

Charter Amendment Application Checklist

Prior to submitting a charter amendment application to PCSB, please be sure you have done the following:

- ☒ The school has already obtained approval from its board to pursue the amendment(s) requested in this application.
- ☒ The school has notified the local ANC in the appropriate ward(s) about the proposed charter amendment(s).
- ☒ The following parts of the charter amendment application have been completed in their entirety:
 - ☒ Part I: General Information (**all applicants**)
 - ☒ Section A-K (complete all sections that apply)*
- ☒ A copy of the charter agreement amendment template has been reviewed and revised (if applicable) and attached to the amendment application.
- ☒ **If applicable**, all attachments (i.e., enrollment matrix, budget, etc.) have been attached to the application prior to submission.

*A school may apply for multiple amendments in a single application.

For questions, please contact DC Public Charter School Board ("PCSB") at (202) 328-2660.

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Amendment Application

Rationale

According to the School Reform Act (SRA) §38-1802.04(c)(10):

Charter revision.--A public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter. The provisions of § 38-1802.03 shall apply to such a petition in the same manner as such provisions apply to a petition to establish a public charter school.

Directions

A school may amend its charter by completing the appropriate questions in this charter amendment petition template. All of the amendments, except for changing the articles of incorporation or bylaws, require a public hearing and all of the amendments are subject to the DC Public Charter School Board's (PCSB) approval. Please note that some amendments must be submitted before a specific due date to be implemented for the following school year. (*Please check the website often for due dates and changes to the templates or Guidelines.*)

Submission Process

- I. Based on the specific charter amendment(s) the school would like PCSB to consider for approval, applicants must complete Part I **and** the appropriate Section(s) enclosed in this application and submit to LQuinn@dcpsb.org.
- II. Provide written and electronic notification, to the appropriate Advisory Neighborhood Commission ("ANC") for the proposed charter amendment(s) at the same time you submit an application to PCSB for approval.
- III. PCSB will hold a public hearing during its monthly board meeting within 45 days of submission and will publicize the date to the appropriate ANC. The school's board chair is encouraged to be present.
- IV. The PCSB Board will vote on the proposed charter agreement amendment within 45 days of the public hearing, typically at a regularly scheduled board meeting. The school's board chair is encouraged to be present in order to execute the new agreement. If the board chair cannot be present, the charter agreement amendment should be previously signed and submitted to PCSB.

Types of Charter Amendments

The following list describes the types of amendments to a charter agreement that must meet Board approval:

- | | |
|-------------------|---|
| Section A. | <u>Changes to the: Mission or Education Philosophy</u> |
| Section B. | <u>Goals and Academic Achievement Expectations</u> |
| Section C. | <u>Grade Levels to be Served</u> |
| Section D. | <u>Governance Structure</u> (Including, but not limited to, hiring and dismissal of management companies) |
| Section E. | <u>Enrollment Ceiling</u> (Please review the <u>criteria</u> for this type of amendment before applying.) |
| Section F. | <u>Articles of Incorporation or Bylaws</u> |
| Section G. | <u>Replication/Operation of additional campus(es)*</u> (with no changes to grade configurations) |
| Section H. | <u>LEA Status for Special Education</u> |
| Section I. | <u>Voluntary Closure of a Campus or Grade Level(s)</u> |
| Section J. | <u>Campus location</u> |

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Section K. Curriculum, standards, or assessments

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Part I: General Information

All applicants must complete this section

SUBMITTED BY: Ms. Nicholette Smith-Bligen – Potomac Preparatory Public Charter School

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

- ☒ *Changes to the:* Mission or Education Philosophy
- ☒ Goals and Academic Achievement Expectations
- ☐ Grade Levels to be Served
- ☐ Governance Structure
(e.g., hiring/dismissal of management companies)
- ☒ Enrollment Ceiling
- ☐ Articles of Incorporation or Bylaws
- ☐ Replication/Operation of additional campus(es)* *(w/ no changes to grade configurations)
- ☐ LEA Status for Special Education
- ☐ Voluntary Closure of a Campus or Grade Level(s)
- ☐ Campus location (Part D1)
- ☒ Curriculum, standards, or assessments (Part D2)

DATE: March 16, 2015

PROPOSAL

Potomac Preparatory Public Charter School (PPPCS) submits to the DC Public Charter School Board (“PCSB”) this petition to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on 2015

1. What specifically is the school requesting to change? Please describe any planning that is already underway to prepare for the proposed change(s).
Potomac Prep is requesting to change its mission from “Students at the Potomac Lighthouse Public Charter School will acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers. Students will realize this mission through a curriculum that infuses fine and performing arts into a rigorous core contents.” Potomac Prep’s new mission is to prepare scholars for college and 21st century careers through powerful learning opportunities in a personalized and professional environment.

