gov/programs/homeless/guidance.pdf>

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 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 1990.²⁸

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

Academic Years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrollment Targets	100	150	200	250	300
Students per Grades	25-5 th	50-5 th	75-5 th	75-5 th	75-5 th
	25-6 th	25-6 th	75-6 th	75-6 th	75-6 th
	25-7 th	25-7 th	25-7 th	75-7 th	75-7 th
	25-8 th	25-8 th	25-8 th	25-8 th	75-8 th

²⁸ <http://www.dadeschools.net/policy.asp>

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. A grants manager 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 capital, and celebrity notoriety 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, due to the mission component of Eco friendly and activism from curricula, to operation, to building a green building.

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.

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.²⁹

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. Below is a school calendar describing key dates for the registration and enrollment of students.

September-October 2013	Development of Enrollment / Marketing Strategic Plan
November , 2013	Development of Student Application
December-March 2013	Recruitment of Students and Dissemination of Application)
April 4, 2013	Application Deadline (<i>cutoff date</i>)
April 7, 2013	Lottery Date (<i>random selection</i>)
April 11, 2013	Notification of Parents
May 5 th & 19 th	Open House
July 7, 2013	Intent to Enroll Deadline
July 21, 2013	Verification of D.C. residency , immunization
August 4 th -15 th	Mandatory Student Orientation
August 21 st & 22 nd	Mandatory Family Orientation
August 27, 2013	First Day of School

²⁹ McKinney-Vento Homeless Assistance Act Retrieved September 20, 2012, from http://en.wikipedia.org/wiki/McKinney%E2%80%93Vento_Homeless_Assistance_Act

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

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 the 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 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 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 consultation with Instructional Staff, Board, and Student Council, may allow community service hours to be conducted along with additional parental commitment.

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 founding members and their qualifications are the following:

Head Of School: Marta del Pilar Lynch

George Washington University, Washington, DC
MA, Special Education coursework completed

New York University, New York
BA, African American Studies and Film

Curriculum Director & Assistant Principal: Kimberley A. Yates, PhD

George Washington University, Washington, DC
PhD, American Studies

University of Cape Town, Cape Town, Republic of South Africa
MA, Literary Studies

Spelman College, Atlanta, GA
BA, English

Arts Director: Dr. Rickey Payton

Breakthrough Bible College, Washington, D.C.
Honorary Doctorate of Humane Letters

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

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. We also believe that spending the majority of the time in inclusive, heterogeneous groupings is most conducive to creating rich learning community. The instructional team will be recruited based on No Child Left Behind Act IDEA ‘highly qualified teacher’ standards which will be used in hiring teachers ie who meets all of 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

In addition teachers will be interviewed by a panel of stakeholders from Board representation, Leadership Team, Student Council, and Parent representative. The interview process will determine if the candidate’s educational philosophy, teaching methodology, and social emotional development understanding is in alignment with the school’s mission and philosophy. In addition a mandatory demonstration lesson will be conducted as well as a sample lesson plan be provided. Candidates will be required to provide a written statement, three reference letters, and verification on licensure and degrees obtained. The professional backgrounds, depth of experience, and personal qualities that will be sought in teachers and other school staff 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. 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, and local and national employment websites, local colleges and universities. In addition partnerships and educational networks will be utilized to advertise the school and its' mission. The Leadership team will also coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns . Recruitment efforts will also include advertisements in local newspapers and on the school's website, school job fairs, and via word of mouth.

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 5th/6th Grades and 1 for 7th/8th 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 or knowledge in the following:

- Collaborating across disciplines and grade levels to plan curriculum and them integration
- Using an inquiry-based approach to teaching interdisciplinary classes,
- Using differentiated instruction techniques to meet the needs of all students including Special Needs and ELL students
- Teaching using the workshop model and project-based and cooperative learning
- Teaching hands-on activities and field experiences that provide students transferable skills to assist in, academic, arts and character development
- Planning activities based on an understanding of social, emotional and developmental needs of adolescents
- Fostering relationships with community organizations and incorporating them into school culture as a resource for curricula, project, and assessment development
- Fostering student voice and integrating youth development principles into the daily functioning of the school
- Participating in professional development including formative peer evaluation, continuous self-assessment, instructional initiatives and curriculum development

Staffing Plan Projections

Staffing	Year One	Year Two	Year Three	Year Four	Year Five
Executive Director			1	1	1
Head Of School	1	1	1	1	1
Curriculum Director/Assistant Principal	1	1	1	1	1
Arts Director	1	1	1	1	1
Business Manager	1	1	1	1	1
Special Education Coordinator/Learning Specialist	1	1	1	1	1
Learning Specialist			1	2	3
5 th Grade Self Contained Teacher	1	2	3	3	3
6-8 th Grade Teachers Reading Writing Mathematics History Science/Health & Wellness	5	6	9	11	12
Languages (PT)	2	2	2	2	3
ELL Teacher	0	1	1	1	2
School Psychologist	0	1	1	1	2
Artists (PT)	4	5	8	10	8
Receptionist/Admin Assistant	1	1	1	1	2
Lunch Staff	1	1	2	2	3
Data Specialist	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 at will contract 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.

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.³⁰

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.

³⁰ 360 Degree Appraisals. Retrieved September 20, 2012, from http://en.wikipedia.org/wiki/360-degree_feedback.

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. ARRANGEMENTS FOR MEETING DISTRICT AND FEDERAL REQUIREMENTS

One World Public Charter School will meet each of the following requirements, and acquire and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

Health and Safety: The School will comply with all applicable Health and Safety laws, specifically §38-1802.02(11) and §38-1802.04(c)(4), of the DC School Reform Act . The School will comply with all applicable safety laws, specifically those regarding compliance of facilities with the American with Disabilities Act and all requirements described in the DC Code.

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.

Title I of the Elementary and Secondary Education Act: The school will be in compliance with the Title I of the Elementary and Secondary Education Act. It is expected that the School will receive Title I funds. These funds will be used to provide intensive academic support programs within the school. All use of funds will comply with federal and local laws. According to the US Department of Education the purpose of the Act is “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.” (<http://osse.dc.gov/service/title-i-elementary-secondary-education-act-esea>)

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

Columbia: The School will adhere to all applicable provisions of Federal and District civil rights laws, including Title VI of the Civil Rights Act of 1964 and the Age Discrimination Act of 1975, to ensure that all students, employees, and volunteers are treated equally and are not discriminated against in any unlawful manner.

Other: The School will meet any other requirements to ensure that it adheres to all applicable provisions of Federal law ensuring equal educational opportunities. The school shall not discriminate on the basis of race, religion, national or ethnic origin, language proficiency, aptitude or exceptionality in the admission of students

Timetable for Registering and Enrolling Students

September-October 2013	Development of Enrollment / Marketing Strategic Plan
November , 2013	Development of Student Application
December-March 2013	Recruitment of Students and Dissemination of Application (<i>including postings at shelters , libraries, recreation centers, churches, identified feeder schools</i>)
April 4, 2013	Application Deadline (<i>cutoff date</i>)
April 7, 2013	Lottery Date (<i>random selection</i>)
April 11, 2013	Notification of Parents
May 5 th & 19 th	Open House
July 7, 2013	Intent to Enroll Deadline
July 21, 2013	Verification of D.C. residency , immunization
August 4 th -15 th	Mandatory Student Orientation
August 21 st & 22 nd	Mandatory Family Orientation
August 27, 2013	First Day of School

4. IMPLEMENTATION OF THE CHARTER

a. Timetable and Tasks for Implementation of Charter:

September-October 2013

- Finalize facility lease
- Assess facility needs: 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 2013

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

December 2013-March 2014

- 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.
- Meet with community organizations and school leaders to explain target student population
- Make presentations to community leaders and groups including shelters, libraries, recreation centers, churches, identified feeder schools

January 2014

- 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 2014

- 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 2014

- 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 2014

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

Curriculum Development May 2013-November 2013

May 2013

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

June 2013

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

July 2013

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

August 2013

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

September 2013

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

November 2013

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

December 2013-February 2014

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

March-April 2014

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

May- June 2014

- Curriculum presentations to as part of marketing strategy

June-July 2014

- Development of Arts Curriculum Connections

July 2014

- Finalization of Professional Development Workshops

August 2014

- Training of Instructional Staff
- Implementation of Curriculum

b. 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.

