



2012-13 Charter Review Report

Imagine Southeast Public Charter School

January 7, 2013

DC Public Charter School Board
3333 14th St., NW
Washington, DC 20010
www.dcpubliccharter.com

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RECOMMENDATION

PCSB staff recommends Imagine Southeast Public Charter School's charter be revoked based on the school's failure to meet its goals and student academic achievement expectations.

EXECUTIVE SUMMARY

Imagine Southeast PCS is a charter Local Education Agency with one campus that has been operating in the District of Columbia since August 2008. The school has remained on the lower spectrum of Tier 2 since the Performance Management Framework ("PMF") was instituted in 2010-11. In that year, the school scored 35.7% on the PMF; in 2011-12, its PMF score remained essentially unchanged at 35.6%.

Imagine Southeast PCS has failed to meet four of its five goals and academic achievement expectations set forth in its charter agreement and accompanying documents: those regarding reading, mathematics, attendance, and parent satisfaction. Its students' DC-CAS scores have remained consistently below the statewide average, and these scores have not improved significantly since the school's first year in operation. In 2011-12, its average attendance was the lowest of all the Ward 8 elementary and middle schools. Its reenrollment rate has remained below 70%, indicating that parents are not satisfied with the school.

Additionally, Imagine Southeast PCS has been incompliant with several applicable laws since it began operating. This, along with its failure to meet key academic goals and expectations, leads PCSB staff to recommend that Imagine Southeast PCS' charter be revoked.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act (“SRA”) provides that PCSB must review whether a school has met its goals and student academic achievement expectations set forth in its charter at least once every five years. Goals are general aims, which may be categorized as academic, non-academic, or organizational, whereas student academic achievement expectations (“expectations”) are student academic aims measured by assessments. As part of its five-year review, PCSB considers those goals and expectations that the eligible chartering authority approved in a school’s charter agreement, any subsequent charter amendments, and/or Accountability Plans (collectively, the “Charter”).

Imagine Southeast PCS detailed eight goals in its charter application, and this number was reduced to five in a subsequently created Accountability Plan.¹ For the purposes of this review, PCSB analyzed these five goals included in the school’s Accountability Plan. Some of these goals were further refined in 2010 and 2011, when Imagine Southeast PCS set separate early childhood targets.

Imagine Southeast PCS has not met 4 of its 5 goals and academic achievement expectations. The chart below summarizes these determinations, which are detailed in the body of this report.

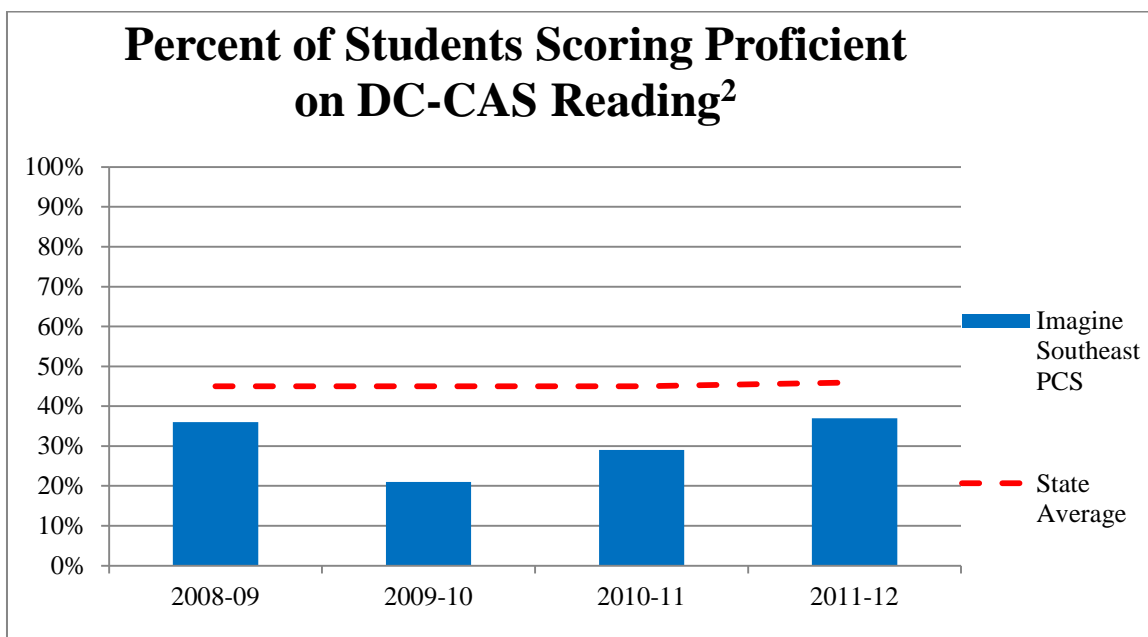
	Goal or Expectation	Met?
1	Students will be strong readers.	No
2	Students will master key concepts related to mathematics and apply them effectively in observing, analyzing, and problem solving.	No
3	Imagine Southeast PCS students will regularly attend school.	No
4	Imagine Southeast PCS will effectively manage negative student behavior.	Yes
5	Parents will indicate high levels of satisfaction with the school’s program.	No

¹ Goals that were removed were in regard to positive student behavior, quality teachers and professional development, and student character development. See Imagine Southeast PCS charter application, attached to this document as Appendix A. See Imagine Southeast PCS 2008-09 Accountability Plan, attached to this document as Appendix B.

1. **Imagine Southeast PCS students will be strong readers.**

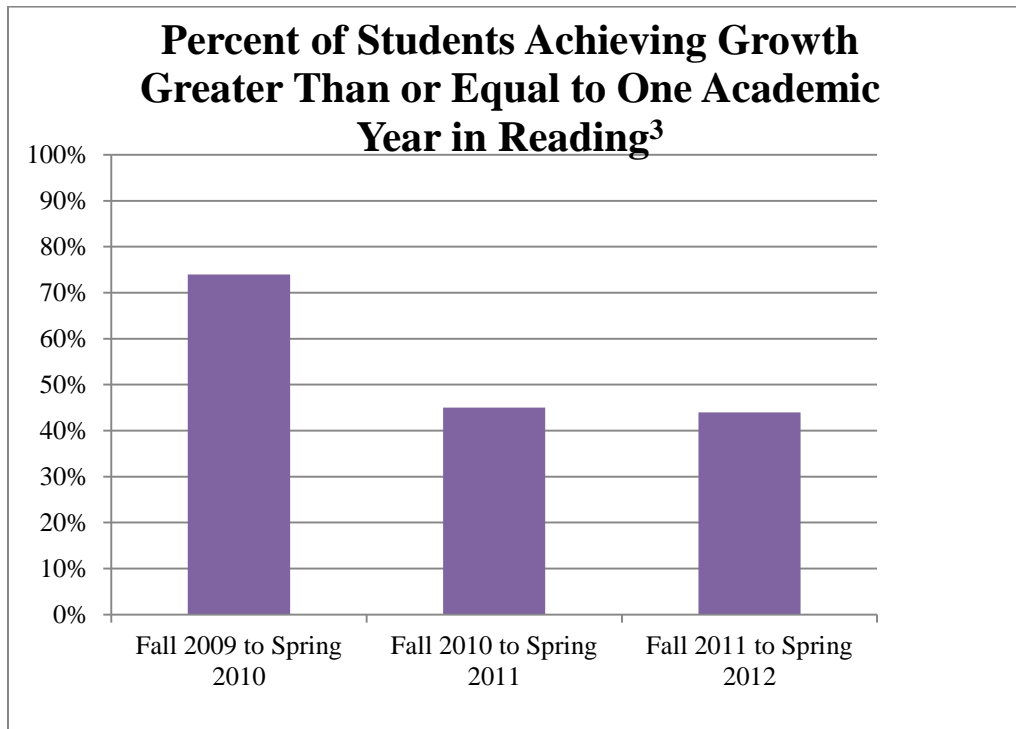
Assessment: **Imagine Southeast PCS has failed to meet this goal.** While the school did meet some of its early childhood reading goals, it has failed to increase the percentage of students testing proficient in reading.

Only 36% of Imagine Southeast PCS students scored proficient in reading in the school's first year in operation. The next year, the proficiency rate dropped by 15%. While the proficiency rate did increase in the following two years, it remains dismally low. Its students reading proficiency rate is consistently 10-20% below the state reading proficiency average.



² Data sourced from www.focusdc.org/data.

Imagine Southeast PCS assesses its students' growth in reading abilities over a course of an academic year using the Stanford-10 assessment. The percentages in the below graph indicate the proportion of students who achieved growth greater than or equal to one academic year in reading. There was a significant drop in growth from the 2009-10 school year to the 2010-11 school year. Only 44% of students achieved at least one academic year of growth in reading from Fall 2011 to Spring 2012.



³ Source for data: www.imagineschools.com/2011/03/imagine-southeast-public-charter-school. This data has not been validated by PCSB.

Early Childhood Reading Targets

In 2010-11, Imagine Southeast PCS began setting specific reading targets for its pre-school and pre-kindergarten students in an Early Childhood Accountability Plan. It has had mixed results in meeting these goals – it met three of the targets and failed to meet two targets.

2010-11 Early Childhood Reading Targets⁴	Target Met?
60% of K-2 students will demonstrate academic progress greater than or equal to the expected growth in reading on the Stanford Achievement Test (“SAT-10”).	No: 31.3% of students scored greater than or equal to the expected level of growth.
60% of K-2 students will score at or above stanine 4 in reading on the SAT-10.	Yes: 71% of students scored at or above stanine 4.
2011-12 Early Childhood Reading Targets⁵	Target Met?
80% of pre-kindergarten-3 students will advance one level or maintain readiness in literacy (print) on the Core Knowledge Preschool Assessment Test (“CK-PAT”).	Yes: 94.1% of students advanced one level or maintained readiness.
80% of pre-kindergarten-4 students will advance one level or maintain readiness in literacy (phonemes) by the spring administration on the CK-PAT.	No: 78% of students maintained readiness.
60% of K-2 students will score at or above stanine 4 in reading on the SAT-10.	Yes: 64.6% of students scored at or above stanine 4.

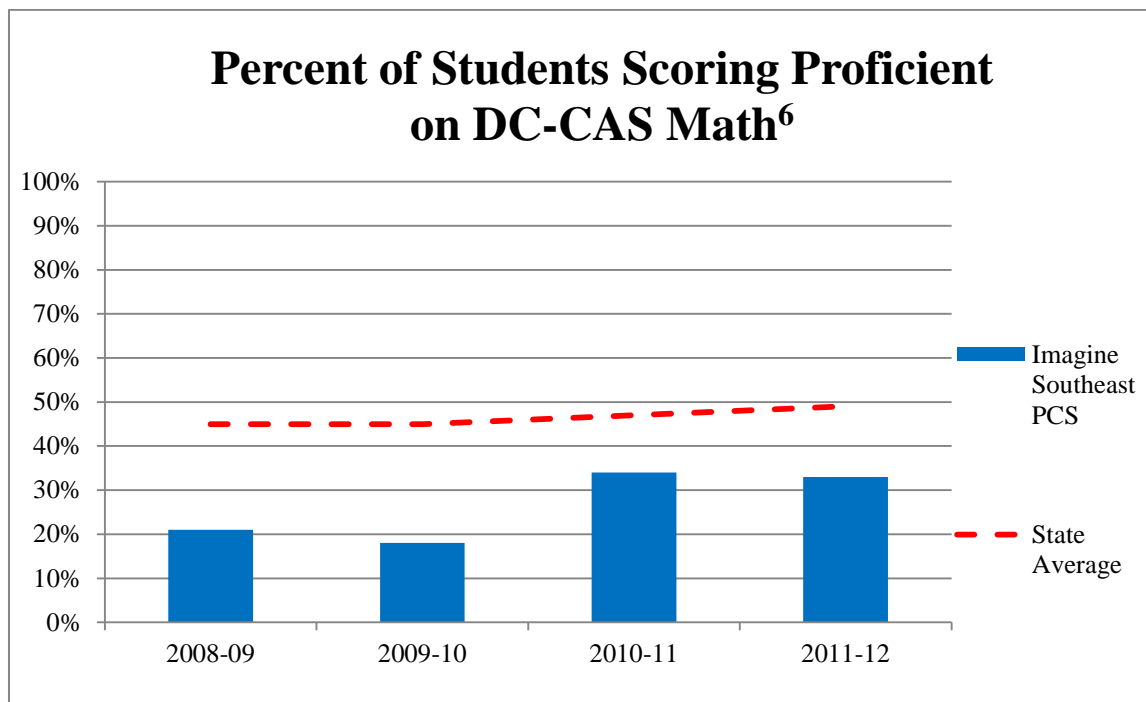
⁴ See Imagine Southeast PCS 2010-11 Accountability Plan Data Verification, attached to this document as Appendix C.

⁵ See Imagine Southeast PCS 2011-12 Early Childhood Accountability Plan, attached to this document as Appendix D.

2. **Imagine Southeast PCS students will master key concepts related to mathematics and apply them effectively in observing, analyzing and problem solving.**

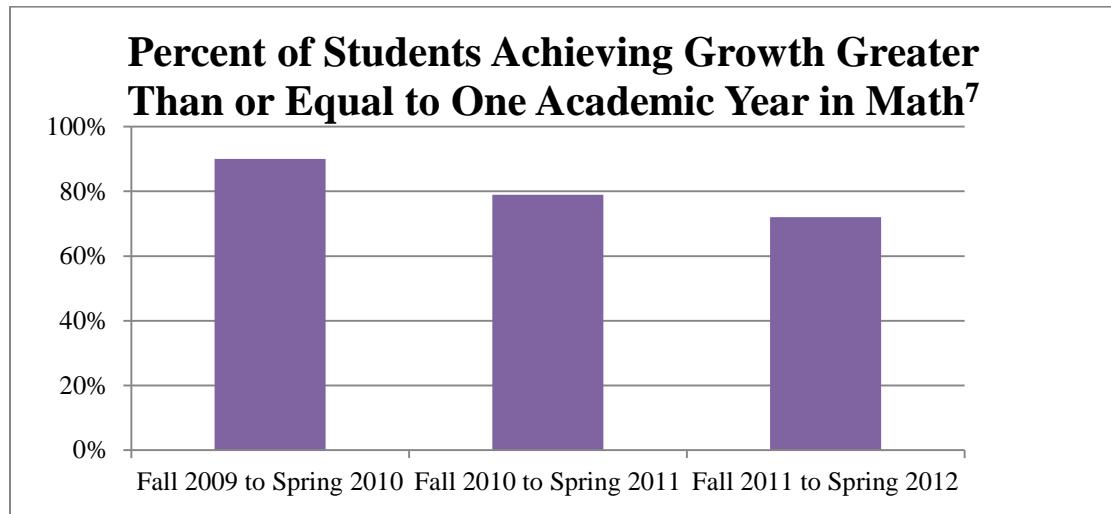
Assessment: **Imagine Southeast PCS has failed to meet this goal.** While the school has met the early childhood targets that it set, it has failed to significantly increase the percentage of its students testing proficient in mathematics.

The percent of Imagine Southeast PCS students scoring proficient on the DC-CAS mathematics section dropped between its first and second year. This rate increased from its second to third year, and then dropped by 1% in 2011-12. Its 2011-12 mathematics proficiency rate remains 16% lower than the state mathematics proficiency average.



⁶ Data sourced from www.focusdc.org/data.

Imagine Southeast PCS showed great promise in 2008-09, with 90% of its students achieving at least one year of growth in math, as measured by the Stanford-10 test. However, that rate has declined every subsequent year.



Early Childhood Mathematics Targets

In 2010-11 and 2011-12, Imagine Southeast PCS set specific mathematics targets for its pre-school and pre-kindergarten students in an Early Childhood Accountability Plan. It has met all of these goals.

2010-11 Early Childhood Math Targets⁸	Target Met?
60% of K-2 students will demonstrate academic progress greater than or equal to the expected growth in mathematics on the Stanford Achievement Test (“SAT-10”).	Yes: 78.8% of students scored greater than or equal to the expected level of growth.
60% of K-2 students will score at or above stanine 4 in mathematics on the SAT-10.	Yes: 73.6% of students scored at or above stanine 4.
2011-12 Early Childhood Math Targets⁹	Target Met?
80% of pre-kindergarten-4 students will advance one level or maintain readiness in math on the Core Knowledge Preschool Assessment Test (“CK-PAT”).	Yes: 91.8% of students advanced one level or maintained readiness.
60% of K-2 students will score at or above stanine 4 in math on the SAT-10.	Yes: 70.9% of students scored at or above stanine 4.

⁷ Source for data: www.imagineschools.com/2011/03/imagine-southeast-public-charter-school. This data has not been validated by PCSB.

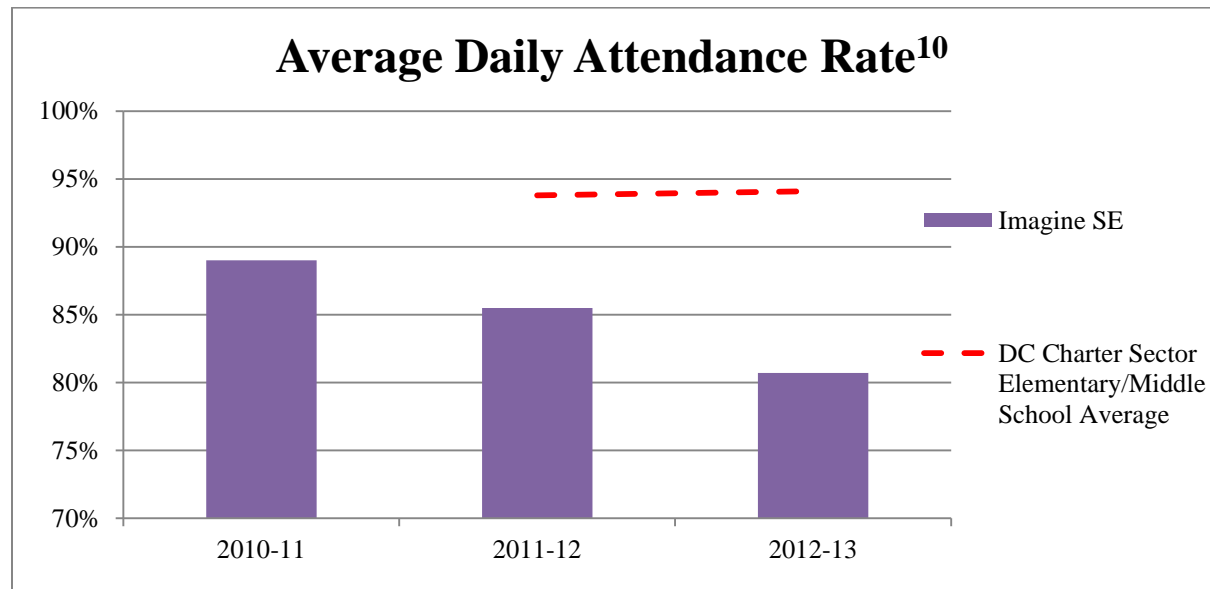
⁸ See Appendix C.

⁹ See Appendix D.

3. Imagine Southeast PCS students will regularly attend school

Assessment: **Imagine Southeast PCS has failed to meet this goal.**

Imagine Southeast PCS' average attendance rate has declined since 2010-11 and is consistently lower than the DC charter sector average attendance rate. In 2011-12, Imagine Southeast PCS had the lowest attendance rate of all Ward 8 elementary and middle schools.¹⁰



Additionally, Imagine Southeast PCS failed to meet its 2011-12 early childhood attendance targets.

2011-12 Early Childhood Attendance Targets ¹²	Target Met?
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	No: these students' average daily attendance was 82%.
On average, K-2 students will attend school 92% of the days.	No; these students' average daily attendance was 84.6%.

¹⁰ See Ward 8 Attendance and Reenrollment Rates, attached to this document as Appendix E.

¹¹ As reported in the PMF.

¹² See Appendix D.