In September 2014, the principal convened a task force to review the curriculum, student outcome data, and school resources. Teams of teachers conducted research, surveyed parents, and surveyed students to identify educational opportunities. By October 2014, stakeholders had identified college career readiness as its most important priority! Therefore, Potomac is requesting to amend its mission.

Our educational philosophy/vision will embrace Science, Technology, Art and Math activities that are aligned to the common core standards.

We believe that in order to prepare students for the 21st century our educational philosophy/vision will reflect a PK-8 continuum grounded by a STEAM curriculum .To prepare for the proposed changes several teachers have already become certified teachers in the project lead the way curriculum, and are qualified to conduct building level training. They will also train parents and other stakeholders.

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2. How will the amendment(s) selected above support or enhance the school's mission?
The amendment is a change in the schools mission. To prepare scholars for college and 21st century careers Potomac Prep proposes to expose scholars to rigorous STEAM concentrations that will better prepare them for advance high school and college courses.
3. Has the school's board approved the proposed amendment(s)? If so, on what date? If not, please explain.
The proposed amendment was approved on March 7, 2015.
4. Has the school informed its internal stakeholders (e.g., staff, scholars and parents) of the proposed amendment(s)? If so, how were they notified? Please describe any concerns raised by stakeholders.
Potomac Preparatory Public Charter School informed the ANC of the proposed amendment on February 25, 2015. Our parent liaison spoke with Mr. Edwards (Chairperson) of 5A, and requested to be placed on the agenda for their monthly board meeting.

Our parent liaison made a presentation to the commissioner about the charter amendment. She explained that the charter amendment would consist of changing the school's mission to a "college career focus." In addition, our parent liaison shared the educational philosophy that embraces STEAM components at the different grade levels. Reportedly, the Commissioners were pleased with the changes that have been made since the school changed over from Potomac Lighthouse to Potomac Preparatory Public Charter School. "see attached agenda"

SCHOOL BACKGROUND

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

Overview of School Performance

1. Provide the following information about your school:
- a) Number of years in operation: **10 years**
 - b) Grade levels served: **Preschool- 8th grade**
 - c) Expiration date of the school's charter agreement: **June 2020**
2. Please select the performance indicators below that describe the school's current performance: (Mark all that apply)
- ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC or Adult PMF.
 - ☒ School is not currently under corrective action
 - ☒ School has been in operation for 3+ years
 - ☐ Has historically met enrollment projections w/in 80% of target.
 - ☒ School is properly accredited.
 - ☐ School has been in operation 3+ years.

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Section A. Charter Amendment – Mission or Educational Philosophy/Vision

***ONLY complete this section if applying to amend Mission/Educational Philosophy.**

1. Explain the school's rationale for amending its mission or educational philosophy/vision.

Potomac Prep's new **mission** is to prepare scholars for college and 21st century careers through powerful learning opportunities in a personalized and professional environment.

Our **vision** is that all of our scholars will be ready for college, develop critical thinking skills, and be equipped to reach their personal and professional goals. To that end, we implement a rigorous curriculum that emphasizes inquiry, creativity, and critical thinking skill-development through science, technology, engineering, art, and mathematics (STEAM).

The goal of STEAM is to increase literacy for all scholars, expand the interest of minority and female scholars in STEAM disciplines and expand the number of scholars that pursue advanced degrees and careers in STEAM fields.

The Department of Labor recently listed the ten most wanted employees, and 8 of those 10 were in STEAM fields. STEAM positions are growing at almost double the rate of non-STEAM positions, and Potomac Prep wants our scholars to be prepared for the 21st century job market. STEAM positions are not only dominating the job market in terms of demand, but in salary as well, and we want to prepare our scholars for a financially rewarding career.