Technology will play a crucial role in assessing students’ learning on an ongoing basis, and in making this data available to all stakeholders. *One World Public Charter School's* philosophy has three interconnected components that ensure the success of every child;

- By clearly understanding the School's standards and expectations, students become self-reliant, self-directed, self-assessing learners.*
- By thoroughly understanding the data that marks their child's growth and progress, parents assume a greater role in their child's learning.*
- By having access to multifaceted assessment data of student learning, teachers, administrators, and board members develop and monitor school policies and practices in the interests of the students.*

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 meet the needs of decision makers at all levels as we create instructional groupings, determine pacing, and predict proficiency on high stakes tests.

c. 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.

d. 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 Form: See Appendix

E. BUDGET

1. BUDGET NARRATIVE

Our Budget is designed 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. (See Attachment)

2. PRE-OPENING EXPENSES

Projection for this Pre-opening period the Cash Flow Projection for Pre-opening is shown in the Year One Projection in the first column. This loan of \$180,000 is to be received in the beginning of DCPCSB'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.

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. If these goals are not met the percentages will remain and the expenses will be adjusted accordingly thru out every category listed.

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 and meal allowances (which were not used within this budget).

5. CAPITAL BUDGET

The Capital Budget refers to each year the school has to make the investment of computers, furniture, fixtures and supplies, and stretch to reach the needed additional student personnel, ie Guidance Counselor, Licensed Clinical Social Worker and acquiring a long term facility of occupancy, school cafeteria and administrative space. Any additional funds will be allocated to the building fund. We have also included part time Public Relations working 1,560 hours to secure receiving those private grants and donors in the Budget Narrative of the Public Relations salaried position. We will always strive to become the “Utmost and Best”, to be offered to our students and one of the models within the District of Columbia Charter School of 5th thru 8th grades. We are unique in the programs we will offer including the Arts by our outstanding Executive Director, Principals and Teachers.

6. CASH FLOW PROJECTION FOR YEAR ONE

The Cash Flow projections for the first year are from July thru June of 2014. Also, included as stated prior is the Pre-opening period shown in the first column with a balance of \$8,108 at the year end.

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

1. Résumé (See Attachments)
2. Board member agreement
3. Signed personal statement

Founding Members

Dr. Rickey Payton Résumé BOARD MEMBER AGREEMENT



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

I, Dr. Rickey Payton Snr, 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,
Dr. Rickey Payton Snr
Printed Name

Signature

December 17th, 2013

Date of Acceptanc

SIGNED PERSONAL STATEMENT

I, Dr. Rickey Payton Snr., 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, Md. Urban Nation Academy for the Performing Arts: 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.O. and is 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, Celine 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 an 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 the 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 Snr

Signature

December 17th, 2013

Date of Acceptance

MARTA DEL PILAR LYNCH BOARD MEMBER AGREEMENT



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**

I, Marta del Pilar Lynch, 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,

Marta del Pilar Lynch
Printed Name

Signature

December 17th, 2012
Date of Acceptance

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, Yvonne Mandley, Dr. Kimberley Yates, and myself came together and decided to submit a charter application to the Public Charter School Board for the March 1st, 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 Head of School 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

YVONNE MANDLEY BOARD MEMBER AGREEMENT



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

I, Yvonne Mandley, 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,

Yvonne Mandley
Printed Name

Signature

January 29th, 2013
Date of Acceptance

SIGNED PERSONAL STATEMENT

I, Yvonne Mandley, am writing this personal statement as a founding member of One World Public Charter School. The founding members Dr. Rickey Payton, Marta del Pilar Lynch, Dr. Kimberley Yates, and myself came together and decided to submit a charter application to the Public Charter School Board for the March 1st, 2013 submission. I have known Dr. Ricky Payton for countless years as I was the accountant for the Urban Nation Performing Arts Academy.

I am a native of Washington, D. C., and I also have a long standing history working with Charter schools in Washington DC, I am strong proponent of community outreach, to people of diverse backgrounds, as well as families of at-risk youth and special needs. I launched my own public accounting business in Washington in 1981 . I have also worked with nonprofit organizations and Corporations both large and small and active in real estate since 1987. I served on several Non-profit boards as members and on advisory councils and presently working with OSSE (Office of the State Superintendent of Education) Division of Early Childhood Education here in the District of Columbia with Day Care's providing them with their Financials, Audits and Budgets.

My interest in working on the Business Plan of the Charter was based on the mission and philosophy of the school. I highly respect the work of Dr. Rickey Payton and support the direction of this venture. I will provide strong leadership in supervision and hands on experience in both financial and budgeting requirements. As both the Business Manager and Accountant I will be able to utilize my expertise to support the financial direction and integrity of the school. I look forward to working with the leadership of One World Public Charter School and understand the importance of both the academic performance of the school as well as financial soundness.

Yvonne Mandley

Signature

January 29th, 2013

Date of Acceptance

DR. KIMBERLEY A YATES BOARD MEMBER AGREEMENT



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

I, Dr. Kimberley A Yates, 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,

Kimberley A Yates, PhD

Printed Name

Signature

December 17th, 2012

Date of Acceptance

SIGNED Personal Statement

I, Kimberley A. Yates, am writing this personal statement as a founding member of *One World Public Charter School*. The founding members Dr. Rickey Payton, Marta del Pilar Lynch, Yvonne Mandley, and I came together and decided to submit a charter application to the Public Charter School Board for the March 1st, 2013 submission.

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 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 in the school as the only show 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. Since 2005, I have performed locally and nationally in Atlanta, Richmond, Philadelphia, New York, and Boston. I have also performed internationally in both Toronto and Montreal, Canada. I have taught locally under Contradiction Dance Company in Silver Spring, at the Adinkra Cultural Arts Studio in Mt. Rainier, MD, at The School Without Walls as part of their Saturday Academy, and various workshops primarily with middle and high school students. *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 am inspired by the School'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.

Signature

Date: December 17th, 2012

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).

1. Dr. Rickey Payton, CEO and Founder Urban Nation Academy
 2. Yvonne Mandley, Accountant
 3. Doug Gustason, Finance
 4. Karen Baker, Educator
 5. Morley Kamen, International Artist & Educator
 6. Angela Kessler, Strategic Planner
 7. David Seabrooke, Finance
 8. Dr. Derrick Hawkins, Pastor 19th Street Baptist Church
- Additional Board Members are pending to be in compliance with Board criteria

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 16th Street corridor that has been underserved in terms of middle schools ie our targeted population. The 16th 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 craigslist 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 Ling, and Washington Latin. Based on the Demographic Analysis Form included in Appendix C, the 16th Street NW corridor has only 1 middle school that is a Tier One performing school Washington Latin PCS, which is high demand.