4. **Imagine Southeast PCS will effectively manage negative student behavior.**

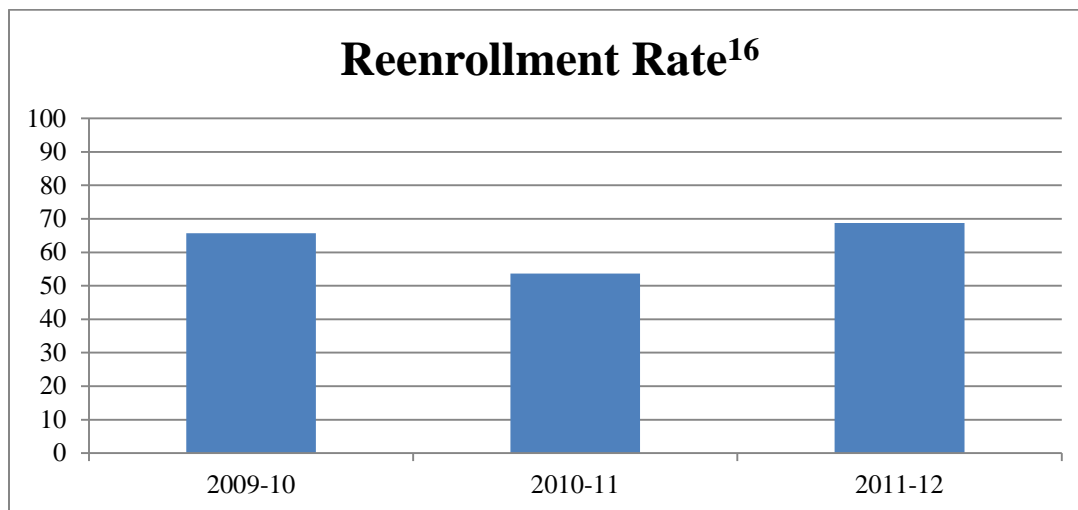
Assessment: Imagine Southeast PCS has met the goal of effectively managing negative student behavior.

In 2009-10 and 2010-11, Imagine-Southeast PCS did not suspend any students for ten or more days, and did not expel any students.¹³ In 2011-12, only 5% of Imagine-Southeast PCS' students were suspended or expelled. This is below the DC charter sector average of 13%.¹⁴ This amounted to 0.1% of instructional days lost, which is also below the DC charter sector average of 0.4%.

5. **Parents will indicate high levels of satisfaction with the school's program.**

Assessment: **Imagine Southeast PCS has not met this goal.**

Imagine Southeast PCS indicated in its Accountability Plan that student reenrollment would be a measure of parent satisfaction. After the school's first year, 65.73% of its students reenrolled; the next year the reenrollment rate decreased to 53.7%. In 2011-12, the school's reenrollment rate increased to 68.8%. Out of the nine charter schools in Ward Eight serving elementary and middle school students, Imagine Southeast PCS had the third lowest reenrollment rate in 2011-12.¹⁵



¹³ http://www.dcpubliccharter.com/data/images/copy%20of%202019-2011_attendance_discipline%20data%209.19.12.pdf.

¹⁴ http://www.dcpubliccharter.com/data/images/copy%20of%20council_attendance_discipline_by_school_09_26_2012.pdf.

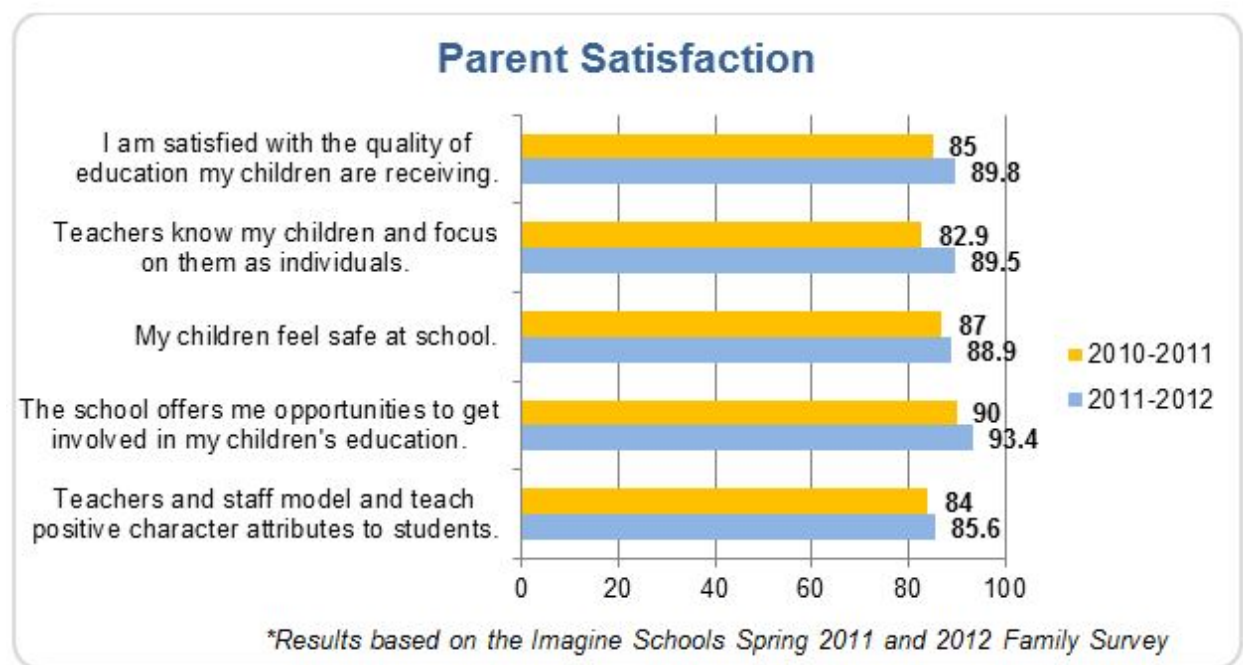
¹⁵ See Appendix E.

¹⁶ The 2009-10 reenrollment rate was sourced from Imagine Southeast PCS' 2009-10 annual report, attached to this document as Appendix F. 2010-11 and 2011-12 dates are sourced from the PMF.

Additionally, Imagine Southeast PCS failed to meet its 2010-11 early childhood reenrollment targets. After failing to meet these targets, it did not set new early childhood reenrollment goals in 2011-12.

2010-11 Early Childhood Reenrollment Targets¹⁷	Target Met?
80% of eligible pre-school and pre-kindergarten students will reenroll.	No. 53% of students reenrolled.
80% of eligible K-2 students will reenroll.	No. 62% of students reenrolled.

However, Imagine Schools, the Education Management Organization that manages Imagine Southeast PCS, details on its website the following positive results of a Parent Satisfaction survey conducted at Imagine Southeast PCS in school years 2010-11 and 2011-12.¹⁸



¹⁷ See Appendix C.

¹⁸ <http://www.imagineschools.com/2011/03/imagine-southeast-public-charter-school/> (accessed December 20, 2012).

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.¹⁹ Several such laws are specifically referenced in the SRA, and PCSB has also monitored schools' compliance with additional laws. The following section identifies these laws and includes a determination of whether Imagine Southeast PCS has consistently complied with these laws over the past five years.

General Laws

Health and Safety

The SRA requires schools to maintain the health and safety of all its students.²⁰ Imagine Southeast PCS violated this SRA provision in 2008-09 when it did not have an emergency response plan in place, and did not conduct an emergency evacuation drill within the first ten days of school, as required by the DC Fire Marshal.²¹

Discipline

PCSB reviews school discipline policies to ensure they afford students due process²² and that parents and students are made aware of these due process safeguards. In Imagine Southeast PCS' 2008-09 compliance review, it was noted that the school had not disseminated its suspension and expulsion policies to students, parents, and staff.²³ In 2011-12, the school's discipline procedures were not found to sufficiently afford its students due process.²⁴ Imagine Southeast PCS' 2012-13 compliance report indicates that the school has cured this deficiency.²⁵

Enrollment and Attendance

The SRA requires schools to conduct a fair and open enrollment process that randomly selects applicants and does not discriminate against students. In 2009-10, Imagine Southeast PCS was

¹⁹ SRA §38-1802.12(c)(2).

²⁰ SRA §38-1802.6(g).

²¹ See Imagine Southeast PCS Compliance Review Report 2008-09, attached to this document as Appendix E.

²² As required by *Goss v. Lopez*, 419 US 565 (1975).

²³ See Imagine Southeast PCS Compliance Review Report 2008-09, attached to this document as Appendix EG.

²⁴ A note is included in the report that "The [Imagine Southeast PCS] [B]oard will develop a due process by the next board meeting." See Imagine Southeast PCS Compliance Review Report 2011-12, attached to this document as Appendix H.

²⁵ See Imagine Southeast PCS Compliance Review Report 2012-13, attached to this document as Appendix I.

found to have not adequately publicly announced its enrollment procedures.²⁶ In 2011-12, it was noted that Imagine Southeast PCS' application "asks for information that is not allowable" and that a lottery cutoff date was not noted.²⁷

Governance

The SRA requires that a school's board of trustees have an odd number of members on it that does not exceed fifteen, of which the majority must be DC residents, and two must be parents.²⁸ In 2008-09, Imagine Southeast PCS' board was found to be out of compliance with this law: there was not an odd number of board members, a majority of the board was not DC residents, and there were not at least 2 parents on the board.²⁹ Its current board is out of compliance with the SRA requirements: it does not have an odd number of board members, a majority of its board members do not live in DC, and there are not two parents serving as board members.³⁰

Special Education Laws

Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act³¹ and Section 504 of the Rehabilitation Act of 1973.³² In 2012, PCSB conducted a desktop audit of eight special education indicators to assess Imagine Southeast PCS' compliance with these laws. This audit indicated that the school does not always develop IEP plans or evaluate students with an IEP plan in a timely manner; additionally, the school does not always organize IEP meetings properly with all required participants in attendance.³³ Additionally, in 2011, OSSE analyzed a random sample of Imagine Southeast PCS students with disabilities, and found that the school had not properly prepared Behavioral Intervention Plans for many of these students.³⁴

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to

²⁶ PCSB PMF Compliance Review Initial Screen Status Report (2009-10).

²⁷ See Appendix H.

²⁸ SRA §38-1802.5(a).

²⁹ See Appendix G.

³⁰ See Imagine Southeast PCS Board Roster (current as of December 17, 2012), attached to this document as Appendix J.

³¹ 20 USC §1411, *et seq.*

³² 20 USC §794.

³³ Imagine Southeast PCS Special Education Desktop Audit (2012); OSSE Quarterly Findings (June 29, 2012), attached to this document as Appendix K.

³⁴ OSSE Compliance Monitoring Report (2011), attached to this document as Appendix L.

submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

Imagine Southeast PCS only submitted five Determination and Findings for such contracts from 2008-2010. In the school's 2011-12 audit, seven \$25,000+ expenditures were identified for which Imagine Southeast PCS should have submitted a corresponding Determination and Findings form, but only one such form was submitted to PCSB for review, indicating that Imagine Southeast is out of compliance with the contracting provision of the SRA.

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the 5-year charter review process, PCSB has reviewed Imagine Southeast PCS's financial record regarding these areas and concludes that the school's fiscal management and economic viability is not one of the bases for its proposal to revoke the school's charter.

Appendix A

Imagine-Southeast Public Charter School – Executive Summary

This application is submitted for a charter to establish Imagine-Southeast Public Charter School, a Preschool-8th grade school that will serve families in Southeast Washington, DC. We are committed to operating a community school that will address the unique needs of both boys and girls through the implementation of a gender-specific curriculum. The Founding Group believes that this approach will allow all of the children enrolled to maximize their ability to develop the necessary content, character and relationships with their community to excel academically and socially and eventually assume meaningful leadership positions within their community.

Mission

Imagine-Southeast Public Charter School will prepare students in Southeast Washington, DC to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement and student leadership.

Quality Academic Program

Our academic program is built on a strong foundation of rich academic content using the Core Knowledge Scope and Sequence, a data-driven focus on student performance and achievement, and a culturally-responsive instructional approach that is tailored to the specific learning needs of boys and girls. Imagine-Southeast PCS will challenge students from Preschool through 8th grades to succeed academically and will focus intensely on quality teaching to deliver a rigorous, standards-based academic program. A year-round schedule and extended day program will continuously expose students to a supportive and enriching environment with specific strategies to provide intensive support for learning. Our academic program has received official Program Certification by the American Academy of Liberal Education (AALE), certifying the quality of design and academic rigor.

Character-Building Environment

We will consciously work to nurture the character of each student within the school. The unique quality about our approach to character is that it will include more integrated and implicit means of teaching character. This includes, for example, establishing the role of teachers and staff as models of character, addressing character issues throughout the curriculum, instruction, and extra-curricular activities, incorporating character into the creation of school policies and rituals, encouraging proactive reflection about character amongst the school staff, and using character to shape the direct consequences of daily decisions made by students.

Community Connections

Imagine-Southeast PCS has established a strong base of community support in Southeast DC that is represented on our Board of Trustees, our founding group, and in parent involvement throughout the planning process. We have consulted with over 30 community leaders and representatives and have collected over 200 letters and signatures in support of our charter application. The founding group has established partnerships with several community organizations that will play an active role in programming through after-school activities, internship opportunities, and volunteer support. Our founding group consists of parents, residents, community leaders, and advisors who care deeply about the education of students in Southeast, and we will work to ensure that Imagine-Southeast PCS fulfills its goal of building a strong community for and with students.

Leadership

Imagine-Southeast PCS is marked by exemplary leadership among the Founding Group and Board of Trustees. Our leadership team brings together expertise in education, business, finance, law, community development, real estate, youth development, and special education. The establishment of Imagine-Southeast PCS is supported by community leaders, charter leaders, and youth leaders who will provide ongoing feedback as members of our Advisory Group and friends of the school.

Distinctive Operating Philosophy

Imagine-Southeast PCS will be operated in partnership with Imagine Schools, a non-profit charter school organization with a distinctive philosophy of school management. Imagine Schools is committed to a model of decentralized leadership and shared decision-making in which those who are closest to decisions are empowered to make them. Imagine Schools brings the strength and resources of a national operating company, combined with a commitment to local

decision-making and parent and community involvement in all aspects of operations. The DC-based Imagine Schools team has been involved in the planning and design of the application for Imagine-Southeast PCS and has drawn on the national and local resources of other Imagine schools in order to refine and strengthen our program design.

Impact

The presence of Imagine-Southeast PCS will positively shape the Southeast community by offering all parents a high-quality school with a unique, comprehensive educational program. Our goal to instill students with a love of learning, strong character, and respect for others will help students to avoid becoming part of the statistics that have come to characterize Southeast DC and instead make positive choices that give them the opportunity to attend college, serve others, and give back to their community.

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A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

Proposed Grade Levels and Enrollment for 2008-2009. Imagine-Southeast PCS will serve students in Pre-Kindergarten through 8th grade. We anticipate that the majority of these students will come from Wards 7 and 8. Imagine-Southeast CS expects to start its first year with approximately 206 students in Pre-Kindergarten through 3rd grade and add one grade per year until reaching full capacity at 8th grade..

Target Student Population: Wards 7 and 8. Over 40% of the total elementary and middle-school aged children in the District of Columbia live in Wards 7 and 8. However, the social and educational statistics for children in these areas suggest that many are susceptible to futures characterized by poverty, lowered educational achievement, and harmful social consequences. Wards 7 and 8, however, have been two of the most underserved wards in the District for several decades, with higher levels of family poverty, child poverty, unemployment, and use of public assistance than any other ward. Child poverty rates for wards 7 and 8 are the highest in the District (37% and 47%, respectively). Additionally, social indicator data for child and family well-being shows a higher rate of single-parent female-headed households and births to teen mothers. Approximately 67% of households in Wards 7 and 8 are female-headed single-parent households. Approximately 21% of births in ward 7 are to teen mothers, while the rate for Ward 8, at 31%, is even higher. In comparison, the city-wide average is 13%.

These social statistics paint a stark picture of the environment in which many of the children we expect to serve grow up. The educational landscape for Ward 7 and 8 children does not sufficiently address the challenges children face in this environment. For the 2002-03 school year, Ward 7 and 8 3rd-5th graders scored below the 50th percentile on both reading and math scores on the SAT-9, indicating that over half of these elementary school students were not proficient in reading or math. While this is in the “average” range, it contrasts sharply with test scores of children in Ward 3, the most affluent area of the District, which center around the 70th percentile. High school graduation rates in Wards 7 and 8 are among the lowest in the city, at 71% and 66%, respectively. Only 13% of Ward 7 residents and 8% of Ward 8 residents have college degrees, and approximately 18% of Ward 7 and 8 adults are unemployed.

Specific Needs of Boys and Girls. In addition to the contextual forces shaping children in Wards 7 and 8, it is important to address some of the more specific needs of boys and girls that are often overlooked within today’s schools and that may be exacerbated in disadvantaged settings. An increasing body of evidence points to the distinct ways that boys’ and girls’ brains develop and are structured, and how these distinctions affect how successfully children learn in a given educational setting. The brain research of psychologist and family physician Leonard Sax, among others, reveals that traditional co-ed schools fail to account for the real learning differences of boys and girls, regardless of socioeconomic, racial, or family background. Briefly summarized, boys and girls often have different motivators to learn (girls’ concern to please others vs. boys need for the material itself to be inherently interesting), as well as different learning styles (girls tend to need contextualization of the material and ties to real life while boys tend to be more responsive to confrontation and direct challenges). Treating boys and girls exactly the same, as is the case in most traditional co-ed schools, does an educational disservice to both groups in the long run, leading to learning gaps and lower academic performance across the board.

The need for educational options that address some of these forces shaping the outcomes of children in Wards 7 and 8 is clear. However, these statistics point to a need that must be addressed beyond just skills or curriculum. Schools serving children in Wards 7 and 8 face the challenge of providing students with an academic program that touches all parts of child development, from academic to moral to social development. That program must be delivered in a way that specifically addresses differences in learning styles and uses methods that actually leave a lasting imprint beyond a child’s time in school. Further, schools need to be prepared to sufficiently address the range of needs that might make it more difficult for children to focus and succeed in school, whether it is poverty, peer pressure, or learning disabilities. Ultimately, the test of success is whether students make responsible choices that are consistent with a commitment to living a life of strong character, motivated by hope for their future. The evidence suggests that there is work to be done in Wards 7 and 8.

Imagine Southeast PCS will address these challenges by building a school culture that is intentional about positively shaping students' development. By adopting an holistic approach to education, the school will prepare students to navigate the challenges they may face outside of the school environment, ensuring that they are not only ready to enter high school, but also ready to become high-achieving, virtuous, contributing young men and women. Our desire to effectively address the needs of students starts with this broad foundation and will be reinforced in concrete ways by a demanding, content-rich curriculum; a unique approach to character development; a commitment to work with families, community members and organizations to bridge some of the barriers that impede learning; an excellent school leader and staff; and the choice to adopt single-sex instruction inside the classroom.

As a way to address some of the ways boys and girls learn differently, especially in underserved populations, single-sex instruction has proven to be extremely effective. Single-sex instruction can give students significant educational advantages by encouraging a wider breadth of knowledge, eliminating distractions to learning, and tailoring teaching to learning differences in appropriate ways. Many studies have shown that the benefits are greatest among African American and Hispanic females from low socio-economic backgrounds (e.g., study by Cornelius Riordan¹) This is due in part to an "academic culture" in a single-sex format that cannot be reproduced in a co-ed school. In single-sex schools, teachers and fellow students are natural role models, and subsequently the influence of the larger "youth culture" is diminished as a more disciplined school environment takes over. Disadvantaged students often show higher standardized test scores in math, reading, science, and civics when they come from single-sex educational settings. Additionally, they also have demonstrated higher levels of leadership behavior and higher general expectations for their lives.

This comprehensive view requires an early introduction to the academic content, character traits, and norms that will define the Imagine Southeast PCS culture in order to lay a foundation on which to build. For this reason, Imagine Southeast PCS will start with students in Pre-Kindergarten through 3rd grade in our first year and grow with them. The desire to prepare students for high school and provide continuity throughout the elementary and middle school years shapes our plan to serve students in grades PK-8.

Impact of Imagine Southeast CS on Existing Community. The presence of Imagine Southeast CS will positively shape the existing community by offering all parents a high-quality school with a unique, comprehensive educational program. Our goal to instill students with a love of learning, strong character, and respect for others will help students to avoid becoming part of the statistics that have come to characterize Wards 7 and 8, and instead make positive choices that give them the opportunity to attend college, serve others, and give back to their community.

Imagine Southeast CS will provide parents with an alternative to neighborhood schools that demonstrate poor results in helping students attain proficiency in reading and math, as the Demographic Analysis Form shows. Ideally, the presence of a competitive college-preparatory program will raise standards for other nearby schools. The needs of the students in the areas directly around our proposed site are great. On average, the student population of those neighboring schools consists of 70% or more low-income students. The elementary school closest to our site has one of the highest rates of poverty (84%) of surrounding schools and some of the lowest test scores. This provides an example of the need to be able to respond innovatively and effectively to the challenges that we will likely face at Imagine Southeast PCS. Additionally, an estimated 12% of students in this area are considered to have special needs or disabilities and thus require additional support to ensure that they achieve their full potential. Our commitment to building a strong community that specifically addresses many of the social and academic needs of children in disadvantaged areas through partnerships and community programs will bring additional services and programs that will benefit both the students and the neighborhood.

b. Mission and Philosophy

Mission. Imagine-Southeast Public Charter School will prepare students in Southeast Washington, DC to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement and student leadership.