STEAM fields are desperately seeking diversity; therefore, many STEAM educational programs and college scholarships are targeting minorities. Minority scholars that begin STEAM programs in primary education are more likely to continue STEAM concentrations and degrees in college. Because of the early exposure to science education, they are more likely to be successful in earning these degrees.

STEAM also integrates Common Core State Standards across many disciplines including ELA and math, and is also aligned to Next Generation Science Standards. The CCSS for ELA require scholars to read nonfiction texts, and STEAM texts are nonfiction, informational and/or procedural. Common Core is designed to make scholar's college and career ready, and STEAM's program goals are the exact same, both working hand in hand.

2. How will the new mission or educational philosophy/vision impact the school's existing curriculum?

The new concentration on STEAM will enhance the school's current curriculum by adding additional arts infusion through Project Lead the Way (PLTW) in grades Pre K- 5 and by utilizing PLTW in grades 6-8 to add additional science, technology, engineering and math concentrations. Both programs emphasize literacy, student led thinking, and 21st century learning.

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Grades Pre K- 5 will utilize Launch in PLTW for STEAM which will allow scholars the opportunity to design and create various projects as a part of their extended learning. Scholars will learn about planning, sketch and design using basic methods and also using technology such as design and engineering applications. These processes will then be followed by actually creating their models and testing these models for durability, usefulness and improvements.

For STEAM in grades 6-8, Gateway for PLTW gives scholars the opportunity to explore and discover that there is more than one way to reach a solution. Scholars are introduced to engineering and biomedical science curriculum. The STEAM curriculum will allow scholars to use technology to complete activities, projects and solve real world based problems. Modules in the Gateway program will also culminate with an actual scholar build model as a representation of learning.

- 3. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.**

Potomac Preparatory Public Charter School informed the ANC of the proposed amendment on February 25, 2015. Our parent liaison spoke with Mr. Edwards (Chairperson) of 5A, who confirmed that our school would be placed on the agenda for their monthly board meeting.

Our parent liaison made a presentation to the commissioner about the charter amendment. She explained that the charter amendment would consist of changing the school's mission to a "college career focus." In addition, she also shared the educational philosophy that embraces STEAM components at the different grade levels.

Reportedly, the Commissioners were pleased with the changes that have been made since the school changed over from Potomac Lighthouse to Potomac Preparatory Public Charter School. "see attached agenda"

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Section B. Charter Amendment - Goals and Academic Achievement Expectations

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

1. Explain the school's rationale for amending its goals and academic expectations.

During its December 2014 Board meeting, PCSB voted not to revoke Potomac Preparatory Public Charter School's charter, rather than continue with the revocation proceedings initiated at the November 2014 Board meeting. PCSB staff recommended that the school's charter be continued with "strict conditions for rapid improvement over the next three years "(Approval for Charter Continuance Memo, Potomac Preparatory Public Charter School – 10-Year Charter Review, December 2014).

These new conditions include specific performance targets over the next three years. To maintain consistency between these conditions and the school's charter goals accountability, Potomac Preparatory Public Charter School has decided to adopt the targets as goals for school years 2014-15, 15-16, and 16-17, and to adopt the Performance Management Framework as goals for school years 2017-18 and 2018-19.

2. How will the new goals impact the school's existing curriculum?

Over the years, Potomac has emphasized an arts-infused curriculum in order to equip scholars to meet the rigorous demands of state assessments. In our existing curriculum, art has a dual purpose: it is used as a tool to help scholars understand content, and it is a mechanism through which teachers are able to gauge student mastery of content. Our new goals require us to extend our reach with our curricular focus in order to ensure that scholars are well-prepared to meet the high performance benchmark goals on PARCC and NWEA assessments as well as develop the critical thinking skills needed to thrive in the 21st century. Our new goals and focus on STEAM pushes the rigor of our current curriculum and will position our scholars to make incredible academic gains.

3. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

At the school's ten year review. PCSB determined that the school "failed to meet the vast majority of its goals" (Approval for Charter Continuance Memo, Potomac Preparatory Public Charter School – 10-Year Charter Review, December 2014). The school's PMF scores from school year 2010-11 to 2012-13 decreased markedly from a 54.6% in 2011, 49.3% in 2012, and 34.3% in 2013. The school experienced a very slight increase on the 2014 PMF with a score of 35.3%.