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

Charter School Board of Trustees Job Description³¹

General Responsibilities:

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:

1. Determine the mission and purpose of THB and keep it clearly in focus¹

- 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

2. 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.

3. 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.

4. Ensure effective organizational planning

- Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.

5. 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.

6. 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

³¹ The HighBar Board Smart. Retrieved January 7, 2013, from <http://www.charterschooltools.org/tools/BoardJobDescription.pdf>

7. 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.

8. 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.

9. 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 Expectations³²

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.

³² 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 14th 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 benefit of, or be distributable to any director or 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:

<u>Name</u>	<u>Address</u>
1. Rickey Payton, Sr.	[REDACTED]
2. Marta del Pilar Lynch	[REDACTED]

NINETH: The names and the addresses, including street and number, of the incorporators are as follows:

<u>Name</u>	<u>Address</u>
1. Yvonne Mandley	[REDACTED]
2. Rickey Payton, Sr.	[REDACTED]

IN WITNESS WHEREOF, the undersigned subscribed these Articles of Incorporation this ____ day of January 2013.

DISTRICT OF COLUMBIA

I, _____, a notary public, hereby certify that on the ____ day of January 2013, the witnesses appeared before me, who being sworn, declared that he/she signed the foregoing document as incorporator, and that the statements there contained are true.

Notary Public

My commission expires:

CORPORATE DOCUMENTS INDEX

ONE WORLD PUBLIC CHARTER SCHOOL

1. Certificate of Reservation
2. Certificate of Incorporation
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ONE WORLD PUBLIC CHARTER SCHOOL
MISSION STATEMENT
JANUARY 2013

The **Mission of ONE WORLD PUBLIC CHARTER SCHOOL** is to develop critical thinkers who address global social economic, and environmental condition on an international platform via artistic expression and rigorous academic discourse. The structure of the school will service 5th through 8th grades and will be located in Northwest DC, but will service all Wards in Washington, DC. The School will offer an extended day and year program to implement individualized learning programs that incorporate a multiple intelligence framework. In addition to DCPS Standards and the movement toward Common Core Standards social-emotional, artistic and oral expression skills will be developed to inform instructional practices to ensure high academic performance.

The mission of One World Public Charter 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

By-laws

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.

ARTICLE 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.

Section 3.09. Annual Meeting. As annual meeting of the Board for the transaction of such business as may properly come before the Corporation shall be held each year at a time and place fixed by the Board.

Section. 3.11. Place and Time of Meetings. Meetings of the Board may be held at such place, either in or out of the District of Columbia, and at such hour as may be fixed in the notice of the meeting.

Section. 3.12. Notice of Annual and Special Meetings. Written or printed notice of each meeting shall be given by the Corporation and shall state the place, day, and hour of the meeting. Notice of a special meeting shall state the purpose or purposes for which the meeting is called. Such notice of any meeting shall be given to each Board member. The notice shall be given either personally or by mail, telephone, or facsimile by or at the direction of the President, the Secretary, or by the persons calling the meeting. Notice shall be provided not less than ten (10) nor more than fifty (50) days before the date of the meeting. If notice is mailed, such notice shall be deemed to be delivered when deposited in the United States mail, addressed to the Board member at the address as it appears in the records of Corporation, with postage thereon prepaid.

Section.3.13. Waiver of Notice. Notice of any meeting need not be given to any member who: (1) before or after the meeting, signs a waiver of notice; or (2) is present without objection at the meeting.

Section. 3.14. Presiding Officer and Secretary. At any meeting of the Board, if neither the President, nor a Vice President, nor a person designated by the Board to preside at the meeting shall be present, the remaining Board members present shall appoint a presiding officer for the meeting. If the Secretary is not present, the appointee of that person presiding at the meeting shall act as secretary of the meeting.

Section. 3.15. Informal Action by Board Members; Meetings by Conference Telephone. Unless otherwise restricted by the Articles of these Bylaws, any action required or permitted to be taken at a meeting of the Board may be taken without a meeting if all Board members entitled to vote on the Action consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the Board members shall be filed with the minutes of proceedings of the Board.

Unless otherwise required by law or restricted by the Articles of these Bylaws, any or all Board members may participate in a regular or special meeting of the Board by means of telephone conference or similar communications equipment by means of which all persons participating in the meeting may simultaneously hear each other during the meeting. A Board member participating in a meeting by such means is deemed to be present in person at the meeting.

Section. 3.16. Compensation of Board Members. The Corporation may pay compensation in reasonable amounts to Board members for services rendered

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 CERTIFY that the foregoing is a full, true and correct copy of the Bylaws of the Corporation, a corporation formed under the District of Columbia Nonprofit Corporation Act.

Dated: _____ By: _____

Name:

Title: Secretary

ONE WORLD PUBLIC CHARTER SCHOOL CODE OF ETHICS³³

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.

³³ 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 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.

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 in the following capacities:

- **Special Education Coordinator:** will provide direct services for Special Needs students as well as training and crisis intervention for general education students
- **Counselors:** will provide individual, group, and family therapy
- **Leadership Team:** 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, 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.”

J. CURRICULUM SAMPLE

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.
- Build 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.³⁴

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: English Literature, American History, Mathematics, Science, and Writing, Languages: Spanish/Chinese, Health & Wellness, and Test Preparation. The 7th and 8th grade students will take the following courses: World Literature, World History, Mathematics, Science, Writing, Languages; Spanish/Chinese, Health & Wellness. Test Preparation. All 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.

³⁴ About the Standards. Retrieved April 7, 2012, from <http://www.corestandards.org/about-the-standards>

The One World Public Charter School curriculum will:

- Prepare students to meet the city and state's expectations on standardized tests and will focus on helping students become active agents in their learning and community
- Focus on understanding and applying the concept of sustainability to different areas of the world, the community, and students' lives
- Use project based learning to develop literacy across the curriculum
- Focus on character development and self-understanding using reflective writing, focus activities, and student participation in assessment of their own learning and goal setting with the Individualized Learning Plans

Pedagogical Approaches

- Department of Education's core curriculum and focus on literacy and math, including: Intensive balanced literacy instruction, Hands-on, experiential science curriculum, Backward-planned, thematic units
- Real-world learning 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 predominantly evaluated 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

Description of the Common Core standards 5TH-8TH Grades³⁵

5th Grade Mathematics

In Grade 5, instructional time should 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.

³⁵ National Governors Association Center for Best Practices, Council of Chief State School Officers,(2010). Retrieved July 15, 2012, from <http://www.corestandards.org/>.

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 twenty-first 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. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. 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.

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.

6th -12th 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 -12th 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 specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly. The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

Sequence and pacing guide

The Sequence pacing Guide, Curriculum maps, and alignment with Common Core Standards and school’s mission will be developed based on the curriculum timeline. The Curriculum Development process will be conducted from May 2013–November 2013 and implementation, resourcing materials, and the training of staff will occur December 2013–August 2014. The following are deliverables per month in order to complete the curriculum for the school.