Philosophy. The philosophical foundation for Imagine Southeast PCS is based on a school design developed by Imagine Schools members (teachers, school leaders, and regional staff) in the DC region and currently being implemented at Hope

¹ Riordan, Cornelius. *Girls and Boys in School: together or separate?* New York: Teachers College Press, 1990

Community Charter School in the District. This school design focuses activities and roles around the three key themes that are central to our philosophy of education: content, character, and community. Imagine Southeast PCS will be a part of a growing number of schools operated by Imagine Schools-DC which share a common framework for operations. Each school will have differences in the way it implements its mission and philosophy.

Content. Our educational philosophy is grounded in the belief that the content of what children learn actually matters – it is not enough merely to help children acquire skills and techniques. We believe that in order for children to thrive academically, learning must go beyond skill acquisition to the mastery of specific content and the development of a framework by which to organize that content. It is that framework—or context—that helps children know how to use skills and knowledge appropriately. This allows for a depth of knowledge that leads to a true love of learning. At Imagine-Southeast PCS we will offer a rich, integrated program that provides children with the necessary skills, content, *and* context they need in order to be life-long learners. Specific content will cover a broad, liberal arts spectrum that is integrated throughout the daily schedule in creative, intentional ways. We will emphasize enrichment along with remediation in order to address any skills, content, or background knowledge children may lack when they enter our school.

Character. At Imagine-Southeast PCS, we will be committed to the positive character development of the children who attend our school. Our efforts will include the delivery of character education programs, the provision of positive role models and infusing opportunities throughout the school experience that allow children to practice making choices that illustrate high ethical and moral standards of behavior. Imagine-Southeast PCS intends to counter the relatively recent trend of “pre-packaged” character education programs that appeal to a student’s self-interest and personal feelings, but do not adequately address the root causes of the degradation of student moral character. First and foremost, Imagine-Southeast PCS will do this by pursuing a character education program that primarily makes good character *an end in itself*, not as a means to something else, such as social success, personal well-being, or avoidance of negative consequences. Students will learn that good character and high ethical standards are to be pursued because it is the right thing to do.

Another central assumption underpinning our approach to character development is that character is *caught, not taught*. We will proactively shape the environment of Imagine-Southeast PCS so that students have a variety of contexts whereby they can acquire behaviors that evidence positive character development. The most explicit component of this involves the modeling of appropriate character by our teachers and staff. Students absolutely must see character enacted in the lives of others so that it can become real to them. Another explicit way that good character will be nurtured in our students is through the manner in which their classroom lessons, whether it is language arts, science, or physical education, are contextualized. Here, we will look to teachers to engage students in moral discussions through their daily lessons.

We also believe in the importance of the *hidden curriculum* that shapes the culture of Imagine-Southeast PCS. We will place a priority on the various rituals that make up daily life, including the way that we begin each day, the way that we share meals together, the way that we encourage a sense of stewardship of school property, and the way that we celebrate together. All of these experiences support our belief that a large part of our moral life is acquired through the small habits that are formed in us rather than through the more explicit skills training approach. For more background on our approach to character development, please see Appendix A. For more information about our explicit goals and how we will measure success, please see Section A.4.C: “School Organization and Culture.”

Community. Another of Imagine-Southeast PCS’ primary commitments will be to building a strong community that prepares students for success in life. It is our hope that through relationships between the school, families, and the greater community, the goal of teaching children to be people of good character will be reinforced. Our definition of community is one that encompasses a range of people who will influence the development of Imagine-Southeast PCS students, from parents and teachers to local business owners and officials. We believe that ties to their local community helps to meaningfully connect children to a sense of place and history. This involvement provides them with a necessary context for learning. We are committed to helping our students know that they are members of a particular community in a particular place, and that they are accountable to that community.

At Imagine-Southeast PCS, we will view families and the local community as possessing unique assets that can be drawn upon in our efforts to teach content and model character. Families, particularly parents, are a child’s first and most important teachers. We will partner with families to assist their children in acquiring the knowledge base, academic skills

and character required to be successful in life. We believe that parents and guardians are neither consumers of our educational services nor “at-risk” populations in need of being “fixed.” We will work *with* families, not *for* them.

We believe that a healthy school culture can help to give children the intellectual and social tools they need to be successful in the world. One part of helping children to develop “intellectual capital” is to provide them with meaningful access to “social capital.” Interactions with community institutions, relationships with community members, and acts of community service are all ways to cultivate this social capital.

Culturally appropriate, single-sex instruction and school culture. We believe children learn better when instruction is differentiated, culturally responsive, and tailored to their specific needs. At Imagine-Southeast PCS, we will use single-sex and culturally and linguistically appropriate instructional methods not as ends in themselves, but as means to carrying out our mission of preparing students for success in life through teaching content, character, and community. Our choice to adopt a single-sex instructional model is informed by a compelling amount of research demonstrating clear benefits of single-sex instruction for both boys and girls, especially in underserved student populations. Further, our commitment to shaping children’s academics, character, and communal ties requires that we take seriously the differences in boys’ and girls’ learning styles and needs. Our goal is to ensure that everyday learning, expectations, and character development are applied in relevant ways to students’ cultural backgrounds, as well as to challenge them to think outside the box of their own cultural backgrounds. We are committed to ensuring that all students at Imagine-Southeast PCS are given the greatest opportunity to achieve, and we believe that gender-based instructional settings that seek to achieve the same goal for all students will aid in that process.

Our choice to adopt a single-sex Dual Academy model is an instructional decision, not a curriculum decision. The greatest benefit from a single sex model comes from the way in which girls and boys are taught, not *what* they are taught. We believe that the single sex approach can enhance our ability to implement the Core Knowledge scope and sequence as the foundation of our curriculum by giving teachers the ability to teach to boys’ and girls’ strengths and specific learning styles. In this way, we expect that we will have greater success in teaching a content-rich curriculum than what might be observed in a coeducational urban school. Further, the single-sex instructional groupings and academies will both remove distractions that can be a hindrance for students and provide opportunities to build community and nurture character in ways that are distinct for boys and girls. We intend to build on the research of successful single-gender school models to create a learning environment that promotes high achievement and mastery of Core Knowledge content for *both* boys and girls, as well as strong bonds of community and the development of sound character of both boys and girls as well. For more background on our rationale for choosing a single-sex instructional and Dual-Academy model, please see Appendix ____.

Student Leadership. Student investigations will lead them to an understanding of themselves as they reflect upon the qualities and works of leaders in society. As they encounter leaders from different walks of life, different times and places, and different fields of endeavors, our students will come to recognize that they are the recipients of a legacy of leadership that can inspire and motivate their learning and performance in positive ways. We believe that this component of the curriculum will encourage and prepare our students to reflect on contributions of the past and present, and inspire them to become leading contributors to our future.

We identify the following specific skills that are essential to leadership development, and plan to infuse these into the standards-based curriculum:

- Fundamentals of Leadership
- Communication Skills and Strategies
- Values Clarification
- Decision-Making
- Group Dynamics
- Problem-Solving
- Personal Development
- Planning Skills And Strategies

Our shared values and performance measures. As part of the Imagine Schools family of charter schools, Imagine-Southeast PCS is committed to a set of shared values that will guide the operation of the school. This starts with the school leader and staff and will impact and shape students in ways that reinforce good character and create a joy-filled

school environment. These values include:

- *Integrity*, which means we seek to live up to the highest ethical standards and strive toward “wholeness” in all that we do.
- *Justice*, which means that we treat each staff member, each student, and every other person or organization that helps us educate children as special and unique.
- *Fun*, which means giving every person the freedom and opportunity to fully utilize his or her talents and abilities.

In addition to the shared values, Imagine-Southeast PCS is committed to a philosophy of decentralized leadership, where those who are closest to specific tasks or problems are best suited to come up with strategies and solutions. One of the most important operating principles of Imagine-Southeast PCS is that staff and students seek advice from others before making important decisions. This allows decision-making to be shared and gives us the opportunity to learn from and with each other. In this environment, it is okay to make mistakes as long as they are acknowledged and individuals take responsibility for their actions.

All Imagine Schools are also measured by the following performance measures:

1. *Shared values* of integrity, justice, and fun.
2. *Parent choice* and satisfaction, which serve as indicators of our success.
3. *Academic achievement* that is measured by annual learning gains and proficiency.
4. *Positive character development*, as measured by positive changes in student behavior.
5. *Economic sustainability*, ensuring that we are responsible with public resources and able to continue educating children over the long term.
6. *New school development*, which enables us to impact more students, families, and communities, as well as give our schools and staff more opportunities for growth and development.

d. Educational Focus

Content-Rich and Contextual Approach to Learning. We plan to offer a thematically-integrated liberal arts program that provides children with the necessary skills, content, *and* context they need in order to be lifelong learners. Our educational philosophy is grounded in the belief that the content of what children learn is very important and that it is inadequate to focus primarily on teaching skills and techniques to pass tests. In order to help children thrive academically, learning must go beyond skill acquisition to the mastery of specific liberal arts content that provides them with the ability to apply what they learn to new situations, solve problems and create new ideas. This depth of understanding leads to a love of learning and an ability to independently develop innovative solutions to problems and create new knowledge.

We have selected Core Knowledge to provide content standards, which will guide coherent content instruction from grade to grade, encouraging steady academic progress as children build their knowledge and skills from one year to the next. Specific content covers a broad, liberal arts spectrum that must be integrated throughout the daily schedule in creative, intentional ways. The Core Knowledge sequence is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. These content standards form the core of a school’s curriculum and provide a solid, coherent foundation of learning.

The educational program will be characterized by the following elements:

- Broad liberal arts content-focused curriculum, including art, music and foreign languages
- Integration of content themes across subject matters
- Balance between skills and content standards
- A goal of using enrichment opportunities to expose children and allow them to interact with content in multiple ways
- Instructional methods that group students by sex and are responsive to students’ cultural and linguistic backgrounds

Single-Sex Instruction. At Imagine-Southeast PCS, students will be grouped by sex starting in first grade, creating a Dual-Academy, single-sex instructional environment that separates students into a Boys’ Academy and Girls’ Academy.

As mentioned previously, this grouping will best accommodate the differences between boys and girls by allowing teachers to tailor their classes to spark a love of learning in ways that co-ed educational settings cannot. By eliminating social distractions that hinder academic performance and good behavior, adapting instruction to best motivate and teach boys and girls, and opening up typically “non-traditional” subjects and activities for boys and girls to pursue, both genders will benefit greatly from a more tailored approach.

In addition to focusing on single-sex instruction, another motivation for the Dual-Academy structure is also to intentionally promote a sense of “balance” in each Academy to avoid an all-male or all-female mindset. It is important for both boys and girls to learn to positively relate with each other, hence the need for a mixed faculty in both Academies (to promote both male and female role models), and the creation of specific activities to give the boys and girls a chance to constructively interact.

Cultural and Linguistic Competence. Culturally responsive education practices (Klump and McNeir, 2005) provide schools with a unique opportunity to maximize social, emotional and academic achievement among children of color. Culturally responsive educational practices are defined as “using the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning more relevant and effective for them (Gay, 2002)”. Educational practices that are culturally dissonant can result in cultural misunderstandings and racial/ethnic stereotyping which results in the disproportionate assignment of African American and Latino children to classes for the emotionally disturbed or educationally challenged and ultimately, school failure (Jordan, Tharp and Vogt, 1985; Osher, Woodruff, & Sims, 2002). Bias and cultural misunderstandings may also lead to teachers unfamiliar with school behaviors of students to misinterpret cultural difference for behavioral deviance (Townsend, 2000; Utley, Kozleski, Smith, & Draper, 2002). These negative interpretations undermine the development of positive student- adult connection.

Imagine-Southeast PCS will provide classroom instruction that is responsive and congruent with the cultural value systems of the current student population. Consistent with the literature, we feel that this cultural compatibility of classroom instructional approaches will have a positive impact on student connectedness to schools, reduce behavior problems, enhance learning, decrease intergenerational conflicts related to parental guidance (Tharp, 1989, Kalyanpur, 2003, Klump and McNeir, 2005). Some of the instructional accommodations we intend to institute include: contextualizing instruction so that we use the child’s experiences, previous knowledge and schema as the context for learning new concepts and providing a bridge to knowledge acquisition and increasing analytic thinking; matching the instructional delivery methods to the cultural norms for interaction, e.g., using group interaction during task assignments for African American youth who may have a need for intense and sensitive peer interactions; and incorporating cultural values into the character education program.

Rationale for Grade Levels. Imagine-Southeast PCS will serve students from Pre-K (age 3) through 8th grade. We have selected a Pre-K-8 initial structure for two primary reasons. First, we believe that starting with younger children provides us with the best opportunity to build a strong foundation of skills and content knowledge. Our Core Knowledge scope and sequence spirals from Pre-Kindergarten and is best implemented starting with lower grades. In addition, we believe that the middle school model, isolating a narrow age range of children together during a period of great transition has proven very problematic. The Fordham Foundation report, “Mayhem in the Middle,” documents the challenges of middle schools. We have selected the Pre-K-8 structure, which keeps the middle grades connected to the lower grades. In addition to the structure, the culture will create an expectation of middle school students to be role models and to provide examples of leadership and service for the lower grades.

e. Goals

We have grouped the goals for Imagine Southeast PCS to include student academic, non-academic performance, school-mission related priorities.

1. Academic and Non-Academic Performance

Learning Gains

- Imagine-Southeast PCS will demonstrate learning gains of one year or more for each year they are enrolled.

Reading

- Imagine-Southeast PCS students will be strong readers ~~by third grade~~.

Mathematics and Critical Thinking Skills

- Imagine-Southeast PCS students will master key concepts related to mathematics and apply them effectively in observing, analyzing, and problem solving.

Non-Academic Performance

- Imagine-Southeast PCS students will regularly attend school.
- Imagine-Southeast PCS will effectively manage negative student behavior
- Imagine-Southeast PCS will actively promote positive student behavior

2. School-Mission Related

Quality Teachers and Professional Development

- All teachers will be highly qualified and engage in professional development
- Teachers will indicate satisfaction with the school's professional development program

Parental and Community Involvement

- Imagine-Southeast PCS will involve parents and the community as active partners in support of student education.
- Parents will indicate high levels of satisfaction with the school's program.
- Parents will commit annually to practically contributing their time and skills to accomplishing the school's mission.

Character Development

- Teachers and staff will model and teach positive character attributes to students.
- Parents/guardians will observe positive changes in their students' behavior as a result of the school's emphasis on character development.
- Students will respect school staff, one another, and school property.

Leadership and Service

- Students who graduate from Imagine-Southeast PCS will have strong leadership skills and experience in roles of leadership within the school.
- Students will maintain a commitment to community service, especially in the greater Southeast DC community.

3. Management Effectiveness

- School will be in compliance with reporting requirements by all federal and state educational offices and the authorizer.
- School will operate within its annual approved budget.
- School will meet annual enrollment/re-enrollment targets.

2. Academic Design

a. Student Content and Performance Standards

Imagine Southeast PCS' Content Standards will incorporate two core elements – DC Standards and the Core Knowledge Scope and Sequence.

Why DC Standards? D.C.'s new curriculum standards are demanding and support the development of an academically rich learning environment. In English language arts, mathematics, and science, DC has adapted Massachusetts' learning standards. The Massachusetts standards are considered by many experts to be among the best in the nation. It is important to note that Core Knowledge experts consider Massachusetts Curriculum Standards to be very compatible with the Core Knowledge Scope and Sequence, which is another of our reasons for choosing these standards. The Core Knowledge Scope and Sequence and the D.C. Curriculum Standards have been aligned (for a sample, please see Appendix D). Teachers will use this alignment to shape their unit plans and daily lesson plans to ensure that Core Knowledge content

objectives and D.C. Standards are met.

Why Core Knowledge? Many schools are de-emphasizing specific and sequenced prescriptions of what students should know in favor of an increased focus on skill development and strategies to better engage students. While skills improvement and relevance are important aspects of learning, we believe specific, sequenced, and integrated road maps for what and when students should master specific information is critical for building a broad and strong academic foundation. This promises to give children access to literate society and provide young people with the broadest range of options for their futures and professional lives.

The decision to integrate the Core Knowledge Scope and Sequence into Imagine-Southeast PCS' academic program is based on the following presuppositions:

- Literacy depends on a shared knowledge. Literacy requires a familiarity with a broad range of knowledge presupposed by speakers and writers in our culture.
- The “core knowledge” of literate society should provide specific standards, clearly articulating what students are to learn in each subject.
- Knowledge builds on knowledge. Thus, “core knowledge” must not only define what students learn, but also the sequence in which they learn it.
- Mastery of foundational knowledge provides a basis for more powerful critical thinking, analytical, and problem solving skills.
- The foundation of information shared by a literate society changes very slowly, despite the rapid advances occurring in our society.

Individualized Educational Programs (IEPs) for students with special needs and the inclusion model for LEP students will be evaluated and appropriate methodologies will be used to enable students to meet the required standards. *Please see “Students with Disabilities” (part d) and information about how we will serve limited English proficiency students” in “Methods of Instruction” (part c) for a more detailed description of our plan for these students.*

b. Curriculum

The Core Knowledge Scope and Sequence will serve as the foundation for our curriculum. Core Knowledge provides a scope and sequence that is solid, sequenced, specific, and shared, from Pre-Kindergarten through Eighth grade, spanning Language Arts, American and World History, Geography, Visual Arts, Music, Math and Science.

Pre-Kindergarten

The Core Knowledge *Preschool Sequence* will provide the content framework for our Pre-K curriculum. The sequence outlines a comprehensive and coherent progression of knowledge and skills in the following areas:

1. Physical Well-Being and Motor Development
 - a. Movement and coordination
2. Social and Emotional Development
 - a. Autonomy and social skills
3. Approaches to Learning
 - a. Work habits
4. Language
 - a. Oral language
 - b. Nursery rhymes, poems, fingerplays, and songs
 - c. Storybook reading and storytelling
 - d. Emerging literacy skills in reading and writing
5. Knowledge Acquisition and Cognitive Development
 - a. Mathematical reasoning and number sense
 - b. Orientation in time and space

- c. Specific reasoning and the physical world
- d. Music
- e. Visual arts

For an overview of instructional strategies that will be used to implement the Preschool Sequence in our PreK program, please see Section A.2.c: *Methods of Instruction*.

K-8th Grades

The K-8 Core Knowledge Sequence outlines the content that teachers will teach in the following areas: Language Arts/English, History and Geography, Visual Arts, Music, Mathematics, and Science. In each of these areas, the Imagine-Southeast PCS Principal will select curriculum supports and tools to aid in teaching content, building on the strategies outlined in Section A.2.c: *Methods of Instruction*. Please see Appendix C for a comprehensive overview of the K-8 Content sequence.

Language Arts/English. The Core Knowledge Foundation suggests a language arts program that teaches decoding skills essential for reading and incorporates literary passages in the subject areas that enhance comprehension ability (especially substantive non-fictional readings in history and science). Based on this guidance, Imagine-Southeast PCS plans to use research-based programs such as *Open Court* to support this initiative. Core Knowledge will be used to shape the English Language Arts program through its scope and sequence, while also providing the rich literature necessary for students to meet and exceed the DC Standards.

History and Geography. The Core Knowledge Scope and Sequence will guide our teachers in teaching history and geography in a sequenced and coherent fashion, beginning in Kindergarten, and building year by year. Core Knowledge also suggests recommended texts and resources in both History and Geography to supplement the *What Your Kindergartner-Sixth Grader Needs to Know* series that teachers will use. Specifically, the Core Knowledge Foundation has worked with Pearson Education to develop a History and Geography program that is aligned with Core Knowledge standards at each grade level.

Mathematics. The Core Knowledge Foundation suggests selecting a math program that follows sound cognitive principles that maximize mastery. At Imagine-Southeast we will select a research-based math program, such as Saxon Math, that meets this initiative, while also aligning to the DC Standards and allowing our teachers the ability to incorporate project-based learning.

Science. Our science program will be organized by the Core Knowledge K-8 Sequence and will provide students with a systematic approach to the exploration of science that combines book-learning with hands-on experience. Our Principal may select a science curriculum module, such as *FOSS: Full Options Science System* that is aligned with Core Knowledge standards to further support teachers in teaching content. Please see Appendix F for an example of a FOSS/Core Knowledge alignment at the Kindergarten level.

Curriculum Planning

We are in the process of developing a framework for the full curricular program we will use at Imagine-Southeast, in an effort to streamline the instructional materials and teaching tools utilized by teachers. The framework will be set up in three tiers: 1.) An alignment between the Core Knowledge and DCPS Grade Level content standards, 2.) A scope and sequence of the standards and assessments, and 3.) Teacher friendly unit and lesson plan templates.