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However, subsequent to the November 2014 vote to start revocation proceedings, many PCSB staff and board members visited the school to gather evidence as to aspects of the school that have materially improved from the previous year. A public hearing held on December 10, 2014 provided further evidence that “the turnaround promised by the school is more than a written plan but is underway” (Approval for Charter Continuance Memo, Potomac Preparatory Public Charter School – 10-Year Charter Review, December 2014).

4. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment. (If not applicable, please write *N/A*)

The school has adopted the specific targets with assessments from the PCSB staff’s recommended conditions for charter continuance. The school will administer the assessments noted in the conditions and both the school and PCSB will monitor progress towards these on a yearly basis. These goals and their associated measurement tools are outlined in Appendix A.

5. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

Potomac Preparatory Public Charter School informed the ANC of the proposed amendment on February 25, 2015. Our parent liaison spoke with Mr. Edwards (Chairperson) of 5A, who confirmed that our school would be placed on the agenda for their monthly board meeting.

Our parent liaison made a presentation to the commissioner about the charter amendment. She explained that the charter amendment would consist of changing the school’s mission to a “college career focus.” In addition, she also shared the educational philosophy that embraces STEAM components at the different grade levels.

Reportedly, the Commissioners were pleased with the changes that have been made since the school changed over from Potomac Lighthouse to Potomac Preparatory Public Charter School. “see attached agenda”

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Section C. Charter Amendment – Grade Levels to be Served

***ONLY complete this section if applying to amend Grade Levels to be Served.**

1. Explain the school’s rationale for amending its grade levels to be served.

Click here to enter text.

2. If proposing a reconfiguration of grades, summarize the school’s enrollment history for the previous five years:

(a) The school’s current enrollment: **Click here to enter text.**

(b) The school’s current enrollment ceiling: **Click here to enter text.**

(c) The school’s reenrollment rates: **Click here to enter text.**

(d) The number of scholars on the school’s waiting list each year: **Click here to enter text.**

3. Summarize the school’s academic performance history, including PMF scores and/or accountability plan results for the past three years.

Click here to enter text.

4. How will the proposed change impact the school’s operations and finances? Provide a proposed 2-year budget, and a 5-year budget, along with narrative to explain the anticipated impact of this change.

Click here to enter text.

5. Has the school informed stakeholders (including the ANC, staff and parents) of the proposed amendment? If so, how were stakeholders notified? Please describe any concerns raised by stakeholders.

Click here to enter text.

6. Please complete the following enrollment matrix*.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

Enrollment Matrix – All Campuses

	Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	<i>Continue until year of max enrollment</i>
	Current	Projected	Projected	Projected	Projected	Projected	

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LEA Total							
Projected % - SPED							
Projected % - ELL							
# Campuses*							

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Section D.

Charter Amendment – Governance Structure

(Including, but not limited to, hiring and dismissal of management companies)

***ONLY complete this section if applying to amend Governance Structure.**

1. Explain the school’s rationale for amending its governance structure.

Click here to enter text.

2. How will the proposed change impact the school’s operations and finances? Provide a proposed budget and budget narrative.

Click here to enter text.

3. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

Click here to enter text.

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Section E. Charter Amendment – Enrollment Ceiling Increase

***ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

**** Before completing this application, please be sure the school meets the following criteria. ****

1. Explain the school's rationale for proposing to increase its student enrollment.
See attachment prepared Ms. Lytton
2. Summarize the school's enrollment history for the previous five years, including
 - a. What is the school's current enrollment? **425**
 - b. What is the school's current enrollment ceiling? **380**
 - c. What are the school's reenrollment rates for the past five school years? The 2013-2014 re-enrollment rate was between 68.9 %. This may have been due to the separation from the CMO. Rates prior to this time cannot be determined by the school. Previous re-enrollment rates are not available
 - d. How many scholars are currently on the on the school's waiting list? **N/A**
 - e. How many scholars were on the school's waiting list last year? **N/A**
3. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.