May 2013

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

June 2013

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

July 2013

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

August 2013

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

September –October 2013

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

November 2013

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

December 2013-February 2014

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

March-April 2014

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

May- June 2014

- Curriculum presentations to as part of marketing strategy

June 2014

- Development of Arts Curriculum Connections

July 2014

- Finalization of Professional Development Workshops

August 2014

- 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 ³⁶

- Teachers and other adults have high expectations of all pupils and ensure that effective support is given to accelerate the progress of any pupil who is 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

³⁶Cambridge Education. (2009) Effective Classroom observation. Retrieved September 20, 2010, from <http://www.camb-ed.com.au/Home/Courses/ClassroomObservation.aspx>

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

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.³⁷

- **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. As principal, your job would be to lead the process of collecting, transforming, analysing and making inferences from the data

³⁷ Coffins Education Center. . Retrieved September 2, 2012, from <http://www.coffinseducationcenter.com/?tag=student-data>

APPENDIX D FORMS

The following pages contain the forms referenced in the Application Guidelines.

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

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

ONE WORLD PUBLIC CHARTER SCHOOL BUDGET NARRATIVE

<u>Line Item</u>	<u>Narrative Description</u>	<u>Total</u>
Revenue		
# 1.	PCSB Grant	700,000 (1) 180,000 (2)260,000, (3)260,000260,000
# 2.	Private Grants	(1) Private Grant 25,000
# 3.	Private Donors	(3) Private Donors \$5,000 15,000
# 4.	Per Pupil Charter	2012 formula per 100 students 8,770 877,000
# 5.	Federal Entitlement	Average per student \$935 per 100 93,500
# 6.	Facilities Allowance	2012 formula per 100 students \$2,800 280,000
# 7.	City Build Incentive	No obtainable info at this time, low # 2,000
# 8.	Activity Fees	Students Outings, Trips 500
# 9.	Other	None 0
TOTAL REVENUE		1,553,000
Expenses		
Personnel, Salaries and Benefits		
#10.	Arts Director	Ex Director/Development 75%125,000 105,000
#11.	Principal	(1) Principal @95,6% of 90,000 86,000
#12	Vice Principal/SN	Vice Principal @96.5% of 84,000 81,000
#13	Bus Manager/Finan	Bus Manager/Finance @96.5% of 84,000 81,000
#14	Public Relations	PT 1,560 hours @28.00 43,680
#15	Sec/Admin/Registrar	2,080 hours @20.00 41,600
#16	Teacher Salaries	5 Teachers @56,000 2 PT @40,000 360,000
#17	After School Aids	3 Aids @27,000 81,000
#18	Food Service Salaries	3 Food Service @16,640 49,920
#19	Payroll Tax/Benef.	18.5% of Personnel Costs 175,495
SUBTOTALS PERSONNEL COSTS		71.50 % of Total Revenues 1,104,695
DIRECT STUDENT COSTS		
#20	Textbooks/Library	Estimated @50 per 100 Student 5,000
#21	Student Supplies	Supplies @100 per 100 Students 10,000
#22	Media Center	Smart Boards @2,000 per 5 10,000
		Smart Board Projectors 1,000 per 5 5,000
#23	Computers/Mat	Est. @650 per desktop computer 16,250
		& related software 25 computers
#24	Classroom Furnish.	Desk & Chairs @100 per 100 students 10,000
		Classroom Furniture(Desks, Chair, Whiteboards, Bookshelf @650 per 7 teachers 4,550
#25	Student Assess.	Student Assessments Tools @ 2,500 5,000

#26	Music/Art Equipment Equip	Est. Instruments, Piano's, Stands, Sound, CD Players, Music	10,330
#27	Misc. Student Exp	Student Trips @50 per 100 students	5,000
		Events \$30 per 100 student	3,000
		After school Programs, Est @25 per 50	1,250
		Parent Involvement @50 per 100 student	5,000
#28	Discretionary	Principal, Discretionary Fund	2,000
#29	Discretionary	Music Director Discretionary Fund	<u>2,000</u>

SUBTOTALS STUDENT COSTS	6% of Total Revenue	94,380
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OCCUPANY EXPENSES

#30	Rent	6,800 per month for 12 months	81,600
#31	Repairs/Maint	300 per month for 12 months	3,600
#32	Utilities	230 per month not within rent	3,140
#33	Security Guards	(2) Guards 100% @33,280	66,560
#34	Janitorial Supplies	200 per month for 12 months	<u>2,400</u>

TOTAL OCCUPANY EXPENSES	10% of Total Revenue	157,300
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OFFICE/OPERATING EXPENSES

#35	Office Supplies	Office costs @500 for 12 months	6,000
#36	Office Equip, Rental	(3) HP Office Jet 8600 Plus Black/Color Copier, Scan, Fax	1,500
#37	IT Technician	Related to server, technology maint.	5,000
#38	Telephone	Telecommunications cost for 12 months	8,000
#39	Printing/Copying	Paper, Ink Cartridges for 12 months	4,305
#40	Legal Fees/Audit	Legal Fees and Yearly Audit	8,000
#41	Payroll Services	Monthly payroll service @300 12 months	3,600
#42	Computer/Software	(2) Desktop Computers @700 (2) HP Printers @400 Finance, Secretary	1,400 800
#43	Postage/Shipping	Postage @60 for 12 months	<u>720</u>

TOTAL OFFICE EXPENSES	2.5% of Total Revenue	39,325
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GENERAL EXPENSES

#44	Insurance	20,835 insurance costs	20,835
#45	Bank Fees	12 months @25	300
#46	Administration Fee	.005 Total Revenue to PSCB \$1,573,000	7,865
#47	Recruitment/Ad	Estimated Advertising @300 per mo	3,600
#48	Food Service	Breakfast @1.80 for 195 for 100 Lunch @2.80 for 195 for 100 students	35,100 54,600
#49	Other General	\$30 fare card, 100 students 10 months	30,000
#50	Miscellaneous	Other Miscellaneous Costs	<u>5,000</u>

TOTAL GENERAL EXPENSES	10% of Total Revenue	157,300
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TOTAL EXPENSES	100% of Total Revenue	<u>1,553,000</u>
EXCESS (OR DEFICIENCY		<u>0</u>

PRE-OPENING REVENUE & EXPENSES
FOR THE PERIOD APRIL 2013-SEPTEMBER 2014 (18 months)

REVENUE

1 PER PUPIL REVENUE	0	
2 PCS GRANT PHASE	180,000	93%
3 PRIVATE REVENUE	<u>15,000</u>	<u>8%</u>

TOTAL INCOME	<u>195,000</u>	<u>100%</u>
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ORDINARY EXPENSES

4 STAFF RELATED EXPENSE	120,900	62%
5 OCCUPANY EXPENSE	19,500	10%
6 EQUIPMENT & SUPPLIES	28,192	15%
7 ADDITIONAL EXPENSES	14,400	8%
8 UNFORESEEN EXPENSES	<u>3,900</u>	<u>2%</u>

TOTAL EXPENSES	<u>186,892</u>	<u>96%</u>
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CASH BALANCE	<u>8,108</u>	<u>4%</u>
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Administrative Fees	50	50	50	50	50	50	50	50	50	50	50	50	50	650
Other General Expenses	300	300	300	300	300	300	300	300	300	300	300	300	300	3,900
6. Total Expenses	13,731	16,881	12,481	13,421	13,717	14,217	13,667	14,467	13,917	14,467	14,917	15,467	15,542	186,892
7. Fund Balance	1,269	164,388	151,907	138,486	124,769	110,552	96,885	82,418	68,501	54,034	39,117	23,650	8,108	
(end of month)														
**The organization will secure a LOC/Bridge financing for start up expenses in the amount of \$180,000 at 8%. Interest is related to LOC. The loan will be repaid when the Federal Enjtitlements are received.														