Tier One

The Core Knowledge and DCPS Grade Level Content standards have been aligned in an effort to maximize the efforts of teachers in educating our students. By aligning these two very important sets of standards, the guesswork of connecting the curriculum is alleviated for the teachers. They can focus on how to teach the necessary materials most effectively for their students, not what material needs to be taught to meet all standards. The Core Knowledge and DCPS Grade Level Content Standard Alignments were developed by teachers at Hope Community Charter School in Washington, DC. These teachers have experience with both the DCPS standards, as well as the Core Knowledge Standards. They were meticulous to ensure each standard was aligned as closely as possible, and indicate the standard that cannot be aligned and need to be focused on individually.

Teachers will have many curricular resources both to support the implementation of the Core Knowledge Scope and

Sequence/DCPS Grade Level Content Standards alignment, and also meet the specified standards. These resources include, but are not limited to:

- A reading program such as *Houghton Mifflin Reading* or *Open Court*. These programs offer a sound foundation for the teachers to build from in the reading classroom, ensuring the vital reading skills are developed and cultivated by each and every student.
- A math program such as *Saxon Math*, *Everyday Math*, or *Houghton Mifflin Math*. Just as the reading program, a math program will offer the support necessary to both teachers and students to make sure that the necessary skills are being addressed in a student friendly and accessible manner.
- Scholastic Reading has developed grade level specific Core Knowledge Libraries that will provide the classrooms with many of the works of literature recommended by Core Knowledge. Students will be surrounded by rich, engaging literature daily, and explore classics such as *King Author*, *The Knights of the Knights of the Round Table*, *Don Quixote*, and *Gulliver's Travels*.
- The Core Knowledge Foundation has worked with Pearson Education and developed a History and Geography program that addresses all of the content standards per grade level.
- Both DELTA Science and FOSS Science have developed alignments to the Core Knowledge Sequence, while at the same time being compatible with the DC Content Standards. Both of these programs will provide the necessary support for teachers, while at the same time engaging the students with exciting content. *Please see Appendix F for a sample from the Core Knowledge/FOSS Alignment.*

By utilizing these resources and following the Curriculum Alignment, teachers will begin to develop a well-thought-out plan of instruction for their students.

Tier Two

The alignment will be utilized to create a scope and sequence for teachers to use throughout the year. The scope and sequence will outline the standards that need to be covered, and when these standards should be taught throughout the school year. The scope and sequence will ensure that students are taught the appropriate grade level subject areas and are given the support necessary to meet the DC Standards, as well as the Core Knowledge Standards. The scope and sequence is beneficial to teachers, in that it will ensure they have sufficient time to teach the material required by grade level. It is important to note that teachers will conduct interim assessments throughout the year, assessing the students' knowledge of the standards being taught. As discussed in the assessment section, *Scantron Assessment System* will be utilized to create and conduct these standards-based interim assessments. A monthly pacing calendar – the Academic Focus Calendar – will further assist teachers in organizing their instruction in reading and math, and will incorporate the interim assessments, combining DC Standards and Core Knowledge Content Standards with the results of the baseline data (obtained from the Performance Series diagnostic) to create specific foci and emphases based on areas of weakness. The Academic Focus Calendar will ensure that the instruction staff has regular “checkpoints” to re-assess where their students are. The SCANTRON Achievement Series benchmarks, coupled with the Academic Focus Calendar, will not only break down a year's worth of curriculum standards into manageable pieces, but also continually assessing where our students are having problems with those standards.

The Academic Focus Calendar will be initially developed from the DC Reading and Math Standards and from the Core Knowledge Content Standards. Each year, results from the DC-CAS from the previous spring and the fall's SCANTRON diagnostic will be used to determine areas of weakness and help inform adjustments to the amount of time spent on each standard. The Focus Calendar informs teachers about what a child should be able to do to meet a standard. It also provides a resource for them to ensure they are teaching a standards-based curriculum, as well as helps them develop activities, projects, and homework assignments, etc., towards that end. This is vital to the mission of the school in that it ensures that students are excelling not only in DC Standards but are also mastering the Core Knowledge Content Standards that are such an important part of our educational program. *Please see Appendix D for a sample of a draft scope and sequence for Language Arts in third grade and a sample of what the monthly pacing calendar will look like.* The full curriculum plan will include a scope and sequence for the entire year for Language Arts, Math, Science, History and Geography for K-3rd grades for Imagine-Southeast PCS.

Tier Three

Teachers at Imagine-Southeast will have concrete lesson and unit plan templates to utilize when planning the units from the scope and sequence. A clear unit and lesson plan template is important, as it allows teacher to fully think through what they are teaching, how they are teaching it, and what research they will need to do in order to make the lessons a success. It is also important for teachers to take into account the various learning styles and ability levels present in their

classroom when planning units, and then the lessons contained in the units. Please see Appendix E for sample Unit and Lesson Plans to be utilized at Imagine-Southeast.

Timeline for Completion of Curricular Framework

Grade Level	Completion Date	Notes
<u>Kindergarten</u>	<u>November 30, 2007</u>	<u>Grade level scope and sequence to be completed</u>
<u>1st Grade</u>	<u>January 31, 2008</u>	<u>Grade level scope and sequence to be completed</u>
<u>2nd Grade</u>	<u>February 29, 2008</u>	<u>Grade level scope and sequence to be completed</u>
<u>3rd Grade</u>	<u>March 28, 2008</u>	<u>Grade level scope and sequence to be completed</u>
<u>All grades present for the 2008-2009 school year reviewed and finalized</u>	<u>June 30, 2008</u>	<u>Scope and Sequence turned in to Charter board</u>
<u>Grades 4-8</u>	<u>June 1st of the year before the grade level is added.</u>	<u>For example, 4th grade will be due June 1st, 2009.</u>

Specific Content and Scope and Sequence. The Core Knowledge Scope and Sequence content standards have been aligned to the DC Grade Level Standards.

Curriculum Literacy Focus:

Pre-K

The literacy program for our Pre-K students will be the Core Knowledge Preschool curriculum. It is almost impossible to overemphasize the significance of early language development during the preschool years and its impact upon nearly all other aspects of development, as well as later academic achievement. The challenging, coherent content of the *Preschool Sequence* presents the perfect context in which to build strong receptive and expressive language skills.

In addition to the very comprehensive and specific "Language" chapters of the *Preschool Sequence*, language skills are interwoven throughout the curriculum. A special feature called the "Language of Instruction" in each content area identifies essential vocabulary that knowledgeable and competent individuals use in talking about particular subjects. It is important to stress that these word lists are not intended for use in isolated drill or memorization. Rather, they are provided so that teachers can expose children to such vocabulary in meaningful contexts. While not exhaustive, the vocabulary lists provide a starting point, a suggested sampling of the language that we hope all young children will hear.

While the main focus of the Core Knowledge Literacy curriculum is language development, other emergent literacy skills are taught, such as phonological awareness and letter identification. Many interactive and engaging read-alouds are central to this curriculum, such as children's literature selections, poetry, finger plays, songs and nursery rhymes.

Kindergarten through 8th Grade

Imagine-Southeast has not yet determined the Reading Program that will be used to support literacy in Kindergarten through 8th grade. One option is *Open Court*, however this is not guaranteed. In order to choose the program best suited for the school, a task force of instructional leaders will be assembled (in Spring 2008) to vet out possible programs and make a decision on which best meets the needs of our educational program.

In the interim, the following is a description of how teachers would use *Open Court* throughout the literacy time. *Open Court* maintains strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (how to communicate with others in print). There are also tools for teaching spelling, vocabulary, grammar, usage, and mechanics, penmanship, and listening, speaking, and viewing.

In *Open Court Reading*, all students are given equal opportunities to master these standards and perform well on state

assessments. *Open Court Reading* utilizes instructional materials that are designed to foster access for all students. However, it is likely that not all students will be sufficiently responsive to *Open Court*, in which case the *Open Court* intervention series will be implemented for students who require it, combined with additional support by school staff. The basic philosophy of the program is based on the same research undergirding *Open Court* programs for nearly 40 years. The "*Open Court Philosophy*" is recognized and respected by educators, researchers, and State Boards of Education.

Curriculum Enrichments

Humanities. The humanities are integral to what our students and teachers experience in school each day. Leading works of literature provide the core of the language arts program, while the great ideas of scientists, mathematicians, and historians pervade the social studies, mathematics and science curricula. Our students will participate in activities and lessons that highlight contributions to human experience and provide a strong foundation for cultural literacy.

The Performing Arts - Music, Art, Drama, Dance. Imagine-Southeast PCS' performing arts curriculum will consist of activities in art, music, and drama. The goals of this aspect of the curriculum are to nurture creativity, encourage productivity, provide a link to the past, promote appreciation of diverse cultures, and cultivate a love of beauty and great works.

Students in both Boys' and Girls' Academy will paint, sculpt, draw, sing, play instruments, dance, and perform. Participation in performance activities will enhance their ability to communicate with others in imaginative and creative ways. Imagine-Southeast PCS will strive to use creative ways to encourage the students in the Boys' Academy to explore music, art, drama and dance (subjects stereotypically associated with girls) by specifically tailoring it to topics or styles that appeal to and interest boys. This could include learning about and honoring famous male musicians/composers, artists, actors, and dancers from a variety of time periods, cultures, and backgrounds. The school would also seek to find creative ways to get the boys actively interested and involved, such as African drumming, learning rhythm through chants and cultural dances, and painting or sculpting objects of particular interest to them. Masterpieces by great artists will be introduced and studied by students of both sexes as a means of understanding themselves and others. Students will view, listen to, participate in, and discuss the performing arts and literary works from different periods and perspectives. Our students will gain a true appreciation of art, music, drama, and dance as important reflections of our past, present, and future.

Foreign Languages. Imagine-Southeast PCS' foreign language program will begin with Latin, introduced to students in grade 4. There is abundant evidence, including a 1996 article by Virginia Barrett,² of the value and importance of learning Latin at an early age. Latin helps to cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. Latin also contributes to the literacy of students and helps them better understand the grammatical structure and word formation in English. If young students learn Latin word roots, they will be able to decipher unfamiliar words in English. (By some estimates, 65% of all English words have Latin roots.) Latin is an almost purely phonetic language. There are no silent letters, and each letter represents a single sound. That makes it useful in teaching reading and phonetic principles. And once students master the grammatical structure of Latin — which is simple, logical and consistent — they will more easily grasp the many grammatical exceptions in English. Another benefit of learning Latin is that students develop skills and strategies for acquiring new vocabulary and forming sentence structures, which increase their readiness to acquire other languages as needed. Learning Latin will also be an immense benefit to our English Language Learners as they may be learning English on a more basic level.

Students will also be introduced early to a world of a foreign (and for the most part ethnically neutral) culture, in some ways quite different from ours. Studying the language, customs, and world view of society from a different time and place is a mind-expanding experience. Conversely, focusing on the similarities between our culture and that of the Romans offers the opportunity to consider the Greco-Roman contribution to American life in the areas of government, architecture, ideals and ideas.

Beginning with grade 6, Spanish will be added as a second foreign language. Our students will have had the advantage of their foundational studies in Latin because Spanish, as a Romance language, derives heavily from Latin and uses many Latin roots. Thus their familiarity with Latin will enable them to learn Spanish more quickly and easily. Through practice

² Barrett, Virginia. "The Value of Latin and Recent Growth in the Latin Enrollments Nationwide." A paper distributed by the National Committee for Latin and Greek. 1996. Oxford, OH: American Classical League

with simple sentence patterns that contrast with English, students will gain a sense of how languages work and come to recognize grammatical concepts common to all languages. Activities here will seek to build on the foundations and habits established in the Latin program. Dovetailing with the Core Knowledge Scope and Sequence, students will have the opportunity to learn about the activities of people and cultures in a different part of the world through various projects and activities. The Spanish program will not only teach students grammar, vocabulary, and pronunciation, but also the geography, history, and cultural traditions of the Spanish-speaking world. Students will, as much as possible, have chances to communicate with native speakers in language circles where they practice conversing in real life simulations. Students who are native Spanish speakers will also be given the chance to take leadership in and promote the Spanish Program.

At Imagine-Southeast PCS, we will be creative in the way we offer foreign language in the Boys Academy, since boys in co-ed settings do not typically gravitate toward languages, an area stereotypically seen as dominated by females. Evidence shows that single-sex settings encourage boys' interest in and success at foreign languages at a much higher rate than in co-ed settings. A University of Virginia study published in 2003 found that boys who attended single-sex schools were more than twice as likely to pursue interests in foreign language, as well as other subjects like such as art, music, and drama, compared to boys of comparable ability who attended coed schools.³ Imagine-Southeast PCS will strive to provide foreign language instruction that is particularly relevant for boys and effectively motivates them to learn and succeed. *Please see Appendix D for more information about single-sex instruction.*

Health and Physical Education Imagine-Southeast PCS' Health and Physical Education curriculum will focus on the importance of health and physical fitness skills for both boys and girls. As our students progress through the Academies, they will participate in activities and experiences that emphasize the value of a healthy lifestyle. Teachers and instructors will work on the premise that a sound body is essential to a sound mind. When students are healthy and active, they are more motivated to learn about the world around them. Imagine-Southeast PCS will focus on building understanding, knowledge, and developmentally appropriate skills and practices related to health and physical fitness as students progress through the Academies.

The Physical Education program helps our students keep fit through a variety of organized activities that focus on control and coordination of movements, rhythm, agility, balance, simple sports skills, fitness, respect for rules, sportsmanship, proper use of equipment, and strategy.

Health topics are closely linked to science content as well as physical education. Concepts include basic hygiene and health habits, nutrition, functions of body parts and systems, disease prevention, first aid and safety, dangers of substance abuse, and benefits of exercise.

Integrating Literature into the Curriculum for Character Development Imagine-Southeast PCS will also supplement the curriculum by intentionally selecting and using reading and literature selections to draw out lessons about character and the idea of manhood and womanhood. This approach draws from a historical- and literature-based framework of Core Knowledge that makes relevant and transcendent connections from the past into the present and applies it to how students should live today.

The Single-Sex Education Task Force and its subgroups will take the lead on selecting and using literature that will engage boys and girls in appropriate ways. They will use Core Knowledge's Core Virtues book recommendation list as a starting point. Below is a sample list of literary works that may be used to teach students about good character:

- *The Happy Prince* by Oscar Wilde (compassion)
- *Robinson Crusoe* by Daniel Defoe (courage)
- *Seven Wonders of the Ancient World* by Lynn Curlee (wonder)
- *The Tortoise and the Hare* by Aesop (diligence)
- *Job*, The Bible (faith)
- *Damon and Pythias* by Cicero (faithfulness)
- *Agassu: Legend of the Leopard King* by Rick Dupre (forgiveness)

Abigail Norfleet James and Herbert Richards, "Escaping Stereotypes: educational attitudes of male alumni of single-sex and coed schools," *Psychology of Men and Masculinity*, 4:136-148, 2003.

The Single-Sex Education Task Force, with the support of the Literacy Specialist, will prepare supports for the leaders of these small-group reading blocks by selecting the appropriate literature, structuring themes, etc. In addition to getting students excited about reading and literature, these groups will create environments of trust, where it is “safe” to discuss and learn together about the practical applications of good character and ideas of manhood and womanhood that appear in literature.

Students with Disabilities. Imagine-Southeast PCS will ensure application of the legal requirement that our educational environment place the fewest possible restrictions on our students with disabilities. Our “inclusion” program ensures that all students participate in the educational and extracurricular environment. The statute is clear that students must be included to the maximum extent appropriate, with the use of supplementary aids and services, in order to have access to, and make progress in, the general education curriculum.

Therefore, Imagine-Southeast PCS will begin with the regular classroom as the presumed placement for students. In hiring teachers, we are mindful that any faculty must be able to modify the curriculum (or be willing to learn how to do so) to meet the needs of our disabled students. The culture of Imagine-Southeast PCS is one in which all teachers are responsible for all students, and all students are responsible for their learning. *Please see “Students with Disabilities” (section d) for more information on how we will support students with disabilities.*

English Language Learners. The school will provide a variety of strategies for educating bilingual students and for students whose first language is not English. These learning experiences cover a range of interdisciplinary topics designed to help Limited English Proficient (LEP) students function in school and daily life. The development of language proficiency is the primary goal; the mission of the English Language Learner curriculum will focus on developing successful bilingual and bicultural students who are equipped to learn and to meet their potential, and are building a foundation of content.

We believe that content can be modified to make it understandable for all children. The Core Knowledge Sequence allows English Language Learners to build a foundation for understanding rich content that will accelerate their language acquisition. To make this possible, teachers will select strategies and adapt them to meet the needs of their school's ELL population. *Please see “Methods of Instruction” section below for more information about how we will tailor our program for English Language Learners.*

c. Methods of Instruction

The instructional methodologies to be employed at Imagine-Southeast PCS are carefully matched to our philosophy and the learning strategies needed to accomplish our mission. In an effective, high-quality school, instructional methodologies must take into account various learning styles and be adjusted as needed to fit the needs of individual learners. Imagine-Southeast PCS will be structured on these realities:

- **Boys and girls have different learning styles and strengths, and thus instruction should be differentiated in order to account for those differences and strengths.**
- The selection of appropriate instructional methods must be data-driven and based on timely student achievement data gathered at the school site.
- Learning activities must provide active rather than passive learning experiences as the normal daily routine.
- Students learn to be lifelong learners when some portion of the school experience focuses on student-selected personal learning goals for which the teachers are facilitators.
- Teacher knowledge of learner characteristics (e.g., learning styles, multiple intelligences, emotional intelligence) is an essential area of competence if the belief that “every child can learn” is to become a reality.
- Parents are a critical resource and must play a leadership role in this process.

Gender-Specific Instruction

The focus of single sex education is not what students are taught, but the manner in which instruction takes place. Research has consistently shown that girls and boys have very different learning styles (please see Appendix B for a summary of research). These differences can be as simple as responding to the tone of the teacher’s voice, to assessment techniques used in the classroom, to playing styles on the playground. A good example of the different teaching techniques utilized in gender specific classrooms lies in grouping strategies. Boys are by nature more competitive than girls. Therefore, it is more beneficial for the grouping style in an all-boys classroom to be in groups or pairs, fostering a learning environment of friendly competition. All-girls classrooms are often more traditional in their set-up, as girls are

more receptive to working together, instead of competing against each other. Another example of how boys and girls learn differently can be seen in the manner in which a novel is presented to the different groups. The same novel can be taught to an all-girls and an all-boys class, with the focus of the novel varying. Boys will focus more on the challenges and events of the novel, while girls will focus more on the relationships between the characters. Both groups will develop a full understanding of the story, but will get at it in different ways. Teachers trained in gender-specific education have a deep understanding of the differences between girls and boys learning styles, and are able to adapt their teaching techniques with the two groups efficiently and effectively: allowing for the best possible instruction for both groups if students.

Active Learning Focus

A key factor in student academic success is to make them active learners and to enable parents to help with the process in meaningful ways. The instructional methods to be employed at Imagine-Southeast PCS incorporate the following elements to promote active learning experiences:

Integrated Approach . The integrated approach to learning will be the foundation of our methodology at Imagine-Southeast. It is based on the philosophy that every learning experience will have a context and a connection to other disciplines and to real life. The Core Knowledge Curriculum provides this foundation and our teachers will incorporate this in every component of their planning. Teachers will create curriculum maps which will have an overarching theme, whereby they will create integrated, thematic units of instruction. These units will incorporate all disciplines, including the arts.

This approach allows all areas in a child's learning environment to be in sync. The more often a child is exposed to an experience, the greater the possibility that the child will remember it and be able to apply it. The biggest challenge that our students face is that they are unable to connect the pieces of their learning puzzles together, because they appear fragmented. As a result, teachers are challenged with repeating previously learned material year after year. If an integrated approach to learning is instituted, then students are able to see the connection between their learning experiences. It also provides an opportunity for students to be exposed to material in a variety of ways (through reading, math, the arts).

Project-Based Learning. Projects will be a central part of Imagine-Southeast PCS' integrated approach to instruction. Teachers will plan projects that support grade-level themes, and students will be required to develop individual and group projects every nine weeks. Project-based learning is an effective strategy to extend student learning, allowing students to actively investigate, construct knowledge, problem solve, and use multiple forms of creative expression. In this way, students are working on higher order skills as defined by Bloom's Taxonomy⁴.

Learning Centers. A learning center contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. Centers motivate students' exploration of topics. Our centers will focus on important learning concepts, contain materials that promote individual student growth toward goals, and include activities that address specific learning levels or learning styles.

Personal Learning Goals. The students at Imagine-Southeast will hold themselves accountable for their own education by setting personal learning goals. Goals will be formulated with the teacher and shared with the parent. They will focus on all areas of a student's learning experience. Student progress on their learning goals will be shared through portfolio conferences with the parent, student, and teacher.