At the school's ten year review. PCSB determined that the school "failed to meet the vast majority of its goals" (Approval for Charter Continuance Memo, Potomac Preparatory Public Charter School – 10-Year Charter Review, December 2014). The school's PMF scores from school year 2010-11 to 2012-13 decreased markedly from a 54.6% in 2011, 49.3% in 2012, and 34.3% in 2013. The school experienced a very slight increase on the 2014 PMF with a score of 35.3%.

4. How will the proposed enrollment increase impact the school's operations and finances? Provide a proposed budget and budget narrative on a separate sheet.
"Refer to attachment"
5. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?
The proposed enrollment ceiling will not exceed the maximum occupancy load detailed in the school's certificate of occupancy.
4. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

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On February 25, 2015, the parent liaison spoke at ANC Commission monthly meeting and shared our school current enrollment rate (421), MySchoolDC applicants (200) and waitlist. No concerns were raised.

5. Please complete the following enrollment matrix*.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

Enrollment Matrix – All Campuses

	Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	<i>Continue until year of max enrollment</i>
	Current	Projected	Projected	Projected	Projected	Projected	
LEA Total	425	425	425	425	425	425	
Projected % - SPED	13	13	13	13	13	13	
Projected % - ELL	1	1	1	1	1	1	
# Campuses*	1	1	1	1	1	1	

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Section F. Charter Amendment – Articles of Incorporation or Bylaws

***ONLY complete this section if applying to amend Articles of Incorporation or Bylaws.**

1. Explain the school's rationale for amending its articles of incorporation or bylaws.

Click here to enter text.

2. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

Click here to enter text.

3. On separate sheet, please provide a copy of the amended bylaws or articles of incorporation.

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Section G. Charter Amendment – Replication/Operation of Additional Campus(es)*

*(with no changes to grades configuration)

****ONLY complete this section if applying to Replicate/Operate in Additional Campus(es).**

1. Explain the school's rationale for proposing to replicate or operate in additional campuses.
2. Summarize the school's enrollment history for the previous five years, including
 - a. What is the school's current enrollment? **Click here to enter text.**
 - b. What is the school's current enrollment ceiling? **Click here to enter text.**
 - c. What are the school's reenrollment rates for the past five school years? **Click here to enter text.**
 - d. How many scholars are currently on the on the school's waiting list? **Click here to enter text.**
 - e. How many scholars were on the school's waiting list last year? **Click here to enter text.**
3. Summarize the school's academic performance history, including PMF scores and/or accountability plan results for the past three years.
Click here to enter text.
4. Have you identified a proposed site for this replication? If so, provide the address and the ward in which it is located and provide a general description of how the facility meets your programmatic needs, including occupancy limits.
Click here to enter text.
5. How many traditional and public charter schools within a one-mile radius of the proposed new campus serve scholars in the same grade levels as the proposed campus? How will the proposed new campus impact the number of quality seats offered in that community?
Click here to enter text.
6. How will the proposed enrollment increase impact the school's operations and finances? Provide a proposed budget and budget narrative on a separate sheet.
Click here to enter text.
7. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.
Click here to enter text.
8. Please complete the following enrollment matrix*.
**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*
***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

Enrollment Matrix – All Campuses

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	Academic Year 2014-15		Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	<i>Continue until year of max enrollment</i>
	Current	Projected	Projected	Projected	Projected	Projected	
LEA Total							
Projected % - SPED							
Projected % - ELL							
# Campuses*							

Section H. Charter Amendment – LEA Status for Special Education

***ONLY complete this section if applying to amend LEA Status for SPED:**

1. Explain the school's rationale for proposing to amend its LEA status for special education.
Click here to enter text.
2. What special education instructional model is currently implemented at the school? Will the school's change of LEA status affect this model? If so, how?
Click here to enter text.
3. Please describe how the school's change of LEA status will affect the school's financial and operational procedures. Provide a proposed budget and budget narrative.
Click here to enter text.
4. Has this proposed change in LEA status been shared with school staff and parents? If so, please describe any concerns that were raised.
Click here to enter text.
5. How many special education scholars does your LEA currently serve? What percentage of your total school population are special education scholars? Please describe your special education population, including their special education levels.
Click here to enter text.
6. How many special education scholars at your school are currently enrolled in private placement? How many special scholars have returned to your school from private placement (and when did they return)?
Click here to enter text.
7. How many of the school's special education scholars have a Hearing Officer Decision (HOD) that is currently being implemented? Of these active HOD's, how many were put in place while the student was attending your LEA? How many were implemented by DCPS?