Five-Year Estimated Budget Worksheet

	Y0	Year 1	Year 2	Year 3	Year 4	Year 5
DESCRIPTION						
Per Pupil Charter Payments	0	1,103,760	2,207,520	3,311,280	3,311,280	3,311,280
Federal Entitlements	180,000	633,500	913,500	933,500	933,500	933,500
Income from Grants and Donations	15,000	25,000	0	0	0	0
Activity Fees	0	500	0	0	0	0
Other Income	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL REVENUES	\$195,000	\$1,762,260	\$3,121,020	\$4,244,780	\$4,244,780	4,244,780
EXPENSES						
Personnel Salaries and Benefits	120,900	1,258,357	2,225,934	3,004,002	3,004,002	3,004,002
Direct Student Costs	35,100	141,381	252,882	343,222	343,222	343,000
Occupancy	19,500	176,726	316,102	429,028	429,028	429,028
Office Expenses	11,700	53,018	94,831	128,708	128,708	128,708
General Expenses	<u>3,900</u>	<u>123,709</u>	<u>156,051</u>	<u>300,320</u>	<u>300,320</u>	<u>300,320</u>
TOTAL EXPENSES	<u>\$191,100</u>	<u>\$1,753,191</u>	<u>\$3,045,800</u>	<u>\$4,205,280</u>	<u>\$4,205,280</u>	4,205,280
	4,000	14,069	75,220	39,500	39,500	39,500
FEDERAL ENTITLEMENTS:						
PCS Grant	180,000	260,000	260,000	0	0	0
Federal Entitlements:	0	93,500	93,500	93,500	93,500	93,500
Facilities Allowance	<u>0</u>	<u>280,000</u>	<u>560,000</u>	<u>840,000</u>	<u>840,000</u>	<u>840,000</u>
	180,000	633,500	913,500	933,500	933,500	933,500

Two-Year Operating Budget Worksheet: Year ONE

ONE WORLD PUBLIC CHARTER SCHOOL Two Year Operating Budget Worksheet

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				Column D
				Expenditures as a Percent of Total Public Funding
	Per Pupil Charter Payments	1,103,760		62%
	Per Pupil Facilities Allowance	280,000		16%
1	Federal Entitlements	93,500		5%
2	Other Government Funding/Grants	260,000		15%
3	Total Public Funding	1,737,260		98%
4	Private Grants and Donations	25,000		2%
5	Activity Fees	500		0%
6	Loans			0
7	Other Income (please describe in footnote)			0
8	Total Non-Public Funding	30,000		2%
9	EMO Management Fee (= line 73, col. G)			0
10				
11				
12	TOTAL REVENUES	\$1,767,260		1,767,260
13				100%
		501(c)3 School Applicant	Education Management Organization	Combined Total
EXPENSES				Expenditures as a Percent of Total Public Funding
14	Personnel Salaries and Benefits			
	Principal/Executive Salary	185,000		11%
	Teachers Salaries	556,546		31%
15	Teacher Aides/Assistance Salaries	80,215		4%
16	Other Education Professionals Salaries	24,000		1%
17	Business/Operations Salaries	72,500		4%
18	Clerical Salaries	46,074		3%
19	Custodial Salaries	20,000		2%
20	Other Staff Salaries	35,000		2%
21	Employee Benefits	188,577		11%
22	Contracted Staff	49,920		3%
23	Staff Development Costs	525		0%
24				
25	Subtotal: Personnel Costs	\$1,258,357		1,258,357
26				72%
27	Direct Student Costs			
28	Textbooks	17,730		1%
29	Student Supplies and Materials	20,500		1%
30	Library and Media Center Materials	15,500		1%
31	Computers and Materials	29,250		2%
32	Other Instructional Equipment	35,110		2%
33	Classroom Furnishings and Supplies	10,000		1%
34	Student Assessment Materials	5,000		0%
35	Contracted Student Services	0		0%
36	Miscellaneous Student Costs	8,291		0%
37				
38	Subtotal: Direct Student Costs	\$141,381		141,381
39				8%
40	Occupancy Expenses			
41	Rent	81,600		5%
42	Mortgage Principal Payments	0		0
43	Mortgage Interest Payments	0		0
44	Building Maintenance and Repairs	18,386		1%
45	Renovation/Leasehold Improvements	54,000		3%
46	Utilities	13,140		1%
47	Janitorial Supplies	2,400		0%
48	Equipment Rental and Maintenance	5,200		0%
49	Contracted Building Services	2,000		0%

Two-Year Operating Budget Worksheet: Year ONE

50				
51	Subtotal: Occupancy Expenses	<u>\$176,726</u>	<u></u>	<u>176,726</u> <u>10%</u>
52				
53	Office Expenses			
54	Office Supplies and Materials	6,000		6,000 0.30%
55	Office Furnishings and Equipment	14,300		14,300 1%
56	Office Equipment Rental and Maintenance	11,500		11,500 0.60%
57	Telephone/Telecommunications	8,000		8,000 0.50%
58	Legal, Accounting and Payroll Services	8,000		8,000 0.50%
59	Printing and Copying	4,305		4,305 0.30%
60	Postage and Shipping	720		720 0%
61	Other	193		193 0%
62				
63	Subtotal: Office Expenses	<u>\$53,018</u>	<u></u>	<u>53,018</u> <u>3.00%</u>
64				
65	General Expenses			
66	Insurance	20,835		20,835 2%
67	Interest Expense	0		0 0%
68	Transportation	2,000		2,000 0%
69	Food Service	89,700		89,700 4%
70	Administration Fee (to PCSB)	8,826		8,826 0.50%
71	EMO Management Fee	0		0 0%
72	Other General Expense	2,348		2,348 0.50%
73				
74	Subtotal: General Expenses	<u>\$123,709</u>	<u></u>	<u>123,709</u> <u>7.00%</u>
75				
76	TOTAL EXPENSES	<u>\$1,753,191</u>	<u></u>	<u>1,753,191</u> <u>100.00%</u>
77				
78	EXCESS (OR DEFICIENCY)			
79				
80	Excess (or deficit) retained by schoc	<u>\$14,069</u>		
	Excess (or deficit) retained by EMC		<u>\$0</u>	
81				
82	ASSUMPTIONS			
	Student Enrollment	<u>100</u>		
	Facility Size (square footage)	<u>***</u>		
	Average Teacher Salary	<u>56,000</u>		
	Student/Teacher Ratio	<u>20</u>		
	Other Major Assumptions	<u></u>		

NOTES:

ONE WORLD PUBLIC CHARTER SCHOOL
Capitol Budget

	DESCRIPTION				BUDGETED AMOUNTS		
					Column A		Column B
					501(c)3	School Ap	Education I
	REVENUES						
		Per Pupil Charter Payments			\$1,103,760		
		Per Pupil Facilities Allowance			\$280,000		
1		Federal Entitlements			\$93,500		
2		Other Government Funding/Grants			\$260,000		
3		Total Public Funding			\$1,737,260		
4		Private Grants and Donations			\$25,000		
5		Activity Fees			\$500		
6		Loans					
7		Other Income (please describe in footnote)					
8		Total Non-Public Funding			\$30,000		
9		EMO Management Fee (= line 73, col. G)					
10							
11							
12		TOTAL REVENUES			\$1,767,260		
1	Assets to be purchased						
2		Textbooks			\$17,730		
3		Student Supplies and Materials			\$20,500		
4		Library and Media Center Materials			\$15,500		
5		Computers and Materials			\$29,250		
6		Other Instructional Equipment			\$35,110		
7		Classroom Furnishings and Supplies			\$10,000		
		TOTAL			\$128,090		