Student-Led Parent-Teacher Conferences. Student-led conferences are an opportunity for students to showcase their work and also for students to grow in leadership skills. In preparation for the conference, the teacher will model for the students over several weeks how a conference should be run. Students will invite their parents/guardians into the classroom and

⁴ Bloom's Taxonomy is a classification of the different objectives and skills that educators set for students. It divides educational objectives into three "domains:" Affective, Psychomotor, and Cognitive. Within each domain are different levels of learning, with higher levels considered more complex and closer to complete mastery of the subject matter. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education objectives into three "domains:" Affective, Psychomotor, and Cognitive. Within each domain are different levels of learning, with higher levels considered more complex and closer to complete mastery of the subject matter. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education

then facilitate the conference. They will take the parent on a walk through the classroom and also showcase their portfolio. The student's personal learning goals will be discussed, along with the progress they are making on them.

In *A School-Wide Approach to Student-Led Conferences (A Practitioner's Guide)*, the process is mapped out along with rationale about why this works. Some of the benefits to shaping conferences in this way are highlighted:

- Students engaged in self-evaluation are more highly motivated to produce quality work.
- Students' skills of organization, leadership, and public speaking are strengthened.
- Students are empowered to make improvements through the goal-setting process.
- The responsibility for student achievement is shared between home and school.
- The conference itself is a form of authentic assessment.⁵

Students will be responsible for leading a conference with their teacher and parent/guardian once a year. The other parent-teacher conferences will be lead by the teacher.

Using Technology as a Learning Tool. Our culture is in the midst of an "Information Age." Increasingly large segments of our economic, social, and political processes are based on the acquisition and application of information. A 21st century education must prepare students for effective participation in such a culture.

For this reason, technology will be strategically used to support the school's teaching and learning processes. At Imagine-Southeast, technology infusion serves two purposes: (1) a tool to help accomplish specific instructional goals and, (2) a means to develop generic technological competencies for the 21st century.

Developing a community of learners who master technology for their own purposes is a serious goal for any school preparing students for life in the 21st century. To support this goal, Imagine-Southeast will prepare both its teachers and its students to integrate technology with learning. Our teachers will be trained to use technology for communication, assessment, planning, implementation of a standards-based curriculum, and professional development. Our students will be trained in the basic operations and concepts of computers and other digital technology tools; the social, ethical, and human issues that are impacted by technology infusion; and high levels of technology literacy that include use of technology-based productivity tools, communications tools, and research tools. In addition, the use of technology to assess student performance (i.e. SCANTRON Series) will require teaching students about this technology in order to achieve valid assessment results.

Data-Driven Decisions. Imagine-Southeast will be dedicated to using data to inform decisions about instruction. Through the use of the SCANTRON Performance Achievement Series and DIBELS (Dynamic Indicators of Basic Early Literacy Skills), teachers will have a constant feedback system to stay informed on an ongoing and timely basis of their students' needs. Teachers at Imagine-Southeast will be trained to use assessments as a focused tool to:

- Facilitate individualized instruction.
- Determine strengths and areas in need of improvement.
- Create flexible and effective learning groups.
- Develop sound lesson plans based on student need.

More information about how assessment data will inform instruction at Imagine-SE can be found in "Student Assessment" (Part 3 Section a). The following are two instructional areas that will be particularly dependent on assessment data:

- Differentiated Instruction

Imagine-Southeast will strive to reach out effectively to students of varying readiness, interests, and experiences in the world. Teachers will begin where students are, as determined by the SCANTRON Performance Series diagnostic and the DIBELS benchmark assessment, and then engage students through different learning modalities and by using varied instructional approaches matched to student learning styles and deficiencies. In our classrooms, teachers will motivate students to grow, nurturing strengths and addressing specific weaknesses as necessary.

⁵ Kinney, P., Munroe, M., Sessions, P. *School-Wide Approach to Student-Led Conferences (A Practitioner's Guide)*. Westerville, Ohio: National Middle School Association, 2000, p. 3.

- Small Group Instruction

The organization of students into small groups by teachers will be an important learning tool within all classes based on level of mastery of a particular skill. Teachers will use assessment data to drive their decision on how to formulate their groups. During small group time, students will receive instruction geared around their learning needs. Groups will rotate from task to task based on teacher- and student-developed schedules. During small group instruction, teachers may have a variety of tasks happening simultaneously. For example, a small group may be working with a teacher in a directed learning activity while other groups work on personal learning projects cooperatively agreed upon by the student and teacher.

Literacy Methods. Because student literacy is such a key part of future academic success, we have developed a specific plan of instructional strategies to take full advantage of our daily 2 hour literacy block. This format provides a fluid routine that engages students and offers a variety of delivery models. The ultimate goal is to reach all students, despite their learning modality.

The 120-minute block (for Kindergarten through 8th grade) is divided into four sections: opening routine, teacher directed whole group instruction, literacy workshop, and assessment and closure. Each section strategically builds on the one before it. Many of these techniques will be used in other instructional times throughout the day, not exclusively in the literacy block.

The two charts below (K-2nd grade and 3rd-5th grade) break down the 120 minute language arts block into four categories: 1.) length of time, 2.) activity, 3.) instructional strategies and activities, and 4.) instructional resources. These charts show how our chosen curricula fit together and aligned with our approach to literacy. They will also serve as invaluable guides for teachers, assisting them in putting the many pieces of the curriculum puzzle together.

Instructional Framework for Reading and Language Arts

K-2

<u>Approx. Time</u>	<u>Activity</u>	<u>Instructional Strategies and Activities</u>	<u>Instructional Resources</u>
<u>15 minutes</u>	<u>Shared Reading/Read Alouds</u> <i>Build background knowledge as a springboard for new learning</i>	<u>Set a Development (how) and Understanding (why) for Reading:</u> introduce and develop concepts of print, learning objectives and fluency of text. Develop the love of literacy through big books, focus poems, and familiar texts. This provides time for reading and discussing books as a community of learners. Practice accuracy and fluency through read-alouds, dramatizations, and choral reading. <u>Celebrate Reading:</u> Motivate students with rhyme, rhythm, repetition, and rich literature. Have students predict and discuss as they participate through different literary genres and levels of text. Incorporate thematic literature to complement science and social studies units.	<u>Rhyming songs/jingles from Open Court and Core Knowledge</u> <u>Read Alouds from Core Knowledge or Open Court.</u> <u>Big Books can be used as an opening activity.</u>
<u>30 minutes</u>	<u>Teacher Directed Whole Group Instruction</u> <i>Model effective before, during and after reading strategies</i>	<u>Set a Development (how) and Understand (why) for Writing:</u> Provide instruction in knowledge of word conventions, sound-letter application, high frequency words, use of word walls, punctuation, and grammar and parts of speech. Written work should be done on a white board or chart generated and/or assisted from whole group or by individuals. This can be facilitated through a model, shared or interactive writing experience. <u>Writers' Workshop:</u> Establish a reading/writing connection. Focus on beginning writing stages and continue through to the writing process (prewriting, drafting, revising, editing, and publishing).	<u>Open Court Lesson driving skills.</u> <u>Core Knowledge Literature may be used as a whole group lesson to teach skills that Open Court is addressing.</u> <u>Core Knowledge may be used as a whole group lesson when a new novel is being</u>

60 minutes <i>20 minutes per group</i>	Literacy Workshop: Small Group Instruction and Literacy Centers <i>Small group and independent activities for transfer, practice and application of knowledge</i>	<p>Independent Writing: Link literature to writing with independent practice of skills and strategies.</p> <p>Independent Reading/Buddy Read: Model self-selection of appropriate books, or have students read selections for literature circles. Include various genres of literary, informational and functional text. This time should build fluency and deepen student ability to self-monitor reading and to construct meaning from text. Organize individual books within book boxes for beginning reader. Create an area where shared reading books, class created books, language experience stories and focus poems are accessible to enjoy and reread.</p> <p>Guided Reading: Work with flexible groups to demonstrate what good readers do (think about) when they read. Focus on specific strategies, keeping in mind the demands of the text and the abilities of the children. Groups should change based on student achievement, and on performance related to a specific strategy or skill.</p> <p>Literacy Centers: Use centers to help manage the classroom while you work with small groups. Assign relevant activities to reinforce concepts from direct instruction. Limit use of workbook pages. Make activities active, resulting in actual products such as innovations, ABC Centers (word work) listening center/response, read the room, projects etc. Relate content of centers to thematic units, focusing interdisciplinary connections through the arts, literature, writing and technology.</p> <p>Literature Circles: Model strategies for small group discussions of assigned or self-selected texts, guided questions, author's chair (sharing individually work). Vary selections between self-selected and assigned books.</p>	<p>introduced.</p> <p>Open Court will be used for independent work.</p> <p>Core Knowledge literature can be used in small group instruction and center activities.</p> <p>Themes from Open Court and Core Knowledge will drive center activities.</p>
15 minutes	Assessment and Closure <i>Think: Who, what, where, when, why and how!</i>	<p>Discussion: Talking is learning! Revisit concepts through interactive discussion – conversation, not interrogation.</p> <p>Conferencing: Conduct reading and writing conferences; read work aloud for an audience of peers.</p> <p>Authentic Assessment: teacher observation, running records, interest inventories, literature logs, written response, oral response, anecdotal records, and rubrics with effort and improvement as keys.</p> <p>Standards-Based Assessment: Running records, written and oral responses, quizzes, tests, rubrics, and checklists.</p>	<p>Chapter Assessments from Core Knowledge literature.</p> <p>Open Court unit/lesson assessments</p>

Instructional Framework for Reading and Language Arts

3-6

<u>Approx. Time</u>	<u>Activity</u>	<u>Instructional Strategies and Activities</u>	<u>Instructional Resources</u>
15 minutes 30 min	Shared Reading/Read Alouds <i>Build background knowledge as a springboard for new learning</i>	<p>Set a Purpose for Reading: Introduce learning objectives and activate prior knowledge. Set the stage for learning with graphic organizers including story maps, Venn diagrams, T-charts, flow charts, and anticipation charts. Help students make connections (Text to Self, Text to Text, Text to World).</p> <p>Celebrate Reading: Motivate students with read-alouds of poetry, novels and other literary genres.</p> <p>Shared Literacy: Broaden horizons with current events, news of the day, shared journals, or thematic topics.</p>	<p>Review of homework</p> <p>Read Alouds from Core Knowledge or Open Court depending on the lesson for the day</p>
30	Teacher	Word Work: Provide instruction in word attack skills, syntax, spelling,	

minutes	Directed Whole Group Instruction <i>Model effective before, during and after reading strategies</i>	<p>grammar and vocabulary. Words should be generated from the whole group reading selection, introduced prior to reading, and then taught and used in context.</p> <p>Grade-Level Text: Use rich literature and informational texts to model effective reading strategies that meet the lesson's learning objectives. Incorporate thematic literature to compliment science and social studies units.</p> <p>Practice accuracy and fluency through read-alouds, dramatizations and choral readings. Help students to respond to text in ways that use appropriate skills and strategies.</p> <p>Writers' Workshop: Establish a reading/writing connection. Focus on stages of the writing process (pre-writing, drafting, revising, editing, and publishing). Model strategy geared to stage being taught (e.g., writing organizer for narrative or expository draft). Emphasize components of effective writing (focus, organization, style, support, conventions).</p>	<p>Open Court Lesson driving skills.</p> <p>Core Knowledge Literature may be used as a whole group lesson to teach skills that Open Court is addressing.</p> <p>Core Knowledge may be used as a whole group lesson when a new novel is being introduced.</p>
60 minutes <i>20 minutes per group</i>	Literacy Workshop: Small Group Instruction and Literacy Centers <i>Small group and independent activities for transfer, practice and application of knowledge</i>	<p>Independent Writing: Link literature to writing with independent practice of skills and strategies.</p> <p>Independent Reading: Model self-selection of appropriate books, or have students read selections for literature circles. Include various genres of literary, informational and functional text. This time should build fluency and deepen student ability to self-monitor reading and to construct meaning from text.</p> <p>Guided Reading: Work with flexible groups to demonstrate what good readers do (think about) when they read. Focus on specific strategies, keeping in mind the demands of the text and the abilities of the children. Groups should change based on student achievement, and on performance related to a specific strategy or skill.</p> <p>Guided Writing:</p> <p>Literacy Centers: Use centers to help manage the classroom while you work with small groups. Assign relevant activities to reinforce concepts from direct instruction. Limit use of workbook pages. Make activities active, resulting in actual products such as story boards, summaries, and projects. Relate content of centers to thematic units, focusing interdisciplinary connections through the arts, literature, writing and technology.</p> <p>Literature Circles: Model strategies for small group literary discussions (guiding questions, author's chair, interview, save the last word for me). Vary selections between self-selected and assigned books.</p>	<p>Open Court will be used for independent work.</p> <p>Core Knowledge literature can be used in small group instruction.</p>
15 minutes	Assessment and Closure <i>Think: Who, what, where, when, why and how!</i>	<p>Discussion: Talking is learning! Revisit concepts through interactive discussion – conversation, not interrogation.</p> <p>Conferencing: Conduct reading and writing conferences; peer edit; read work aloud for an audience of peers.</p> <p>Authentic Assessment: teacher observation, running records, interest inventories, literature logs, written response, oral response, anecdotal records, and rubrics with effort and improvement as keys.</p> <p>Standards-Based Assessment: written response, oral response, quizzes, tests, rubrics, and checklists.</p>	<p>Chapter Assessments from Core Knowledge literature.</p> <p>Open Court unit/lesson assessments</p>

Literacy methods for Pre-K students. In Pre-Kindergarten, literacy will be woven throughout morning meeting, read alouds, large group and small group music, movement, activities, and regular lessons. In this format, students are constantly engaged in both literacy and social activities in a way that it is developmentally appropriate.

The objective for instructional staff will be to introduce Pre-K students to letters and sounds. Staff will teach basic skills such as how to hold a pencil and draw writing strokes (which will lead to more letter practice in Kindergarten). Students will also learn to write for meaning, i.e. understanding the difference between writing and drawing, letter strings, writing lists, letters, and observations. They will be taught how to recognize and write their name, and how to read their friends' names and some sight words. The students learn how to recognize beginning sounds and ending sounds (rhyming words), hear and blend sounds and syllables in words, and point to a word and hear the words in a sentence. The students will be taught how to ask and answer questions about a read aloud, and how to retell a story and sequence events.

Additional Literacy Components

“Modeling Good Reading” weekly sessions. Once a week, staff will be in every classroom in the school reading a book aloud to small groups of students during a half-hour block. This involves all members of the school community, including the principal, cafeteria staff, facilities staff and support teachers. To reinforce reading/language arts skills. These weekly small groups will ideally consist of 6-12 students, thus there will be several staff members present in each classroom at once. Each teacher or staff member will be trained in the basic read-aloud techniques, and will stay with his/her group of boys or girls for the entire year. The reading sessions will include reflection and discussion. The book will be the staff members' choice, and should focus on a positive aspect of character development--likely a Core Knowledge literature selection (see example list in “Curriculum” (Part 2 Section b)

These groups will have the goal of reinforcing phonics and building a foundation of key words and subjects from the Core Knowledge Sequence. These groups will be roughly formed by readiness level within grades. The groups will allow students to be supported and challenged to grow as readers at their current level of readiness, while also preserving the integrity of the sequenced content. The Core Knowledge Foundation stresses that reading aloud challenging content allows children to develop knowledge stores sufficient to be good readers. These “Modeling Good Reading” sessions a great way to model for students a true love of, and value for, reading that is shared with everyone at the school, not just the classroom teachers.

Targeted Reading Time (Drop Everything and Read) Targeted Reading Time (also known as Drop Everything And Read (D.E.A.R) time), is a time regularly set aside in the classroom schedule for both students and their teachers to "drop everything and read." D. E. A. R. time conveniently accommodates a variety of student interests and ability levels, since each student selects for him or herself the book or books he or she wishes to read. There are many benefits to D.E.A.R., including:

- Giving children the opportunity to read books of their own choice. So much of what we do in school involves books and reading material selected by the teacher. DEAR time lets children pick whatever reading material they want to just enjoy, encouraging a true love of learning.
- D.E.A.R. allows children to see that reading for fun and pleasure is a valuable experience. If the teacher sets aside time for it, and if everyone in the classroom does it – it must be a valuable way to spend some time.
- D.E.A.R. can help develop better writing skills. The more children read, the more they are exposed to the written word – and that will lead to better reading and writing skills.

Pre-Kindergarten Instructional Strategies

Our Pre-Kindergarten program will focus on helping students to develop skills and knowledge in five developmental areas: Physical Well-Being and Motor Development; Social and Emotional Development; Approaches to Learning; Language; and Knowledge Acquisition and Cognitive Development. The chart below outlines knowledge and skills in each of these areas, and specific instructional strategies that will be used to help students progress in each of the five areas.

Area of Development	Skills/ Knowledge	Instructional Strategies
Physical Well-Being and Motor	<ul style="list-style-type: none"> • Movement and Coordination 	<p><u>Large Motor: Playing movement games and activities:</u></p> <ul style="list-style-type: none"> ○ Rolling a ball to a friend ○ Tossing a bean bag into a hoop ○ Jumping, galloping, skipping, walking, running, hopping ○ Playing Tag (freeze tag, cat and mouse, partner tag) ○ Simple choreographed movement <p><u>Fine Motor: Working with different types of materials to develop fine motor skills:</u></p>

<u>Development</u>		<ul style="list-style-type: none"> Working with Playdough, putting together puzzles, and building with small Legos Counting by picking up objects with tweezers Mixing colors in water with droppers Fine motor skill activities (clothes pins, writing utensils, scissors, etc.)
<u>Social and Emotional Development</u>	<ul style="list-style-type: none"> Autonomy and Social Skills 	<ul style="list-style-type: none"> Listening, asking questions, giving/accepting a compliment, joining a game, introducing yourself, greeting others, Resolving a conflict, etc. Teachers modeling skills and role plays Student role plays: 2-4 students acting out a situation and the class discussing how they treated each other and/or solved their problem. Reading stories that demonstrate social skills, manners, and elements of good character to bring these ideas to life. Creating “teachable moments” out of real life situations
<u>Approaches to Learning</u>	<ul style="list-style-type: none"> Work Habits 	<ul style="list-style-type: none"> Center time structured as “Plan, Do, Review.” Students will tell, write, draw, or show in some way what centers they will go to that day. After centers students will meet with the teacher to discuss their experiences and to check if they followed their plan. Students keeping reading logs for homework along with unit projects to help them start learning responsibility and time management, and to extend learning outside of school. Students cleaning up materials before leaving a center and at the end of center time. Assigning classroom jobs: gardener, greeter, weather helper, schedule keeper, table washer, line leader, door holder, book monitor, art monitor, toy monitor, snack helper, lunch helper, song leader, etc.
<u>Language</u>	<ul style="list-style-type: none"> Oral Language Nursery Rhymes, Poems, Fingerplays, and Songs Storybook Reading and Storytelling Emerging Literacy Skills in Reading and Writing 	<ul style="list-style-type: none"> Students telling their classmates about something they experienced, something about themselves, or something they would like to happen. Read-alouds Focusing on “teacher language” in lesson plans, thinking about what vocabulary will be used during the activity/discussion. Morning song Asking open-ended questions Acting out scenes or entire stories Daily sharing activities Writing practice Reciting/repeating nursery rhymes, poems, and fingerplays Dictations Letter/sound matching games
<u>Knowledge Acquisition and Cognitive Development</u>	<ul style="list-style-type: none"> Mathematical Reasoning and Number Sense Orientation in Time and Space Scientific Reasoning and the Physical World Music Visual Arts 	<ul style="list-style-type: none"> Studying maps, plants, animals and their habitats, animal development, five senses/body parts, human needs and development, water, light, air, etc. Small group work (independent and with teacher) Experiments Observations and observational drawings Specific lessons on letters, sounds, vocabulary, counting, patterns etc. Field trips, speakers, and presentations Listening to important pieces of music and looking at famous art Puzzles, print rich environment, play dough, magnetic letters or letter stamps that they can make words with; match words to pictures or letters; play I spy; follow the recipe; match a set to the number. Story predictions Memory games

English Language Learners

Although we are anticipating a very small percentage of English Language Learners enrolled at Imagine-Southeast (around 1% of student population – the average at nearby schools), we are committed to providing a supportive environment and quality instruction for these students and ensuring that they reach their highest academic potential in the classroom. We will take all the necessary steps to make certain that each student has the resources they need to succeed in their education. While we expect the majority of our students to come from Spanish-speaking backgrounds, we are committed to provide resources as needed for students whose primary language is an African or Asian language. The following describe the measures Imagine-Southeast PCS will take to accommodate English Language Learners (ELL).

Enrollment. Imagine-Southeast PCS’ enrollment procedures will not discriminate based on English language proficiency

or immigration status.

Identification. Imagine-Southeast PCS will establish an initial identification procedure to identify students who may need to receive additional instructional strategies and techniques to improve their English proficiency. Part of Imagine-Southeast PCS' enrollment process will involve the use of a "Home Language Survey" (HLS) which every student, regardless of racial or ethnic background, will complete. The survey serves to identify students who come from homes where a language other than English is spoken.