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Click here to enter text.

- 8.** Describe the school's currently pending litigation regarding special education, as well as litigation that occurred within the past three years.

Click here to enter text.

- 9.** Attach to this notice the school's most recent OSSE on-site monitoring report. If this report details that the school was required to take corrective actions, please note how and when the school implemented from OSSE? (Please attach). Please list corrective actions cited (if any) and the date completed.

Click here to enter text.

- 10.** Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

Click here to enter text.

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Section I. Charter Amendment – Voluntary Closure of a Campus or Grade Level(s)

***ONLY complete this section if applying to Voluntarily Close a Campus or Grade Level.**

1. Explain the school’s rationale for requesting to close its campus(es) or grade levels to be served
Click here to enter text.
 - a. If amending grade levels, which grades will be closed? **Click here to enter text.**
 - b. If amending campus(es), which campus(es) will be closed? **Click here to enter text.**
2. Summarize the school’s enrollment history for the previous five years:
 - (a) The school’s current enrollment: **Click here to enter text.**
 - (b) The school’s current enrollment ceiling: **Click here to enter text.**
 - (c) The school’s reenrollment rates: **Click here to enter text.**
 - (d) The number of scholars on the school’s waiting list each year: **Click here to enter text.**
3. Summarize the school’s academic performance history, including PMF scores and/or accountability plan results for the past three years.
Click here to enter text.
4. How will the proposed change impact the school’s operations and finances? Provide a proposed 2-year budget, and a 5-year budget, along with narrative to explain the anticipated impact of this change.
Click here to enter text.
5. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.
Click here to enter text.
6. Please complete the following enrollment matrix*.
**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*
***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

Enrollment Matrix – All Campuses

	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	<i>Continue until year of max enrollment</i>
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	Current	Projected	Projected	Projected	Projected	Projected	
LEA Total							
Projected % - SPED							
Projected % - ELL							
# Campuses*							

Section J.

Charter Amendment – New Location

***ONLY complete this section if applying to amend Campus Location.**

1. Explain the school's reason for requesting a change in its location of campus(es).
Click here to enter text.
2. If this request is for an additional campus, please describe all funds (including public and private) the school has earmarked for this new campus. (If not applicable, please write *N/A.*)
Click here to enter text.
3. How far away is the new location from the current location of the school? Is the new location in a priority neighborhood? If so, which one?
Click here to enter text.
4. How many traditional and public charter schools in a one-mile radius of the new location serve scholars in the same grade levels? Describe how the academic performance, demographics, and mission of your school compares to schools within a one-mile radius of where you wish to locate..
Click here to enter text.
5. How will the change in location impact the enrollment of scholars who currently attend this campus, and how will you ensure that you will have a high re-enrollment rate? (I.e. how will you ensure that scholars from the existing campus will be able to continue attending your school once the move has occurred?)
Click here to enter text.
6. What community engagement outreach has been done in the local community of the new school location?
Click here to enter text.
7. What student recruitment has been done in the local community of the new school location?
Click here to enter text.
8. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and scholars is less than the total number of staff and scholars that will occupy the facility at any point in the future, explain the steps taken and the timeline in place to address this issue.
Click here to enter text.
9. How will the proposed change impact the school's operations and finances? Provide a proposed 2-year budget, and a 5-year budget, along with narrative to explain the anticipated impact of this change.
Click here to enter text.

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- 10.** Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

Click here to enter text.

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Section K. Charter Amendment – New Curriculum

***ONLY complete this section if applying to amend Curriculum:**

1. Explain the rationale for implementing a new curriculum, as well as why this curriculum was selected.

Historically, our school has struggled to ensure that all scholars have the analytical and critical thinking skills needed to tackle 21st century challenges. When vetting our existing curriculum, school leadership was able to link our scholars' skill gap in this particular area to our need for enhancing our math, science, and technology curriculum. The new curricular focus on STEAM will enhance the school's current curriculum by adding additional arts infusion through Project Lead The Way (PLTW) in grades Pre K- 5 and by utilizing PLTW in grades 6-8 to add additional science, technology, engineering and math concentrations. Both programs emphasize literacy, student led thinking and 21st century learning.