	Column C		Column D		
Manageme	Total Revenues		Expenditures as a Percent		
	by Funding Source		of total Public Funding		
			%		
	\$1,103,760		62		
	\$280,000		16		
	\$93,500		5		
	\$260,000		15		
	\$1,737,260		100		
	\$25,000				
	\$500				
	\$0				
	\$0				
	\$30,000				
	\$0				
	\$1,767,260				
	\$17,730		1%		
	\$20,500		1%		
	\$15,500		1%		
	\$29,250		2%		
	\$35,110		2%		
	\$10,000		1%		
	\$128,090				

theURBANNation

academy for the performing arts

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

Dear Family, Friends, and Supporters of Urban Nation,

February 6, 2013

I hope this letter finds you and your family well. I, Dr. Rickey Payton, Sr., am writing to inform you 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 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.

With the endorsement of the Urban Nation, Inc. Board of Directors, I have begun the process of submitting an application to the DC Public Charter School Board to start One World Public Charter School. The mission of One World Public Charter School is to develop critical thinkers who address global social, economic, and environmental conditions via artistic expression and academic discourse. The structure of the school will service 5th through 8th grades and will be located in Northwest DC but will serve all Wards in Washington, DC.

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

The structure of the school will service 5th through 8th grades and will be located in Northwest DC but will serve all Wards in Washington, DC. We are currently looking for a Board that has a myriad of expertise from: Facilities Management, Fundraising, Accounting, Legal, Strategic Planning, Arts, and Education. We are extending this invitation to you to become a Board Member of One World Public Charter School to serve as a transformation change agent for the future of DC youth. Please sign the attached document confirming your acceptance and attach your resume or cv and email to oneworldpcs@gmail.com. Thank you in advance for serving as a change agent for the future of DC youth!

Sincerely,
Dr. Rickey Payton, Sr.
President & CEO
Urban Nation, Inc.



One World Public Charter School

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

-Erasmus

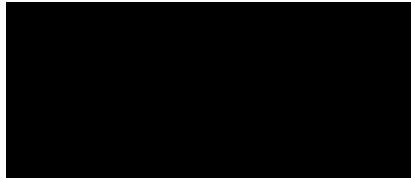
LETTER OF ACCEPTANCE TO SERVE
BOARD OF TRUSTEES,
ONE WORLD PUBLIC CHARTER SCHOOL

I, Karen R. Baker, 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,

Karen Baker

Printed Name



Signature

2/6/13

Date of Acceptance



One World Public Charter School

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

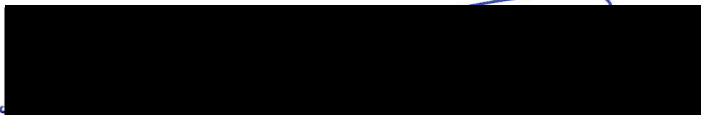
-Erasmus

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

I, David Seabrook, 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,

David Seabrook



Date of Acceptance

PROFESSIONAL HIGHLIGHTS

- Veteran secondary administrator with substantial experience as a change agent and transformational leader.
- Strong advocate for children's rights 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 and accountability oriented professional.

CAREER HISTORY

- 2010-Present **Principal**
Thomas Jefferson Elementary/Middle School, Baltimore City Public Schools, MD
- 2009-2010 **Special Education Coordinator/Crisis Intervention Specialist**
Bladensburg High School, Prince George's County Public Schools, MD
- 2008-2009 **Resident Principal, New Leaders for New Schools**
Fairmont Heights High School, Prince George's County Public Schools, MD
- 2005-2009 **Assistant Principal**
Bethesda-Chevy Chase High School, Montgomery County Public Schools, MD
- 2004-2005 **Student Support Specialist**
Bethesda-Chevy Chase High School, Montgomery County Public Schools, MD
- 1999-2004 **Special Education and Social Studies Teacher**
Seneca Valley High School, Montgomery County Public Schools, MD
- 1998-1999 **Special Education Resource and English Teacher**
Richard Milburn Academy Public Charter School, District of Columbia Public Schools, DC

ORGANIZATIONAL LEADERSHIP

- Principal of PK-8 Elementary/Middle School. Director of instructional program for 530 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 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

- **Achieved 7th highest MSA score increase out of over 100 75 elementary/middle schools.**

- Synthesized student achievement data that resulted record setting sub-group HSA performance gains.
- 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 9th grade.
- **Reduced 9th grade retention rate by 75%.**

STAKEHOLDER ENGAGEMENT

- Cosponsored Maryland State Department of Education Transdisciplinary 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**

PROFESSIONAL DEVELOPMENT

- Completed New Leaders for New Schools Principal Residency Program.
- Completed Montgomery County Public School's Assistant Principal Development Program.
- Completed Research for Better Teaching -"Observing and Analyzing Teaching I and II" courses.

CERTIFICATIONS

2007-2012 Advanced Professional—Administrator II Maryland

2007-2012 Advanced Professional—Administrator I Maryland

2007-2012 Advanced Professional—Special Education: Grades 6-12 Maryland

REFERENCES UPON REQUEST

DAVID SEABROOK

WORK EXPERIENCE

2012-PRSNT VICE PRESIDENT & CHIEF FINANCIAL OFFICER

America Abroad Media, Washington, DC

Goal: To provide leadership for the organization's first A-133 audit; to build a system of accounting that complies with federal regulations; and to partner with and advise the CEO and Board on financial strategy, long-term sustainability, and liquidity.

- Successfully led the organization through its first A-133 audit from engagement to completion, which included recreating and reclassifying most of the transactions occurring during the audit period to align with federal grant regulations; currently leading the organization through its second A-133 audit.
- Improved finance and accounting practices to align field offices in Tunisia and Afghanistan with federal internal control requirements as well as aligned programs aired in Pakistan, Egypt and Turkey, but based in the U.S. and funded by the Department of State, with federal grant financial requirements.
- Authored the organization's first policies and procedures manual, internal control documents, and time and attendance policies to ensure compliance with federal regulations.
- Coach the Founder/CEO and the Board on the non-profit system of accounting and specific implications of restricted and government funding as they relate to the organization's long-term strategy.
- Continue to work with the Founder/CEO, daily, to meet the liquidity challenges posed by relatively large federal and restricted private funding deficits.
- Advise the Founder/CEO on long-term financial viability alternatives, which includes creating several long-term financial models and scenarios, restructuring scenarios, and overall evaluation of the organization's mission and focus, specifically as they relate to financial sustainability.
- Prepared and negotiated the organization's federal indirect cost rate.

2010-2012 CHIEF FINANCIAL OFFICER

Habitat for Humanity of the Chesapeake, Baltimore, MD

Goal: To help the newly merged organization build financial systems; to create and implement sound financial processes and procedures; to create a budget formulation and monitoring framework; to lead the organization through its audit; and to prepare the organization to receive federal awards and undergo subsequent A-133 audits.