Assessment. If a student's HLS indicates that a language other than English is spoken at home, we will conduct the ACCESS assessment to determine if language support services are necessary and to measure English language proficiency in the areas of speaking, reading, writing, and comprehension. In no case will a student be determined to need language support services, or labeled LEP/NEP without a valid assessment on file. Imagine-Southeast PCS will employ an ESL teacher as our student population requires. The ESL teacher evaluates the assessment and observations to determine the language proficiency of the student.

Placement/Services. Services for LEP-eligible students will be provided in a timely manner and appropriate LEP plans will be established and maintained. Imagine-Southeast PCS has determined that an ESL inclusion or "push in" model will be most effective given the projected small number of ELL students. The ESL teacher will make regular, pre-determined visits each day in the mainstream classroom to work with ELL students and support instruction. The ESL teacher is responsible for monitoring the assessment of ELL students, re-evaluating ELL services, and communicating with ELL students' families regularly about their children's progress.

Transition. Once the student gains proficiency in English according to the ACCESS assessment (scoring in the "Bridging Section"), Imagine-Southeast PCS will take responsibility for exiting him/her from the language support program so that he/she can participate meaningfully in the general education program. Imagine-Southeast PCS will undertake to establish clear criteria to determine when a student qualifies for exiting the program.

Monitoring: Imagine-Southeast PCS will monitor the students for two years (as applicable) to ensure that students exited from the language support program are performing in the general education program without significant barriers caused by limited English proficiency.

The English Language Learners programs will also:

- Offer opportunities and activities to share language and culture;
- Raise expectations for language-minority youth;
- Identify more LEP students for gifted and talented programs;
- Develop cognitive/academic language proficiency;
- View students as active learners;
- Develop communicative competence;
- Accept students' home language and extend it to the school environment;
- Use holistic approaches.

Effective instructional strategies to support English Language Learners at Imagine-Southeast include:

- *Introducing Topics:* Examples include frontloading of information, picture walks, concept building, labeled visuals posted, selective highlighting, brainstorming, vocabulary development through visuals
- *Working with Text:* Examples include paraphrasing, enhancement through visuals, chants, multi-media presentations (PowerPoint, films, etc.), dramatization, reader's theater, reducing non-essential text
- *Literacy Development/Assessments:* Examples include graphic organizers, cloze paragraphs (similar to fill-in-the-blank exercises), cooperative learning activities, graphic depictions, shared writing, pictorial tests, frame writing
- *Audio and Video Features:* Can be used to help students develop listening and reading comprehension as they build speaking and writing skills.

The ESL teacher will also act as a liaison between the school and language-minority families, providing or arranging for translation services, attending conferences between teachers and parents, and interpreting at meetings for the school community.

In addition to assisting LEP students directly, Imagine-Southeast PCS will also equip teachers and use our parent organization to assist parents unable to read in their native language. We will strive to make sure information about their child's progress and available resources are understood by all parents. Imagine-Southeast PCS will also develop a plan, as needed, to communicate truly critical information orally to parents not literate in English or their native language, through the use of translators provided by the DCPS Office of Bilingual Education.

Gifted and Talented Students. The goal of educating students identified as Gifted and Talented is to create a challenging environment in which students can learn new content and meaningful ways to apply it. We will support the education of Gifted and Talented students within the regular classroom setting. Teachers will receive focused professional development in methods of differentiating instruction within a normal classroom environment. There will be a variety of enriching opportunities for small group learning, and the development of special projects and independent learning plans. The depth of these activities will increase enthusiasm for learning and broaden the learner's interests and creativity.

Gifted and Talented Program Goals:

- To enhance skills in reading, mathematics, science, and social studies at a pace and depth appropriate to the capabilities of the gifted student
- To provide an environment that encourages and challenges the gifted student in the development of creativity, originality, fluency, flexibility, and elaboration in their thought processes
- To encourage and provide opportunities for gifted students to explore and develop their unique abilities.

Imagine Southeast's education program will follow all state and federal requirements for all students. As consistent with our educational goals for all students, Imagine Southeast will provide an enriching learning experience for students identified as Gifted and Talented according to their unique needs.

Identification. Imagine Southeast will disseminate information to its staff for identifying students eligible for Gifted and Talented education. Students may be referred either by the parent or the teacher for testing by an educational psychologist to determine if the student is eligible for the Gifted and Talented program.

Evaluation

- *Parental Consent:* The school will obtain written parental consent prior to conducting an initial evaluation or a re-evaluation. The school will not release information from education records to participating agencies without parental consent unless authorized to do so by federal law.
- *Initial Evaluation:* After written parental consent has been obtained, an initial evaluation will be conducted by a multidisciplinary team. This initial assessment will serve to determine whether the student meets the criteria for Gifted and Talented education.
- *Gifted and Talented Individualized Learning Plan (ILP):* Each homeroom teacher will prescribe a written individualized learning program for each Gifted and Talented child, which will include a statement of the child's present levels of educational performance and annual goals.

Parental Involvement. Imagine Southeast would also like our parents to be participants in the National Association for Gifted Children, along with any local organizations that support the learning and growth of Gifted and Talented youth. The parent workshops and resources would be an avenue to involving parents in the education of their child and further educating them on the Gifted and Talented program.

Curriculum. The Core Knowledge Reading, Science, and Social Studies curriculum will provide a framework for the Gifted and Talented child. The literature-rich content is filled with several project-based learning opportunities and above grade-level novels that will stimulate and enhance the minds of the gifted and talented student. Math instruction will be enhanced to reflect the needs of the student.

Such programs as Destination Imagination are a great resource for classroom teachers that will enhance the curriculum to provide the Gifted and Talented student with the enrichment that is needed. The Destination Imagination Flagship Program is a process-based program grounded in sound creative problem-solving theory that helps young people build lifelong skills in creative and critical thinking, teamwork, time management and problem solving. Up to seven participants will work together as a team for 8-12 weeks to create their solution to a Team Challenge, which can have a focus that is

theatrical, structural, improvisational, scientific or technical. Teams will also learn and practice creative quick-thinking skills for the Instant Challenge portion of the program.

d. Students with Disabilities

“The vision of inclusion is that all children would be served in their neighborhood schools, in the regular classroom with children their own age. The idea is that these schools would be restructured so that they are supportive, nurturing communities that really meet the needs of all the children within them: rich in resources and support for both students and teachers” (O'Neill, 1995).

The goal of special education at Imagine-Southeast PCS is consistent with the goal of regular education: to support students in developing the knowledge and skills they require to live meaningful, self-fulfilling lives with as much independence as possible in their communities. We will support the education of students with special learning needs within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part-time or full-time basis be considered.

Personnel: Imagine-Southeast PCS will have a Special Education Coordinator and special education teachers and assistants delivering instruction directly to students. The Special Education Coordinator will oversee all testing, documentation, accommodations and placements for students. Additionally, he/she will organize and administer special education in-service training to Imagine-Southeast PCS' teachers, enabling them to make modifications to the curriculum and the classroom, and to understand the requirements under IDEA. Imagine-Southeast CS will contract with private service providers for all special education services needed by our students that fall outside of the expertise of our staff.

Imagine-Southeast PCS will ensure that special education personnel meet District of Columbia Special Education Certification requirements. We will seek to find special education instructors with a master's degree or education degree and several years of experience. We will conduct a rigorous screening process that will include reviews of professional qualifications, reference checks, and interviews. All personnel who provide related services (e.g., services provided by a speech-language pathologist; psycho-social counseling provided by a psychologist, social worker, or mental health professional) to students will meet all required licensure and/or certification requirements pertaining to their area of related service.

Models of Delivery: We will use an inclusion model of service delivery. In accordance with Individualized Educational Plans (IEPs), students will be served in one of three programs: (1) Students who are close to grade level and can access the general curriculum will be served, with accommodations, in the classroom. (2) A certified, special education teacher will provide services in a pull-out program; (3) If necessary, the school will provide a self-contained class facilitated by a certified, special education teacher.

Typical accommodations for students with learning disabilities include but would not be limited to: more time on exams; separate space for exams to minimize distractions, oral instead of written exams; note-takers or use of tape recorders to record teacher lectures. Younger students often benefit from some supplemental one-on-one reading or math instruction, after school tutoring, and/or special instruction techniques that are tailored to their disability.

Additionally, the Student Support Team (SST) will also be a resource for both evaluating students and assisting students who may have special needs but do not qualify for special education services. The SST is a problem solving team dedicated to assisting teachers in meeting the diverse student needs within their classroom. The SST uses a collaborative process to assess the needs of students who are struggling academically, behaviorally and socially, and with attendance. The SST consists of three classroom teachers (one from each team), the coordinator, an administrator, the teacher recommending the student, and the student's parent(s) or guardian(s). Please refer to the Strategies for Intensive Support section for more information about the SST.

Identification: We will request copies of all Individualized Educational Plans (IEPs) that exist for any student transferring from other schools. At Imagine-Southeast PCS, we will make every effort to ensure that IEPs for students transferring from other schools are current. During summer in-services, we will disseminate information to staff for identifying students eligible for special education, including guidelines for emotional disturbances, developmental delays, learning disabilities, and speech/language impairment. The Special Education Coordinator will review this material with staff during the summer in-service, and ongoing professional development will be offered throughout the school year. The

Principal, teachers, and Special Education educators will take responsibility for monitoring student progress and watching carefully for students who may be eligible for special education. If a teacher believes that one of his/her students is eligible for special education, that student will first be referred to the Student Support Team (SST) for initial evaluation. The SST will then determine if the child should be evaluated by the Special Education team or if the child can be sufficiently supported by the SST. If a parent requests an evaluation, the student will be evaluated directly by Special Education personnel.

Evaluation

a. Initial Evaluation: After informed written parental consent has been obtained, an initial evaluation will be conducted with the Special Education Coordinator, the Principal, the student's teacher, and the student's parent/guardian. This initial assessment will serve to determine whether the student meets the criteria for disability in accordance with 20 USC Sec. 1400, the Individuals with Disabilities Education Act and its amendments.

b. Re-evaluation: Imagine-Southeast PCS will act in accordance with the Individuals with Disabilities Education Act Amendments of 1997 Sec. 614 (a)(2) and after written parental consent has been obtained, will perform a re-evaluation if conditions warrant a re-evaluation or if the child's parent or teacher requests a re-evaluation, but at least once every three (3) years.

Individualized Educational Plan (IEP): The written individualized educational program for each child will include a statement of the child's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the child; a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in non-academic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

Screening Forms: The school will develop screening forms to ensure that all federal requirements are met regarding identification, referral, due process, evaluation, IEPs, and procedural safeguards. The forms will incorporate guidelines for assisting staff and parents to understand the nature of disabilities. All forms will be translated into parents' native languages, and we will make every effort to accommodate parents of different reading levels.

Professional Development: It is imperative that all students with special needs receive accommodations and/or modifications for instruction and/or assessment. As a school that supports the inclusion model, all teachers, including regular classroom teachers, paraprofessionals, and special education teachers, will receive training on modifications and accommodations. In addition, all personnel who instruct students with special needs will receive training pertaining to the following topics:

- I.E.P. development and requirements
- Placement Determination
- Accommodations and Modifications
- Appropriate filing system and procedures for Special Education Students
- FERPA
- Specific delivery programs
- Assessment Policies and Procedures

Monitoring and Exiting. Student progress will be continually monitored by special education staff and classroom teachers. The Special Education Coordinator will be responsible for ensuring that accurate records are kept on each student with an IEP and that student progress is monitored on a regular basis. The Special Education Coordinator, in consultation with the child's parent/guardian and classroom teacher, will also determine when a child is ready to exit the special education program at Imagine-Southeast Public Charter School.

e. Strategies for Providing Intensive Academic Support

Based on the data gathered in our Demographic Analysis Form, we expect that a large number of students enrolling for the first time in Imagine-Southeast PCS, especially in the upper grade levels, will be substantially below grade level in basic skills like reading and math. In schools surrounding Imagine-SE, an average of only 31% of students scored "proficient" or above on the reading portion of the DC-CAS (2005-2006 school year), and an average of only 25% of

students on the math portion. This signals that students enrolling in Imagine-SE from the surrounding area will likely have similar skill deficiencies. In light of this, it is also reasonable to expect that many students will not be at grade-level in the content knowledge standards for the Core Knowledge Scope and Sequence. Additionally, we expect around 70% of our students to qualify for the Free and Reduced Lunch program (based on area school averages), which indicates that many of our students will lack resources and experiences at home that enable high academic achievement. Common obstacles facing students from low socio-economic backgrounds include lack of wide vocabulary usage in the home, lower access to books, and lack of homework help due to parents/guardians with low education levels and/or multiple jobs.

We consider it a high priority to provide intensive and ongoing support for students entering below grade level so that they can recover lost ground and meet the high academic expectations the school will place on all students. Data obtained from the school-wide and teacher given assessments are used to gain insight on a child's weaknesses as it relates to grade-level standards in skills and content knowledge. The following is a breakdown of the intensive academic support strategies that will be used for each specific core subject, and descriptions how their implementation will be assessed.

Core Subject	Target Group	Intervention Model	Resources/Programs	On-Going Assessment
Reading	<p>Students in need of intensive literacy support will be identified by initial yearly assessment results.</p> <ul style="list-style-type: none"> - Students that score below 25 percent on the DIBELS assessment in grades K through 2 - Students in grades 3-8 that score below 25 percent on the SCANTRON Performance Series Diagnostic will receive intensive literacy support. 	<p>Two programs will be used for intensive literacy support: <i>Reading Mastery</i> and <i>Corrective Reading</i>.</p> <p>Because of the intensive nature of these programs, they will be taught to small groups of students in a pull out setting, for 45 minutes three to five times a week by a reading specialist.</p>	<p><i>Reading Mastery Plus (K-2nd grade)</i> gives students the skills and the clear, explicit instruction and guidance they need to master the fundamentals of reading. Oral language, phonemic awareness, and systematic phonics are the starting point. Vocabulary development, fluency, and comprehension are fundamental throughout.</p> <p><i>Corrective Reading</i> is designed for students who misidentify, reverse, or omit words, who have little recall and limited attention span and who read without understanding. This flexible program allows students to work in a decoding program, a comprehension program, or both.</p>	<ul style="list-style-type: none"> - DIBELS Assessment is administered to K-3rd grade three times a year, with intermittent progress monitoring check points give to students in between. - Bi-Weekly checkpoints will be given to students in both the <i>Corrective Reading</i> and <i>Reading Mastery programs</i>, to ensure mastery of skills.

Math	<p>- Pre-K and Kindergarten groups will be targeted based on their Core Knowledge Baseline Assessment</p> <p>- The following 1st-8th grade groups will be targeted:</p> <p>a. Students scoring below 35th% on the SCANTRON fall diagnostic and/or</p> <p>b. Students scoring as Below Basic or Basic on the previous year's DC-CAS assessment.</p>	Students will receive intervention support in an inclusion model. An instructional coach will work with students in a small group setting for an additional 60 minutes per week.	<p><i>SRA Corrective Math</i>: This program provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts which struggling students often fail to grasp.</p> <p><i>Word Problems Made Easy Program</i>: This program provides a step-by-step, building blocks program for solving word problems. Students are given the “recipe” for solving word problems along with the vocabulary necessary</p>	<p>Bi-weekly checkpoints are administered to students to ensure growth in the <i>SRA Corrective Math</i> program and the <i>Word Problems Made Easy Program</i>.</p> <p>Information will be shared with the student, teacher, and parent in a progress report format.</p>
Writing	<p>Students will be targeted based on the following:</p> <p>- 1st-8th grade students scoring below basic on their baseline fall writing assessment.</p>	<p>Students will receive intervention support by their classroom teacher in the following ways:</p> <p>a. During center activities, students will be given specific writing tasks in the areas that they are deficient.</p> <p>b. During small group instruction, teachers will work with students that struggle with specific writing traits. For example, if a student was deficient on the pre-writing phase of writing, then they would work in a small group with the teacher on that skill.</p> <p>c. Differentiated instruction will allow the teacher to assign targeted writing assignments to students who are struggling writers.</p>	- <i>6+1 Traits of Writing</i> : This program teaches the six traits of writing in a way that provides the necessary classroom support and intensive support for struggling writers. It teaches the entire writing process while integrating the six traits. It allows teachers to pinpoint students' strengths and weaknesses in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation in order to focus instruction.	Monthly writing prompts will be administered to measure growth.
Science/Social Studies	<p>Students will be targeted based on:</p> <p>- At least 4 weekly classroom assessments (the equivalent of a month's worth of testing) in the fall in which the student performs less than 60%.</p>	<p>Students will receive intervention support by their classroom teacher in the following ways:</p> <p>a. During center activities, students will be given specific tasks in the areas that they are deficient.</p> <p>b. During small group instruction, teachers will work with students that struggle with specific content area deficiencies.</p> <p>c. Differentiated instruction will allow the teacher to assign targeted assignments/projects to students who are struggling in order to increase content area knowledge and build background knowledge.</p>	Core Knowledge Trade Books will be used to support content area knowledge, while also working to improve reading comprehension skills.	On-going content assessments will provide the data necessary to determine growth.

Classroom teachers will use tutorial programs in mathematics and reading to guide students through individualized programs to strengthen basic skills. We will use Accelerated Reader, a program that provides reading practice, recorded

voice, vocabulary practice, and literacy skills quizzes on an extensive selection of books. This allows us to obtain valuable data on students' library book reading, literacy skills development, and vocabulary development. Meanwhile, performance competencies are enhanced through the use of multimedia programs like Inspiration that allow students to organize information and create presentations of their work. These technological tools will serve as an important complement to the strategies that will be used to bring students to grade level.

Student Support Team (SST). The Student Support Team is a problem solving team dedicated to assisting teachers in meeting the diverse student needs within their classroom. The SST uses a collaborative process to assess the needs of students who are struggling academically, behaviorally and socially, and also attendance wise. SSTs reduce barriers to learning by offering a variety of strategies that may help struggling students participate and progress in the general education curriculum.

The SST consists of three classroom teachers (one from each Academy), the coordinator, an administrator, the teacher recommending the student, and the student's parent(s)/guardian(s). Not all team members need to be present at every meeting. Each meeting will have the coordinator, two teachers, the students' classroom teacher, and parent present.

Team responsibilities include:

- Attendance at scheduled meetings
- Brainstorm possible solutions and/or strategies.
- Define problem (if not concretely defined)
- During meeting work together with team to create suggestions for solution.
- Design implementation plan
- Provide ongoing support of teacher who requested assistance.

This process is data-driven, meaning that team members consider evidence that the classroom teacher collects to document their concern. Recommendations to the classroom teacher are made based on this documentation. The teacher agrees to implement these recommendations for a six week period. During this implementation, the coordinator (and team) will monitor and observe the teacher to determine the effectiveness of the intervention, and to offer encouragement.

Student Success Plan (SSP) Student Success Plans will be developed for each new student to track their academic progress from the first day they enter the school, which will include records all important student data needed for success. These will especially enable instructional staff to know how to best intervene with students below grade level, how to set goals for the child, and how to track progress towards those goals. These plans will be shared with the student and his or her parent/guardian, and will follow the child during his or her entire time at Imagine-Southeast.

School Day and Year. The length of Imagine-Southeast PPCS' school day and year are additional built-in strategies to provide intensive academic support for students entering the school substantially below grade level. Imagine-Southeast will be open from 7:30 AM until 6:00 PM, with breakfast at 7:30-7:55 and an after-school program from 3:30 to 6:00. We want to maximize the time students spend in school, taking advantage of every minute to build and reinforce their knowledge and skills, improve their self-confidence, increase their positive interactions with peers and adults, and stimulate their minds with new ideas. The year-round calendar also has proven to be an effective tool to address learning deficiencies of students, providing quarterly 3 week blocks to focus on remediation of students' specific academic difficulties. Please see section XYZ for more information on Imagine-Southeast's school day and year structure.

3. Student Performance

a. Student Assessment

Assessment is an essential element of effective teaching and learning. Our assessments will be used to inform students, teachers, and parents about where a student is succeeding and the areas that need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will guide students in understanding what full mastery of a standard is, and it will keep parents informed about student progress.

Teachers at Imagine-Southeast PCS will be trained to use assessments as a focused tool to accelerate achievement. In our classrooms, assessment will be:

- Timely - given while learning is in progress

- Focused on the current learning tasks
- Specific about improvement needs
- Used to expand student understanding and mastery of content

Imagine-Southeast will use five different kinds of assessment methods to gauge student performance throughout the year: SCANTRON series, DIBELS, DC-CAS, CK-PAT, and Performance-Based Assessment. The following is an explanation of each assessment method and its particular role in the school's assessment plan.