Grades PreK-5 will utilize Launch in PLTW for STEAM which will allow scholars the opportunity to design and create various projects as a part of their extended learning. Scholars will learn about planning, sketch and design using basic methods and also using technology such as design and engineering applications. These processes will then be followed by actually creating their models and testing these models for durability, usefulness and improvements.

For STEAM in grades 6-8, Gateway for PLTW gives scholars the opportunity to explore and discover that there is more than one way to reach a solution. Scholars are introduced to engineering and biomedical science curriculum. The STEAM curriculum will allow scholars to use technology to complete activities, projects and solve real world based problems. Modules in the Gateway program will also culminate with an actual scholar build model as a representation of learning.

2. If your school has multiple campuses, which of them will implement the new curriculum? In what grade levels will the new curriculum be used?

The school does not have multiple campuses. However, STEAM will be used throughout the school: PreK-5th grade focus on Arts infusion; grades 6-8 focus on STEM. PLTW curriculum will bring the Art and STEM components together to create a unique vision.

3. How will the new curriculum benefit teachers and scholars (including special education scholars and English language learners)?

Our focus on STEAM will enhance the overall learning experience for all learners. Many of our scholars have already demonstrated interest in STEAM-focused learning opportunities. The new curricular focus gives scholars the opportunity to develop deep analytical and critical thinking skills that they would need in order to be successful in these related fields. The materials included in this curriculum adaptation will also equip teachers with ideas and resources to ensure that content

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teaching is on target with Common Core State Standards. Scholars will also reach benchmark learning goals consistently over time as they begin to understand the type of thinking needed to be successful. The project-based learning aspect of our STEAM curriculum is also extremely powerful in addressing the diverse learning needs of our exceptional learners. STEAM project-based learning is an excellent way to differentiate instruction in a full inclusion classroom, especially when that class includes scholars of widely different abilities, from the cognitively or developmentally disabled to the gifted children.

4. What professional development will be offered to ensure effective implementation of the new curriculum?

Project Lead the Way (PLTW)

As part of our regular professional development, several teachers visited schools in local districts; participated in the PLTW conference; and conducted research to enhance their work in science, technology, and mathematics. In addition, teachers participated in webinars to ensure readiness training including a series of reading and writing assignment.

PLTW professional development will start with Lead Teacher Training (LTT). The actual LTT will be 2 ½ days of intense training, learning the sequence of modules to be taught, the layout of the curriculum and hands on experience of using applications and building models that the scholars will use/create.

Each teacher will receive a Lead Teacher Training Certificate of Completion and become qualified to conduct Building Level Training for any teacher on campus who will teach a PLTW class. This training will be 8 hours and is similar to the LTT with introduction to modules, planning and hands on experiences.

Once Building Level Training is completed, before teaching a module, teachers must also complete individual online training for the module in order to gain access to the step by step lessons. Professional development will be on-going throughout the year and in the summer.

Center for Educational Improvement Professional Development (CEI)

The CEI will conduct monthly training and provide 2 – 3 hours of observation/walk throughs each quarter. They will also train the school leadership team in the school improvement process.

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The CEI/Potomac Prep plan will include a focus on arts infused education (grades PreK – 5) and the STEAM approach. The specific plan will conform with the timeline that Potomac Preparatory has set aside for professional development.

A few potential professional development sessions include:

- CEI Signature workshop is “Wow! Ed” which is a training session on integrating art, music, and student interests across the curriculum.
- Infusing “fossil making” into a unit on fossils, related to the earth history.
- Infusing movement, art, and drama into units on weather and the Northern Lights.
- Providing hands on engineering experiences with opportunities for students to design and test their inventions using an Ask, Imagine, Plan, Create, and Improve cycle.
- STEAM/engineering lessons could include lessons on rocket making (using a straws and everyday paper), tower building (structural engineering), and other lessons.