- Managed a budget size of \$20 million; recruited and directly managed a staff size of 3; reported directly to the President and Chairman of the Board.
- Led the year-end financial and A-133 audit process, including working with the Finance Committee of the Board of Directors on auditor selection, creation of audit schedules and reconciliations, confirmations and preparation of financial statements.
- Led the development of the organization's IRS Form 990 by working with internal staff, auditors, and working within QuickBooks.
- Authored policies and procedures to align the organization with OMB Circulars A-110 and A-122 to ensure compliance with over \$5 million in federal grant funding, implemented new expense approval and tracking procedures in each department and executive team, and trained senior managers on federal grant compliance and new processes.

- Implemented systems, within QuickBooks and by upgrading the organization to Microsoft Dynamics, to enable the organization to track revenue and expenses in accordance with federal grant regulations.
- Created the organization's first budget formulation, monitoring and performance dashboard process, including templates, tools, training materials, and financial system integration.
- Prepared monthly interim financial statements and presented them during board and committee meetings for discussion.
- Built and recruited for the organization's first finance and audit committee of the Board and contributed to authoring the charter for the committee.
- Prepared and negotiated the organization's federal indirect cost rate.

2009-2010

CHIEF FINANCIAL OFFICER

Heritage Health & Housing, New York, NY

Goal: To aid in financial and staffing restructuring challenges, federal and state grant compliance challenges, and liquidity challenges faced by the organization.

- Managed a budget size of \$20 million; directly managed a staff size of 9, including accounting, budgeting, payroll, and human resources; reported to the Treasurer and to the Chief Executive Officer.
- Immediately took control of the A-133 audit process to ensure timely completion and preparation of financial statements, schedules, confirmations and work papers.
- Promptly built systems, processes, and policies to bring the organization into financial compliance with federal, state, and city grant regulations.
- Retooled and retrained staff on grant management and proper fund accounting procedures; authored policies and procedures manual in accordance with OMB Circulars A-110 and A-122.
- Managed grant financial compliance and reporting for federal DHHS, HUD, Medicare, and Medicaid programs; attended national training sessions on healthcare financial management.
- Prepared management dashboards and interim financial reports; presented reports to the board at each monthly meeting.

2007-2009

AGENCY FISCAL OFFICER

Department of Housing and Community Development, Washington, DC

Goal: To restructure the agency's accounting, finance and budgeting staff; to ensure the agency complied with all federal grant financial regulations; to attempt to reconcile financial system discrepancies related to the immense amount of federal awards received.

- Served as the agency's Chief Financial Officer; managed a budget size of \$160 million; directly managed a staff size of 7; reported to the Associate Chief Financial Officer of a cluster of economic development agencies within the District of Columbia.
- Responsible for financial compliance of federal HUD grants awarded to the District and managed by DHCD; including authoring and updating policies and procedures, preparation of indirect cost rate submissions, and federal reporting, audit, and funding processes.
- Prepared periodic financial and management reports for the Office of the Chief Financial Officer of the District, for District Councilmembers, and for the Mayor's office; testified before District Council on the agency's budget and funding matters.
- Researched and located over \$16 million in revenue earned by the District but never drawn down and reimbursed from federal agencies resulting in a direct savings for tax payers.

2005-2007 MANAGING DIRECTOR, FINANCIAL PLANNING & ANALYSIS
Teach For America, Inc., New York, NY (national headquarters)

Goal: To help build financial systems, financial processes, and a finance foundation rapidly enough to keep pace with the organization's explosive program growth.

- Managed a budget size of \$91 million; directly managed a staff of 13, including accounting, grants management, budgeting, and payroll; reported to the Chief Financial Officer.
- Built and recruited the organization's first national budgeting, financial planning and analysis team; created tools, templates, and training materials to train executives and line managers; created 5-year rolling forecasts, updated quarterly and presented to executive leadership and to the board; ensured system integration.
- Researched and implemented financial system upgrades, including payroll system upgrades and integration to the general ledger, automation of staff expense reimbursements, and automation of corporate credit card program.
- Responsible for federal grants financial compliance and compliance with other restricted grant programs.

2003-2005 MBA CANDIDATE

Other experiences, including pre-MBA work, are available upon request

EDUCATION

2005 MBA, FINANCE & SOCIAL ENTERPRISE CONCENTRATION
Columbia Business School & London Business School (International Exchange)

1998 BS, FINANCE
Regents College & Hampton University

SKILLS

FundEZ; Blackbaud Financial Edge; QuickBooks; Serenic Navigator (Microsoft Dynamics); MAS 90; Advanced Microsoft Excel; Intermediate Microsoft Word and PowerPoint; Intermediate PHP and MySQL programming; Intermediate Microsoft Access; Visual Basic; talent acquisition, development, and mentoring; IDIS, PMS, and federal reporting systems; Knowledge of OMB Circulars A-122, A-110, A-133; ADP payroll and HR systems and back-ends; Paychex; advanced understanding of GAAP and accounting best practices; advanced in budget formulation, implementation and reporting; solid communication and presentation skills.

OTHER CURRENT ACTIVITIES & INTERESTS

Financial advisory and audit lead, Brady Center to Prevent Gun Violence; Pro bono financial advisory work for Credit Do, Inc.; Pro bono financial advisory work for Urban Nation Academy for the Performing Arts; Founder of Finpact, Inc., an organization that provides financial training, management, and advice to help non-profit organizations, their leaders, and their boards build financially sustainable institutions; Volunteer ("Cookie Dad"), local Girl Scouts council; Member, Parent Teachers Organization and frequent volunteer at Grace Day School and St. Augustine Catholic Church; Currently rekindling a passion for piano.

Submitted in Confidence. References Available Upon Request.

Douglas Gustafson c.v.

Education: BSc Civil Engineering – University of Washington 1959
MBA - MIT Cambridge Mass. 1961

Work: (a) MIT Fellows in Africa – 1961/63 Sierra Leone Ministry of Development, Freetown; and Investment Company of Nigeria, Lagos

(b) World Bank and IFC (private sector financing affiliate of World Bank) 1964 -2001 (retirement year)

The bulk of my career was spent in IFC. Worked on Asia, Middle East, Southern and then Eastern Europe. Last 10 years I was London-based Director of European Relations and focused on Board seats of about 12 financial or industrial companies where IFC was a key shareholder. I started as an investment officer working on Asia, became a Division Manager, then Deputy Director and then Director of various Departments in the World Bank Group. From 1989 – 1992 I was Director of the Europe Department overseeing all of IFC's work in the former Eastern Bloc Countries that gained independence and became individual members of the IMF, the World Bank and IFC.

From my London assignment – over 10 years - I 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.

(c) Currently Board Chairman of Georgian Regional Development Fund – Tbilisi and a member of the Investment Committee of Darby/Templeton Mezzanine Fund for Central and Southern Europe

Current Volunteer Work – National Cathedral in DC and Urban Nation in Silver Spring

Contact Points. [REDACTED]

Karen R. Baker

DEGREES

Savannah College of Art and Design
Master in Arts in Design Management

August 2013

George Washington University
Master in Tourism Administration / Concentration: Event Management

12/1997

Howard University
Bachelor of Arts / Political Science, Minor Organizational Communications

5/1992

CAREER HIGHLIGHTS

Adjunct Professor

- George Washington University Washington, D.C. 2005 – Present
- Coppin State University Baltimore, MD 2011 – Present
- University of West Indies Trinidad 2008 – 2010

Experiential Marketing Nationally 1997- Present

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

Sponsorship Development Washington, DC 1997 - Present

- Community projects in the areas of education, entertainment, advocacy, and arts & culture.