1. **SCANTRON.** SCANTRON is an assessment tool designed to help educators diagnose academic strengths and weaknesses, direct instruction to maximize student achievement, and deliver and manage test data. There are two components to SCANTRON assessment that Imagine-Southeast will use: the Performance Series and the Achievement Series. Their specific roles are described below.

- Performance Series will serve as a computer-adaptive diagnostic tool that will assist us in developing our baseline information on our students (beginning in Kindergarten) in the areas of reading, math, and science. The Performance Series will be administered three times a year. The first will be within the first three instructional weeks of school, in order to establish a baseline for each student. This will provide us with norm-referenced information to measure how our students compare to others in country, as well as criterion referenced information to assess where our students are in relation to the DC grade-level standards. The second and third administrations will be in January and in May. The purpose of the last two administrations is to measure students' academic progress based on the baseline data obtained by the September assessment. The advantage of the Performance Series is that it adapts to the student taking the test so that it can produce exact grade level equivalency results gauging readiness levels and proficiency levels. It also provides lexile reading scores for teachers to use in determining appropriate reading material.

The information obtained will be used in three ways. By assessing student readiness, teachers will be able to effectively create small groups to differentiate instruction. The norm-referenced information will help us track learning gains to ensure that students are covering ground at the expected pace. The criterion-reference information obtained will give teachers insight on their instruction so they know what standards and skills they need to focus more on, and how they can plan more effectively to meet the needs of their students.

- Achievement Series will assess 1st-8th grade students' proficiency levels on targeted standards. The Academic Focus Calendar (see "Curriculum" in Part 2 Section b for more information on the Academic Focus Calendar) maps out the targeted DC Standards and Core Knowledge standards that are addressed school-wide. The Achievement Series will provide the assessment support for this program. Mini-benchmark assessments are administered weekly to ascertain a child's proficiency on the focused standards. Assessments are similar to a quiz in the length of the assessment, but may incorporate constructed responses, multiple choice, and true/false questions. A monthly cumulative assessment is administered to assess levels of mastery of all standards addressed in that month. .

The Achievement Series is needed to ensure instruction is consistent and on track with the "map" of standards laid out in the Academic Focus Calendar, and to enable teachers to know what may need to be re-taught to ensure mastery, to create small groups, to target specific students for one-on-one instruction, and to provide general support to their students.

2. **DIBELS.** Dynamic Indicators of Basic Early Literacy Skills, or DIBELS, will be used to assess our Kindergarten through third grade students. DIBELS are a set of standardized, individually administered measures of early literacy development. They are short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The DIBELS measures were specifically designed to assess three of the five Big Ideas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another, both psychometrically and theoretically, and have been found to be predictive of later reading proficiency.

The DIBELS Benchmark Assessment will be administered three times a year to students in Kindergarten through 3rd grade: at the beginning, middle, and end of the school year.

The data gathered through the DIBELS assessment is used for a variety of purposes. DIBELS will be an invaluable tool for teachers, allowing them to better meet the needs of all of their students. Because the DIBELS assessment is so skill specific, instruction based on student deficiency is easily developed by the classroom teachers. Differentiated instruction techniques will be supported by the data gathered, allowing teachers to Group students based on their strengths and weaknesses.

Below are more detailed descriptions of the specific DIBELS Assessments and when they will be administered:

- *Initial Sound Fluency (ISF)*. This assesses Phonological Awareness, meaning a child's ability to recognize and produce the initial sound in an orally presented word. This will be administered in Kindergarten at the beginning and middle of the school year
 - *Letter Naming Fluency (LNF)*. This assesses letter knowledge and recognition, and will be administered at the beginning, middle, and end of Kindergarten, and at the beginning of 1st grade.
 - *Phoneme Segmentation Fluency (PSF)*. This assesses Phonological Awareness, meaning a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. This will be administered at the middle and end of Kindergarten and the beginning, middle, and end of 1st grade.
 - *Nonsense Word Fluency (NWF)*. This tests the alphabetic principle, including letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds. This will be administered at the middle and end of Kindergarten, and the beginning, middle, and end of 1st grade.
 - *DIBELS Oral Reading Fluency (DORF)*. This tests accuracy and fluency with connected text. This will be administered at the middle and end of 1st grade, and beginning, middle, and end of both 2nd and 3rd grade.
3. **DC-CAS.** Imagine-Southeast PCS will participate in the required Comprehensive Assessment System (DC-CAS) for students in Grades 3 through 8 each Spring in the areas of reading mathematics and science (social studies is on the horizon). The results of the test will measure student strengths and weaknesses relative to the District of Columbia content standards over the course of the entire year. The Composition Test will also be administered to students in Grades 4 and 7 each spring to measure student progress relative to DC writing standards. The information gained through testing will be used by teachers to help group students for the following year, as well as to help the school staff to develop the school improvement plan, set revised goals, and update the Academic Focus Calendar.
4. **CK PAT (Core Knowledge Preschool Assessment Tool)** The CK-PAT is both an assessment tool and a software management system. As an assessment tool, it is directly correlated to the goals and objectives of the Preschool Sequence and has been designed to measure and document the individual progress of children who are participating in Core Knowledge preschool programs. The CK-PAT will be given to students three times a year.

As a software management system, it allows teachers to easily enter data for each child in their class, relative to the goals and objectives of the Preschool Sequence. Reports and graphs for individual students, the class, or even an entire center or agency are automatically generated at the click of a button.

5. **Performance Based Assessments.** Performance-based Assessments are more informal ways to enable teachers to monitor student achievement and provide timely feedback on teaching methodology and student progress. Classroom assessments will be an important part of the teaching and learning process at Imagine-Southeast PCS. For assessment to be effective, teachers need to use Performance Based Assessment results to quickly diagnose student progress, improve classroom practices, plan instruction, report student progress, and modify teaching practices.

Imagine-Southeast PCS teachers will use a variety of Performance-Based Assessments to evaluate student achievement and guide learners to higher levels of achievement. Prominent among these are portfolios, Student

Success Plans, and Authentic Forms of Assessment. These kinds of assessments provide students with an opportunity to demonstrate their knowledge and provide teachers with data upon which to base decisions with regard to core curricular mastery of competencies.

- Student Portfolios are systematic collections of student work, updated once every grading period, to demonstrate progression on specific academic goals over time. Portfolios will follow each child from the beginning of their time at Imagine-Southeast until the end. Each student will produce and complete his or her portfolio. Through use of portfolios, students review their work, analyze elements of standards, and develop an understanding of quality performance. With teacher guidance, they fashion personal learning goals through careful examination of their own work. Portfolios will be used to demonstrate student progress on priority academic issues and to share learning experiences with teachers, parents, and peers. Portfolios build learner confidence by illuminating student growth and improvement and by helping students to set goals for future growth.
- A series of writing assessments will also be administered annually to measure student writing proficiency in grades 3-5. The tests require student to write responses to assigned topics in a single testing period. Teachers use a holistic scoring approach through the use of a rubric. Writing scores are shared with students and parents on a monthly basis.
- Other assessments include projects, essays, interviews, presentations, observations, and teacher-generated quizzes.

Teacher Training and Use of Assessment Data. Teachers will be trained on both the *Scantron* and *DIBELS* Assessment systems during in-service, and follow-up training will be presented during Professional Development Days throughout the school year. *Please see section A.4.f: Professional Development for a proposed calendar for teacher training on assessments.* Teachers will also be participating in collaborative planning time with an administrator weekly throughout the school year. Each collaborative planning time will devote a portion of the time to the discussion and analysis of data. Teachers will bring samples of their class data the planning time. Topics such as grouping strategies, students who are not mastering standards, possible holes in instruction, and data highs and lows will be discussed. The overall goal of this collaborative planning time is to assist teachers in becoming self-reflective and more aware of their instructional practices, and how these practices can be adapted to reach the diverse learners in their classroom.

School Climate Survey. The School Climate Survey is developed and designed to gather information regarding what students (as well as parents and staff) think about their school and their ideas on how the school can be improved in the areas of curriculum, leadership, parent support, student learning, school safety, and facilities. This survey will be conducted annually. Survey results will provide us with critical feedback on the school's progress towards fulfilling its mission and meeting its non-academic goals.

Technology Supported Data-Driven Decision Making. The technology tools used across the curriculum to support both academic standards and technology literacy will also be used to guide assessment practices on a day-to-day basis. Every time benchmark assessments such as the SCANTRON Achievement Series and DIBELS provides new data, teachers will be able to re-form student groups based on their level of mastery of content and standards in order to re-teach material or give more intensive support. These ongoing checkpoints provide them with ongoing knowledge about whether their student groupings are truly effective.

The process of obtaining ongoing student achievement data will provide great assistance in increasing student academic success. First, it will help staff ensure standards-based delivery as a school-wide approach. Second, it will provide tools to enable teachers to consistently implement this standards-based instructional approach in the classroom. These first two areas will indirectly serve as a kind of "safety net" for the students; they will allow instructional staff to quickly determine if students are either growing or deficient in a certain area. It will help them pinpoint exactly where students need help so that they can intervene when needed, through, for example, small group instruction, one-on-one work, or conferences with parents. Please see A.3.c *Student Intervention* for further intervention strategies we intend to use at Imagine-Southeast.

Rates of Academic Progress. The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data are available, in order to assess rates of prior academic progress and the baseline rates of academic progress for Imagine-Southeast PCS students. Continuing

longitudinal examination of the levels of academic achievement will be performed to establish rates of academic improvement of the same students while attending Imagine-Southeast PCS.

We will also compare rates of academic improvement of students in Imagine-Southeast PCS with national progress rates. In order to establish a national progress rate, the national norm will be defined based on two points in time when norm-referenced standardized tests are administered. The computed gain based on the scale score will be plotted in a graph that demonstrates the national growth rate. Using the available data from the previous year and the data from the first administration of the statewide assessments at Imagine-Southeast PCS, we will compute the gain for our students and use the results to determine the improvement rate based on the national gain. We will continue this process longitudinally in subsequent years. Student performance data on the SCANTRON Performance Series will be compared to the student results at the School System levels.

b. Basis for Promotion and Graduation

Pre-K Promotion Criteria

The majority of Pre-K children at Imagine-SE should be automatically promoted to Kindergarten. A child should not be held back for academic concerns. Kindergarten is the first official year of school and many children, who appear to be academically behind at 3 or 4, are at the top of their class a few years later. The social skills and maturity of the student will be the major factor when considering retention. Giving an immature child an extra year in Pre-K is likely to be beneficial for their growth and development. For promotion to Kindergarten, students need to have sufficient self-care skills (toilet trained, able to put on their own jacket and shoes) as well as be able to sit and focus on an activity or read aloud for 10 minutes.

Promotion and Placement in the Elementary and Middle School Grades:

The decision to promote a student to the next grade level will be made based on various techniques and strategies, such as:

- SCANTRON Achievement Series and Performance Series
- DC-CAS
- Student IEPs
- Teacher recommendations
- Teacher-made tests
- Student Portfolios
- Other assessments as needed

In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account a student's proficiency in writing and science. The evaluation of each student's progress must be based upon classroom work, observations, tests, district and state assessments and other relevant information.

Elementary Grades Promotion:

Kindergarten Promotion Criteria:

45 out of 52 Letter Names; and 15 out of 21 Concepts of Print or 18 out of 26 Sounds

1st and 2nd grade Promotion Criteria:

Reading: 25th percentile or higher on SCANTRON Achievement Series in reading comprehension 25th percentile or higher on the SCANTRON Performance Series Diagnostic in reading comprehension

Math: 25th percentile or higher on SCANTRON Achievement Series in mathematics, or 25th percentile or higher on the SCANTRON Performance Series Diagnostic in mathematics

3rd Grade Promotion Criteria

Promote: Students who score in the 51st percentile or higher on the SCANTRON Performance Series in reading..

Promote with good cause:

- Students who score at the 25th percentile or above on the grade level SCANTRON Achievement Series
- Students with disabilities whose IEP indicates that participation in statewide assessments is not appropriate, consistent with the requirements of District of Columbia's Board of Education rule (Applies

- to students who would not earn a standard diploma),
- LEP students who have had less than two years of instruction in an ELL program
- Students who demonstrate through a portfolio that they are reading on grade level as evidenced by demonstration of mastery of the benchmarks assessed by the District of Columbia standards in reading
- Any third grade student receiving intensive remediation in reading two or more years but still having a deficiency in reading and was previously retained in K-3 for a total of 1 year.

Promote with Good Cause, Altered Instructional Program Required for Following Year,

- Students with disabilities who participate in SCANTRON assessments and who have an IEP or 504 Plan that reflects that they have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and were previously retained in grades K-2

Retain, Altered Instructional Program Required for Following Year

- Students who score below the 25th percentile on the SCANTRON Achievement Series and do not meet Good Cause criteria for exemption from mandatory retention

Promotion Criteria: 4th and 5th grade

Promote: Students who score in the 51st percentile or higher on the SCANTRON Performance Series in reading and math..

Promote with good cause:

- Students who score at the 25th percentile or above on the grade level SCANTRON Achievement Series in both reading and math
- LEP students who have had less than two years of instruction in an ELL program
- Students with disabilities whose IEP indicates that participation in statewide assessments is not appropriate, consistent with the requirements of District of Columbia's Board of Education rule (Applies to students who would not earn a standard diploma)
- Students who demonstrate through a portfolio that they are reading and performing math on grade level as evidenced by demonstration of mastery of the benchmarks assessed by the District of Columbia standards in reading and math
- Any student receiving intensive remediation in reading or math two or more years but still having a deficiency in reading or math and was previously retained for a total of 1 year

Promote with good cause, Altered Instructional Program required for following year)

- Students with disabilities who participate in SCANTRON assessments and who have an IEP or 504 Plan that reflects that they have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and were previously retained

Retain, Altered Instructional Program required for following year

- Students who score below with 25th percentile on the SCANTRON Achievement Series and do not meet Good Cause criteria for exemption from mandatory retention

Promotion Criteria: Middle School

Four Point Criteria

To be promoted, students in grades six, seven and eight must meet proficiency criteria as determined by the district and pass a minimum of four subjects. To receive a passing grade for a full year, a minimum of four points must be earned with at least one point earned in the final quarter. In addition to the specific promotion criteria for reading and mathematics, promotion decisions must take into account student's proficiency in writing and science. The evaluation of each student's progress must be based upon classroom work, observations, tests, and district assessments and other relevant information.

Promote: Students who score in the 51st percentile or higher on the SCANTRON Performance Series in reading and math..and meet the four point criteria.

Promote with good cause:

- Students who score at the 25th percentile or above on the grade level SCANTRON Achievement Series in both reading and math
- LEP students who have had less than two years of instruction in an ELL program
- Students with disabilities whose IEP indicates that participation in statewide assessments is not

appropriate, consistent with the requirements of District of Columbia's Board of Education rule (Applies to students who would not earn a standard diploma)

- Students who demonstrate through a portfolio that they are reading and performing math on grade level as evidenced by demonstration of mastery of the benchmarks assessed by the District of Columbia standards in reading and math
- Any student receiving intensive remediation in reading or math two or more years but still having a deficiency in reading or math and was previously retained in 6-8 for a total of 1 year.

Promote with good cause, altered instructional program required for following year

- Students with disabilities who participate in SCANTRON Assessments and who have an IEP or 504 Plan that reflects that they have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and were previously retained in grades K-5

Retain, altered instructional program required for following year

- Students who score below with 25th percentile on the SCANTRON Achievement Series and do not meet Good Cause criteria for exemption from mandatory retention

Additional Promotion Criteria for all Grades. In addition to the specific promotion criteria for reading and mathematics listed in the matrix above, promotion decisions must take into account student's proficiency in writing and science. The evaluation of each student's progress must be based upon classroom work, observations, tests, and district assessments and other relevant information.

c. Student Intervention

It is imperative that staff at Imagine-SE are able to quickly determine if an individual student is struggling with particular problems related to academic performance. Assessing students and identifying their difficulties early is essential to avoiding major remediation or retention down the road.

As described in Section a, the SCANTRON Performance Series Diagnostic and Achievement Series Benchmark Assessments and the DIBELS assessment will provide the formal assessment necessary to catch deficiencies in skills, content knowledge, and literacy levels in a timely manner. Other more informal tools used to monitor student progress include Performance-Based Assessments such as teacher-designed quizzes, homework, essays, and tests, as well as teacher observation.

Where corrective action is necessary because student achievement has fallen below established standards, we will take one or more of the following steps to help students achieve academic performance standards:

Intersession: students who are showing signs of falling behind will be encouraged to attend school during the Intersession times in order to benefit from additional days of instruction. Participating in Intersession will provide extra opportunity for students to make up for slipping academic performance and regain ground.

Tutoring and mentoring: We believe that a successful Mentoring/Tutoring Program will serve as an important component of the additional instructional time that will be made available to students in need of further academic support. Teachers will work with the mentoring/tutoring coordinator to match tutors and mentors with students with particular weaknesses in the classroom. Imagine-Southeast PCS will recruit volunteer tutors and mentors who support the mission of the school –including parents, individuals from the community and local college students.

Mentors and tutors will spend time individually and in small groups with students who are performing below grade level in order to provide further academic support in specific areas. We expect to provide female mentors and tutors for our Girl's Academy students and males for our Boy's Academy students in order to reinforce positive same-sex role models. Mentors and tutors will be able to share the importance of obtaining an education and will guide children to learn the coping and pacing skills needed to overcome academic challenges. They will be an important source of support to encourage and guide struggling students toward wiser decisions and higher expectations.

Adjusted teaching strategies: use of small group and/or one-on-one instruction within the classroom, emphasizing individual learning styles

Parent-Teacher meeting: Teachers will meet with parents to discuss the student's area of academic difficulty, discuss

and plan specific improvement strategies, and partner with parents to ensure home reinforcement of the extra academic support the child is receiving at school

4. Support for Learning

a. Parent Involvement

We recognize that parent involvement is critical to the success of students, and thus parent involvement and communication will be a priority at Imagine-Southeast PCS. This will start with the involvement of two parents of enrolled students as members of the school's Board of Trustees. This will ensure that parents have a voice in all major policy decisions and help to hold the school accountable for performance.

Further, a significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems, and higher aspirations also have been correlated with an increase in parent involvement, regardless of socioeconomic status.^{6,7} Consistent with our school goals, we will focus our efforts on improving support for learning through parent involvement in school, continuously improving communication, and providing resources to support learning outside of school. The following are examples of specific initiatives we plan to implement to accomplish these goals. The principal and staff will work together prior to the school opening to plan additional ways parent involvement can support student learning.

Encouraging Parent Involvement within the School

Parent Covenant. One of the most important ways in which we will affirm our partnership with parents is through the Parent Covenant, which both the school and the parents will sign at the beginning of each school year. Classroom teachers will meet with the parent/guardians of students in their class to review the covenant prior to signing it. The parent covenant outlines the commitment that teachers, parents, and students will make in an effort to uphold the mission of Imagine-Southeast PCS. As part of the covenant, parents will be asked to volunteer at least 20 hours a year in support of the school. The covenant will not be a legally binding document, but it will create an expectation that both the parents and school are accountable for supporting and upholding the school's mission as well as participating as active partners in a child's education. *A draft copy of the Parent Covenant is included in Appendix C: Parents and Community.*

Parent-Teacher-Student-Organization The Parent-Teacher-Student-Organization (PTSO) will play a lead role in the operation of the school; help to ensure that all members of the Imagine-Southeast CS family are represented; and encourage ways for students, staff, and parents to contribute to our vision. Our hope is that the PTSO will:

- Advocate parent involvement in the classroom.
- Advocate parent involvement in the advancement of the school.
- Establish and strengthen relational ties within the community.
- Orient and educate new parents about the mission and organization of the school.
- Carry on traditions important in the life of the school (classroom and school-wide).
- Advocate student leadership.
- Establish and support fundraising efforts.
- Facilitate communication between the school and families.

The PTSO will include parents, students, teachers, and administration. The PTSO will consist of four officers: President, Vice President, Treasurer, and Secretary. Only parents will fill the roles of officers. The PTSO will meet at least once per month beginning with a General Session to establish the by-laws, membership and nominations for officers.

Parent Resource Room. There will be a separate room set aside for parents as a place for parents to gather and meet each other, hold meetings, and build relationships with other parents. The room will also provide parents with access to resources about the school and current happenings, the curriculum, ways they can be more involved in their child's

⁶ Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. St. Louis, MO: Danforth Foundation and Flint, MI: Mott (C. S.) Foundation.

⁷ Olmstead, P. P., & Rubin, R. I. (1983). Linking parent behaviors to child achievement: Four evaluation studies from the parent education follow-through programs. *Studies in Educational Evaluation*, 8, 317-325.

education, and community services.

Parent Volunteers. We will ask both school parents and others from the local community to join us as volunteers. The talents and abilities of our volunteers will allow us to offer a richer program than we could otherwise. Volunteers will serve in a variety of ways, including chaperoning on field trips, helping in a classroom, helping with events and fundraising, and offering administrative support. All volunteers who work with children will complete a background check and will be oriented by school personnel.