5. How will the school evaluate the effectiveness of the new curriculum?

PLTW supports a balanced approach to assessment for all programs, integrating both formative and summative assessments. Through a balanced assessment approach, assessment is an ongoing activity. Scholars demonstrate their knowledge throughout the course by completing activities, projects, and problems using a variety of assessment tools, such as performance rubrics and reflective questioning to deepen and expand their knowledge and skills.

NWEA is a computer-based test designed to gauge the academic growth of a student. The test is adaptive, and changes in real time as the student takes it to make sure the level is accurate. Our school will test all scholars in grades Kindergarten through 8th grade during the 2015-16 school year. We will determine total growth of a scholar by measuring the growth between Spring 2015 to Spring 2016. NWEA tests over three windows in the school year:

- Fall: September 1 – November 30
- Winter: December 1 – February 29
- Spring: March 1 – May 31

Teachers use the results from these tests to help develop targeted instruction to a student. NWEA not only provides an overall score, but measures performances across several domains within a subject. Potomac teachers are able to make individual plans, create flexible groups, and develop whole class strategies based on the information gained from this assessment.

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Starting in March 2016, grades 3-8 at Potomac Preparatory will once again take the PARCC assessment. This is a test given in two parts, the Performance Based Assessment takes place roughly 75% of the way through the school year, and the End of Year Assessment takes place roughly 90% of the way through the school year. This test measures college and career readiness, and at the time of this writing, will rate students on a scale of 1-5 (5 being the highest score possible). This data will be used for school performance, retention decisions, and teacher performance. Students will be notified of their individual performance when the scores are released, which is scheduled to be the summer of 2016.

6. Provide a timeline for implementing the new curriculum.

We will begin to implement the new curriculum model for STEAM in 2015-16. Pre K – 5 grade teachers will use the Launch curriculum (PLTW) which includes numerous learning activities that motivate, intrigue, and engage students through art concepts. Students in grades 6 -8 will be scheduled for core courses such as English and mathematics in addition to PLTW specials. By June 2017, full implementation of the STEAM model will be observed.

7. How will the proposed change impact the school's operations and finances? Provide a proposed budget and budget narrative.

The proposed changes will not impact the schools operations. However, The ipads and computers are a technology lined item. See the budget below

iPads and Computers

- scholars are required to have iPads at a ratio **not to exceed 4 scholars per iPad**. One additional iPad required for the teacher. The ideal recommendation is a 1:1 ratio for iPad student use.
- iPad Apps (available free of charge via iTunes App Store)

Proposed budget for PLTW

<u>Item</u>	<u>Quantity</u>	<u>Price</u>
iPad VGA adapter	1	\$49.00/each
eBooks for teacher iPad (various titles)	5	\$43/total
PLTW VEX IQ Robot Design Kit (used in 5.1 and 5.2)	(student to kit ratio of 2:1, not to exceed 4:1)	\$365/kit

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VEX IQ 3 in Cube Kit (used in 5.2 only)	2	\$39/each
VEX IQ Full Competition Field (used in 5.2 only)	2	\$219/each
5.3 Infection: Detection - Full Kit (includes Durable Kit and Refill Kit)	1	\$225/each
<u>Total</u>	Based on estimate of < 30 scholars and 3:1 ratio	\$4,483

Each year, we will upgrade technology; expand and refine the curriculum as guided by Project Lead the Way; provide professional development and other training opportunities; and align the curriculum with the common core. Each summer teachers will develop units and identify resources from the PLTW materials of instruction inventory. Purchases will be made by the end of July. Materials and resources will be available for teachers during the three week August professional development.

9. Has the school informed external stakeholders (e.g., the ANC) of the proposed amendment? If so, please provide the date. Please describe any concerns raised by external stakeholders.

Potomac Preparatory Public Charter School informed the ANC of the proposed amendment on February 25, 2015. Our parent liaison spoke with Mr. Edwards (Chairperson) of 5A, who confirmed that our school would be placed on the agenda for their monthly board meeting.

Our parent liaison made a presentation to the commissioner about the charter amendment. She explained that the charter amendment would consist of changing the school's mission to a "college career focus." In addition, she also shared the educational philosophy that embraces STEAM components at the different grade levels.

Reportedly, the Commissioners were pleased with the changes that have been made since the school changed over from Potomac Lighthouse to Potomac Preparatory Public Charter School. "see attached agenda"

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