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 2008 - Present

- Research and Designing/Re-design courses and curriculum for higher education courses – Events, Hospitality, and Tourism.

Memberships: Design Thinking DC, PromaxBDA, and SEGD

Software: Adobe Photoshop and InDesign / Windows Moviemaker

TEACHING

COPPIN STATE UNIVERSITY

01/2011 – present

[Adjunct Faculty – Business of Tourism, Hospitality Management, Entertainment Management and Artist Management]

Designed coursework and syllabus for The Business of Tourism and Hospitality Management courses.

GEORGE WASHINGTON UNIVERSITY

3/2005 – present

[Adjunct Faculty - Event Management, Event Marketing and Event Design Lab]

Conducts advising sessions and Portfolio review sessions for certification. *Redesigned course workbook for Event Coordination and Entertainment Management & Production.* Lectured at University

CENTER CITY PCS

09/2011 – 5/2012

Operations Manager (Consultant) - 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.

TREE OF LIFE PCS

8/2004-11/2005

Retention & Operations - Oversaw recruitment and retention for student enrollment

POTOMAC LIFE HOUSE & ABC PUBLIC CHARTER SCHOOLS

5/2005-5/2007

Recruitment and Marketing – Along with Board, Executive Director and Principal designed and implemented a recruitment and marketing plan for opening of both schools in the District.

THE B.E.L.L. FOUNDATION

08/2001-4/2004

Recruitment & Program Director - Oversaw 3 reading afterschool programs and staff of tutors and certified teachers – school year and summer.

MARKETING PROJECTS

GATEWAY COMMUNITY DEVELOPMENT CORPORATION

11/2012-present

Event and Marketing Consultant - Event production and marketing for events to raise brand awareness, membership and draw economic development to Mt. Rainer, North Brentwood and Brentwood, MD arts and culture.

DEANWOODXDESIGN PROJECT

05/2012-10/2012

Event Consultant - Oversee major events under the arts and cultural temporium project to showcase the Deanwood community for 4 months (June – Oct 2012). Art Place for America and the DC Office of Planning funded this project.

DC COMMISSION ON THE ARTS & HUMANITIES

02/2009-9/2012

Event Producer - Handled all marketing, production and financial administration for The Office of Poet Laureate and DCCA signature events – Dance DC Festival and Poetry Out Loud.

10,000 BOOK BAG GIVEAWAY

04/2008-09/2008

Marketing Manager - Managed the marketing campaign for The 10,000 Book Bag Giveaway, endorsed by Hill Harper of CSI TV Show. *10,00 parents and children attended over 2 locations.*

FRONTLINE MARKETING & PROMOTIONS

08/2001-12/2006

Marketing Manager - 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.*

VIACOM (BET Books & BET Publishing)

05/1998 – 10/2005

Event Marketing Manager - Spearheaded the event division for Heart & Soul, Emerge, BET Weekend magazines and BET Books. *Increased book sales by 18% using national book tours as the vehicle.*

VIACOM Plus

09/2005 – 10/2005

Tour Manager - Managed event 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.*

STATE EDUCATION OFFICE

03/2001 – 08/2001

Marketing Consultant - 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.

PRODUCTION PROJECTS

JOHN COSSETTE PRODUCTIONS

2008, 2009, 2011, 2012

Event Designer - Designed dressing rooms for BET Honors VIPs and celebrities: First Lady Michelle Obama, Jennifer Hudson, Whitney Houston, Gabrielle Union, Stevie Wonder, Aretha Franklin, Queen Latifah, Mariah Carey, Ne-Yo, to name a few.

FAMILIES FIRST

02/2008-03/2008

Event Designer - Designed the 10th annual fundraising dinner in Atlanta, Georgia featuring Victoria Rowell.

SCION (Toyota)

06/2007

Asst. Event Producer - Assisted in creating event design for a Toyota National Sales and Promotion Conference to introduce the brand strategy behind the cultural trends of Scion (included President of Toyota and national Marketing staff).

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

3.95 GPA * Coursework completed

1995 New York University, New York City, NYC

BA African American Studies & Film

3.85 GPA

PROFESSIONAL EXPERIENCE

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 (CXC) 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, ABC Public Charter School

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**

REFERENCES

Kristin Conoboy, Occupational Therapist, Conoboy & Associates - 703.371.7751
Dr. Willa Jones, Psychologist Stokes Community Public Charter - 202.265.7237
Mike Ronan, President and Founder of Potomac Lighthouse Academies - 508.626.0901
Paula Daniel, Director, Bishop Anesty Trinity College East - 868.640.8685
Suzette Julien, Cambridge Consultant & Principal. International School - 868.767.7858

MORLEY KAMEN



For over 20 years I've been using the healing modalities of music, creative writing, yoga and dance release for my workshops and non-violent communication courses with youth. I am 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 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, Dr. Bernice Johnson Reagon, Toshi Reagon, Queen Latifah, Wynton Marsalis, Joan Wasser, Amadou et Mariam, Raul Midón, and Cassandra Wilson to name a few.

Morley has released five full length recordings under the auspices of Sony, Universal, Polydor, Sunny Side Records & independently. www.morleymusic.org

"Morley pushes for peace building through music" - NPR

"Morley embodies modern-day NY femininity in all its multicultural finesse."
-New York Times, Emerging Artist of the Year

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 Charter School

Address [REDACTED]

Name of Contact Person Pilar Lynch

Daytime Telephone [REDACTED] Fax

Email Address

Name of Proposed School One World Charter School

Target Population to be Served Students in grades 5-8

You are invited to provide a one-paragraph description of the public charter school you are interested in establishing.

One World is established to develop critical thinkers who address global , social, economic and environmental conditions via artistic expression and rigorous academic discourse.

Please complete and mail this form to the following address:

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


The form may also be emailed to: dcpublic@dcpubliccharter.com

Assurances Form

(This form must be submitted with the application.)

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

1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(h), D.C. School Reform Act.*
2. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. *See §2204(c)(2), D.C. School Reform Act.*
2. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), D.C. School Reform Act.*
3. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), D.C. School Reform Act.*
4. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), D.C. School Reform Act.*
5. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), D.C. School Reform Act.*
6. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), D.C. School Reform Act.*
7. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
8. Will provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.
9. Will collect, record, and report attendance data using the attendance management reporting software required by the District of Columbia Public Charter School Board.
10. Will collect and report academic and non-academic performance using technology prescribed by the District of Columbia Public Charter School Board.
11. Will submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools.

Signature 	Title <i>Board Member</i>
Applicant Organization <i>One World Charter</i>	Date Submitted <i>2/28/13</i>

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

Remedial Reading and 11th Grade English Teacher

Fall 2011-Present

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 2nd 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 5th 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 4th 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

Graded student work, conducted smaller seminar discussions, and consulted with students within framework of syllabus set by professor; responsible for two sections of 8-17 students each

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)

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

University of Kansas SIM Training

October 2011

San Francisco State University, SF, CA

Klingenstein Summer Institute, Teacher's College, Columbia University

Jul 14–29, 2002

Lawrenceville, NJ

International Baccalaureate Teacher Training

July 2002

United Nations International School, New York, NY

Quaker Values and Education Conference

Oct 2001

Pendle Hill, PA

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