Gender-specific parental involvement Although Imagine-Southeast PCS is committed to providing as many opportunities for parents to be involved as possible, there are also particular ways that the school will encourage parent involvement that speaks to the differences between boys and girls, and that also promotes a sense of balance. For example, this might include hosting a breakfast at the Girls Academy as a way to encourage a positive relationship between the girls and an older male role model (although not necessarily the father). The school may also host a two-part seminar and discussion for parents at the Boys Academy based around the PBS documentary “Raising Cain,” which highlights how to bring out the best in boys.

Improving Communication

Parent-Teacher Meetings Prior to the start of the school year, teachers will call or meet with all of their students’ parents to discuss the upcoming year and address any questions. We believe this is very important in establishing a relationship with parents as partners in education. Teachers will also communicate with parents either by phone or in-person in order to discuss students’ quarterly grades and progress in class. Teachers will make every effort to accommodate parents’ schedules and constraints in scheduling in-person meetings.

Quarterly Academy Parent Meetings. Each academy will hold one parent meeting per quarter for the purpose of sharing with parents what is being taught in the classroom, sharing resources, and inviting parent feedback. This will focus on a particular unit or theme as a way to give parents a glimpse into the day-to-day lives of students, as well as to provide practical resources for how parents can work with their children at home to support learning. We recognize that our parents may have difficulty attending these meetings, due to transportation difficulties, child-care needs, work schedules, or perhaps not feeling comfortable at the school. As a result, we will do everything we can to encourage parent attendance. In particular, we will work to provide child-care during the meetings, extend multiple invitations to make parents feel welcome, and provide food as a way to create a welcoming atmosphere. Staff will work with the PTSO to identify some of the barriers that prevent parents from attending quarterly meetings and work collaboratively to address those barriers. Some of the solutions that might emerge include carpool lists or varied meeting times.

Classroom Parents One parent volunteer per class will be designated “room parent” for the year. This parent will serve to support teachers in communicating with parents and one another and help to coordinate events, celebrations and field trips.

Principal’s Coffee There will be an informal monthly coffee hour for parents to ask questions and share issues and concerns with Imagine-Southeast PCS’ Principal. Parents will be invited to meet with the Principal for morning or afternoon coffee (depending on the month). We will schedule these on a rotating basis in an attempt to meet scheduling needs of the greatest majority of parents. We will also occasionally schedule a weekend or evening coffee in order to accommodate more parents’ schedules.

Classroom and School Correspondence. Teachers and administrative staff will work continuously to ensure that parents are informed about what is taking place in the classroom and school-wide. Teachers will have primary responsibility for ensuring that parents are informed about what is taking place inside the classroom. This will happen through bi-monthly classroom newsletters (“Classroom Connections”) prepared by classroom teachers and aides as well as direct phone calls and meetings when necessary. Administrative and leadership staff will support classroom teachers in their efforts by providing regular correspondence with parents about school-wide events, policies, deadlines, significant changes, etc. School-wide correspondence will be delivered in a variety of ways in order to ensure that parents are actually receiving the correspondence. Some of these ways could include a school-wide phone messaging service, a monthly newsletter with a regular column by the principal, mass email, letters sent home with students, and letters mailed home. If necessary, print materials will be translated or special arrangements will be made with students and parents that are non-English speakers to ensure that they are all families are receiving necessary school correspondence.

Supporting Learning at Home

What Your –Grader Needs to Know. All families will have a copy of the parent guide that complements our curriculum, Core Knowledge, so that they can participate in educating their children at home as well as partner with teachers. This is a key reference to use throughout the year. We expect that parents will discuss topics relevant to their child’s education with teachers as they work through the Core Knowledge curriculum at each grade level. There will be further materials about Core Knowledge available in the Parent Resource Room.

Parent Institutes. One of the resources we would like to offer parents and staff is the research-based program, MegaSkills. MegaSkills programs, now in over 4000 schools in 48 states, serve diverse communities by training teachers to conduct workshops and provide home learning "recipes" for families. Evaluation indicates higher achievement scores, decreased TV watching, increased homework time, higher attendance and decreased discipline incidents. According to literature about the program, “MegaSkills are the qualities, skills and attitudes needed for success in school and beyond.” The eleven MegaSkills (Confidence, Motivation, Effort, Responsibility, Initiative, Perseverance, Caring, Teamwork, Common Sense, Problem Solving and Focus) identified by Dr. Dorothy Rich, founder of The Home and School Institute, in her book MegaSkills, are based on the study of report cards, personnel records, and interviews with educators and employers⁸. Our founding Principal, Erika Thomas, is certified as a MegaSkills instructor and has had great success with the program in a prior charter school.

The workshops are designed to help parents help their children succeed in school and afterwards by helping them learn the basic values, attitudes and behaviors that determine success. Parents would receive a series of six workshops conducted weekly beginning in the fall of the school year. The goal would be to take a cohort group of parents through the series, then begin another session in the winter of the school year. Each of the six sessions would focus on one of the MegaSkills and take parents through a 45 minute to 1 hour session where they role play, discuss, share, and learn about how to teach these qualities in their children. These sessions would be conducted in the evening or on Saturdays in order to meet the needs of working parents. Parents would also receive printed materials about MegaSkills and activities they can do at home.

Additional Resources for Parents. We will work to ensure that the school provides additional resources for parents who need them, especially in the areas of parenting, GED/continuing education, literacy, ESL (if necessary) and social support services. Because we want to keep our focus on student learning, especially in the early years when we are establishing Imagine-Southeast PCS, these additional resources will initially come in the form of written materials available in the parent resource room and references from staff. Eventually, we would like to establish a Parent Liaison who will work to ensure that all parents have access to information and services needed to assist them in overcoming the barriers that may compromise their student’s learning or their own ability to aid in student learning. Ideally, this role will be filled by a parent or community member who has established relationships with other parents and is familiar with community support services. We will also work to establish relationships with community partners to provide additional resources for parents (See next section, Community Participation).

Informing Parents about No Child Left Behind Requirements

We will ensure that our families are aware of Imagine-Southeast PCS’s performance in meeting Adequate Yearly Progress in two primary ways. First, we will devote time at our fall quarterly parent meeting to share with parents a summary version of our annual report, which will describe progress toward AYP as well as our measures of excellence. We will also make copies of the annual report available for parents who request them. Second, we will send a letter home to all parents in the fall that describes the school’s progress toward meeting AYP. In the event that Imagine-Southeast PCS is identified as needing improvement, corrective action, or restructuring, this letter will be sent home prior to the start of the school year.

Parents will also be informed of their right to know about teacher qualifications as required by the No Child Left Behind Act. A notification letter will be sent home to parents in their welcome packet (sent out after their registration has been confirmed and prior to the start of the school year) informing them of their right to request and be provided with information about the professional qualifications of classroom teachers and paraprofessionals who are employed at Imagine-Southeast PCS. An additional notification letter will be sent home to parents whose children are taught for four or more weeks by a teacher who is not highly qualified. This notification letter will also include the steps that Imagine-Southeast PCS will take to ensure that those teachers become highly qualified.

⁸ *Parent Workshops*, Mega Skills Online Education Center, <http://www.megaskillshsi.org/parentWorkshops.html>

Evaluating Our Success

Because of the crucial importance of parent involvement, we want to ensure that we are measuring ourselves in how we are doing in involving parents in student learning and finding ways to improve in this area. We have a number of ways we will evaluate our success in order to improve performance:

Parent Satisfaction Survey. At the end of each school year, parents will receive a Parent Satisfaction Survey where they can rate their levels of satisfaction with the school in numerous areas. The Principal and school staff members will take the results from this survey very seriously, and appropriate changes will be made as necessary. We will seek to account for language and literacy barriers by translating surveys into parents' native language when necessary and/or conducting phone or in-person surveys for parents with limited literacy skills.

Parent Focus Groups. Periodically, we will conduct smaller focus groups around specific topics or proposed changes as a way to get more in-depth feedback from parents. These focus groups will take place on an as-needed basis and will be facilitated by school and regional staff members.

Parent-Teacher Conferences. Parents will have the opportunity to provide feedback to teachers at regularly-scheduled conferences throughout the year. Teachers will ask for specific feedback and advice from parents about how we can be improving our efforts to involve parents in supporting student learning.

b. Community Participation

Building strong community is one of our core commitments. This commitment will be evident in the strong community that will exist inside of the school, as well as in the strong relationships we will build with community members and organizations outside of the school. We are committed to involving community members, agencies, and organizations in the life of our school in ways that support our mission and vision for students at Imagine-Southeast PCS. The goal here is to draw upon the resources available in the community to support our children, to address the barriers to learning they may face (e.g., health problems, need for family support, lack of educational materials) in collaborative ways, and to build relationships with entities outside of our school that may be able to reinforce the lessons of character being taught to our students.

There are a variety of ways we envision this happening. First, we will strive to involve the Principal, staff, and Board members in local community meetings and events in ongoing, meaningful ways. For example, we will make an attempt to have staff members represent Imagine-Southeast at local community meetings. Second, we will hold community-based events for the purpose of building ties with community members and demonstrating community commitment to our students. Examples include an annual breakfast with community leaders and the Principal, a flea market, or summer barbecues. Third, we will involve community members in the life of our school through opportunities to tutor, participate in activities with students, aid in classrooms, and speak or present to students. We will also make employment opportunities available to community members near the school. Finally, we have invited representative community leaders to join our Advisory Board in order to advise us specifically on ways to increase community participation and support.

We have developed relationships with existing community organizations in an effort to learn from the efforts of others and establish potential partnerships that will benefit the students and families of Imagine-Southeast PCS. We have identified several organizations that will offer services and programs for our students and parents, and we will continue to build and solidify partnerships upon charter approval. Current community partnerships are listed below. Letters of support from each of these organizations are included in the "Letters of Support" appendix.

Organization and Contact	Mission/Purpose	Benefit of Partnership
<i>Boys and Girls Club of Greater Washington</i> Theressa Green, DC Area Director 216 17 th St., SE	<i>Enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.</i>	After-school, academic, summer camp, cultural enrichment, wellness, sports and other programs for children and youth.
<i>Next Generation Education Foundation</i> Kaleem Caire, Board of Directors www.nexgenfoundation.org Phone: 301-860-0111	<i>Increase school participation and success rates of adolescent males of color, and prepare them to succeed in college preparatory high schools and higher education.</i>	Combination of educational, fitness, athletic, and recognition programs for boys in grades 6-8.

<i>Operation HOPE: Banking On Our Future (BOOF)</i> Neosho Ponder, Program Coordinator 671 North Glebe Road, 9th Floor Arlington, Virginia 22203 703-236-8864 - Office	<i>Execute a global delivery system for financial education for youth ages 9-18 at no cost to school districts, with a focus on urban, under-served communities.</i>	After-school and intersession programming.
<i>Operation HOPE Center</i> Kehinde Powell, Director 2509 Good Hope Rd., SE Washington, DC 20020	<i>A working “one stop” model location for empowerment by providing personalized service and focused attention for the purpose of creating community stakeholders by converting renters into home owners and dreamers into viable business owners, increase net worth, and improve the economic quality of life for individuals and families in emerging markets</i>	Financial literacy, computer training, job skills, credit counseling, and home-ownership programs for parents.
<i>The Southeast White House</i> Scott Dimock, Co-Founder 2100 Pennsylvania Ave., SE	<i>A community-based ministry that fosters reconciliation and transformation through relationships.</i>	Networking opportunities with parents and other community partners, neighborhood and mentoring programs for youth.
<i>The Urban Alliance</i> Veronica Nolan, Executive Director 600 New Hampshire Avenue, NW, 9th Floor Washington, DC 20037 Tel: (202) 266-5722	<i>Prepare young adults from under-resourced areas in Washington, DC for the world of work and a life of self-sufficiency, through education, mentoring, and meaningful paid internships.</i>	Intern support by students from Anacostia High School for administrative staff and after school programming.

There are several additional community organizations and leaders that we have developed relationships with in our outreach efforts and that have expressed strong support for the school. While we do not have formal partnerships with these organizations for school programming, the insight and support they have provided in our planning process have been invaluable. As community leaders, we will look for ways to involve them in the life of the school. Letters of support from these individuals and organizations are included in the “Letters of Support” appendix. These friends of the school include:

- The Honorable Marion Barry, Councilmember, Ward 8
- The Ward 8 Business Council
- Brenda Jones, Parklands Community Center
- Dorothea Ferrell, Barry Farms Residential Council (Letter pending)
- Reverend Donald Isaac, East of the River Clergy Police Community Partnership
- Dr. James Davis, New Image Child Development Center
- Monica Ray, Congress Heights Training Center
- Steve Fitzhugh, The HouseDC (Letter pending)

c. School Organization and Culture

Imagine-Southeast PCS will be a vibrant, caring, and safe school environment that celebrates student achievement, builds strong bonds within the school community, and nurtures in students a sense of character and leadership. Our school culture will be characterized by the core elements of the school mission: academic achievement, character development, community involvement, and student leadership. In every aspect of the school, students will know that they are valued, unique, and have a promising future in front of them.

Academic Achievement. The Imagine-Southeast PCS school culture will support a standard of high achievement, hard work, and academic excellence. Students will feel supported yet challenged to push themselves. Teachers will treat each student uniquely and justly, emphasizing the importance and value of every child. Students will be surrounded by positive role models and examples of great achievement, both in the passionate and caring staff members who instruct them and in the materials that they study. Classwork will be displayed prominently on walls and in hallways, with Core Knowledge

content themes and objectives indicating the relevance of student work. Classrooms will each contain libraries that will give students access to great literature. Throughout the year, displays of historical figures and events will highlight the importance of what has come before us. Student achievements, such as winning the spelling bee or placing in the science fair, will be proudly celebrated at Monday morning Team Meetings. Parents, community leaders, and special guests will be invited to share their knowledge and experience with students as well as aid them in their learning. During intersessions, students will participate in project-based learning and experiential learning. Every month, all students will take field trips in order to expose them to the rich culture, history, and significance that the nation's capital has to offer. In everything they do, students will know they have unlimited potential.

Character Development. Our approach to character will go beyond pre-packaged programs and words displayed on the wall. We will take every student's character development seriously, and they will know that in everything they do, they will be held accountable for themselves and for others. Our entire staff will share a commitment to modeling character for students and teaching them to choose the good. Proverbs of wisdom will be displayed throughout the school, not because we believe this will teach students character, but because it will remind them of the deeper lessons they are living and learning throughout the day. Students will be conscientious of their environment and take responsibility for the condition of their classrooms as well as the school building and grounds. Imagine-Southeast PCS teachers will draw upon culturally-relevant examples of leaders and historical figures who model great character. In class lessons and literature, lessons of character will be drawn out and students will identify the universal themes that are present. Older students will have the opportunity to teach and model character to younger students. Students who exemplify the character of an Imagine-Southeast PCS student will be honored at a monthly lunch with the Principal.

Our approach to character development at Imagine-PCS will impact our students and the school in four primary ways. The four goal areas outlined below provide an overall framework and how we will support our approach. This will be used as a guide throughout the development, implementation, and evaluation of our character development program.

1. Improve School climate

- School's core values are clearly communicated and agreed upon by all members of school community.
- Adults and students in the school community strive to meet high standards and expectations.
- Leaders uphold the vision of the school's core values.
- School provides opportunities for meaningful collaboration and communication.
- Warm and supportive learning environment (based on mutual respect, fairness, opportunities to contribute, etc.)
- Teachers and staff are models of good character.

2. Support Academic Achievement

- Academic content, instruction and instructional tools/resources, assessment, and professional development are aligned and consistent with the school's character education standards/initiatives.
- Students recognize connections between character and their studies, and demonstrate greater responsibility, initiative, and self-discipline in their academic efforts.
- Students strive for and create high quality products, seek to improve their work, and persevere in the face of difficulty or setbacks.

3. Strengthen Family and Community Involvement

- Parents involved in school community
- High parent expectations for the school's character development program. School responds to and meets parent expectations.
- Parents understand and support the school's character education program/initiatives. Parents are given the opportunity to play an important role in helping the school implement the program/initiatives.
- Wider community involved in promoting character development in the school.

4. Improve Student Interaction

- Positive approach to school and classroom discipline that is consistent with the school's character education program.
- School provides students with opportunities for moral action.

- Students display constructive interaction with each other at their school and with others in the community (basic courtesy in social situation, resolving conflicts fairly, sensitivity to the feelings and perspectives of others, ability to work well with others, engaging in community service, respecting school property, displaying moral leadership by standing up for what is right and setting an example for younger students, etc.)

We will implement our approach and measure success in a number of important ways. First, we will establish a Character Development taskforce at the start of each school year. The role of the taskforce will be to guide, improve, monitor, and evaluate the school-wide commitment to character development. The taskforce will conduct a needs assessment at the start of each school year in order to determine yearly goals for character development. This needs assessment will include a survey of parents, students, and staff. In addition to the needs assessment, we will conduct a baseline assessment survey of the quality of character at Imagine-Southeast PCS. This will either be designed by the taskforce or we will identify a more standard type of assessment. One example is the national Imagine Schools Student Survey. Throughout the year the taskforce will monitor ongoing efforts to implement character development. A year-end evaluation will be completed at the end of the school year. The results of the initial and year-end evaluations will be compared in order to determine the success in meeting our yearly goals and to inform an action plan for the following year.

In addition to this dynamic yearly evaluation process, we will also use more standardized measures to evaluate the success of our character development approach over time. We expect that our approach to character development will result in fewer discipline problems, positive changes in children's behavior, greater respect for school staff, one another, and school property, and evidence of teachers, staff, and students modeling character for each other.

Community Involvement. Imagine-Southeast PCS will build a strong community in which students know they are connected to others. They will be expected to serve as a member of the school community, and they will be taught that they are members of a larger community. Students will have ample opportunity to serve each other and to serve outside of the school, with the help of their peers and teachers. Classes will participate in service-learning opportunities and community events. Parents, grandparents, and other family members will be welcomed in the school and invited to be a part of the school life. Teachers will spend time with students both in and out of the classroom and will maintain an open and respectful relationship with students' families. Community organizations such as Operation HOPE or the Urban Alliance will provide support via interns or programs that reinforce community connections.

Student Leadership. Students will view themselves as leaders, responsible for their own actions and success. Students will be given important decisions to make and taught to seek out advice from others in order to make sound decisions. Classroom instruction will emphasize the importance of planning, problem-solving, and communication as tools for leaders. At least once a year, students will have the opportunity to lead a parent-teacher conference, in which they will showcase their work and share about specific projects. Safety Patrols will be responsible for monitoring hallways at the beginning and end of the school day. Student Ambassadors will lead tours for prospective parents and at Open House events. A Student Government Association will give students the opportunity to participate in a real governing body, and they will actively plan activities and fundraisers that benefit the school. All students will know that they are ambassadors of the school, both inside and outside of Imagine-Southeast PCS.

School Organization. In order to create smaller learning communities within the school, Imagine-Southeast PCS will be organized into three academies: Early Childhood, Boys', and Girls' Academies. The Early Childhood Academy will consist of Preschool, Prekindergarten, and Kindergarten, and the Boys and Girls Academies will consist of 1st-8th grades. Our goal in the design of the school's leadership structure is to ensure a structure that supports both a strong and coherent oversight of the school's instructional efforts, and also maximizes the potential positive impact of developing distinct culture in the boys and girls academies. When the school is large enough to support the cost of multiple administrators, the school will have a structure of a principal and two academy leaders. This particular structure provides a context for mentoring amongst teachers of different experience levels while also offering a configuration that will encourage ongoing collaborative work amongst the staff. Our goal is to create a place where staff can work closely with each other and with students.

Classes in the Early Childhood Academy will combine boys and girls, because we want to focus first on socialization and helping students develop good habits and a healthy understanding of how to behave in a school environment prior to separating them. *Please see pp. 11, 23-24 for more information about the goals and instructional methods of the Early*

Childhood Program. The goal here is to help children lay a strong foundation in which they know how to appropriately relate to other students (boys and girls) in an organized setting and they have mastered the basic social and educational skills necessary for success in first grade and higher. Classroom teachers and aids will be well-versed in the learning differences between boys and girls at this stage, and they will differentiate instruction appropriately, but they will also seek to create a learning environment that helps to nurture an understanding of appropriate behavior in a mixed-sex setting.

The transition into the Girls' or Boys' Academy will be celebrated as a rite of passage and a significant milestone for students. Students will "graduate" into all-girls or all-boys classes and will benefit from whole-class instruction that is tailored specifically to boys' and girls' learning styles. In preparation for this transition, Kindergarten teachers will collaborate more with 1st grade teachers toward the second half of the school year, and students will develop an appreciation for the importance and honor of 'moving up' to first grade and into the Boys' or Girls' Academy. This is an important developmental and instructional transition in the life of our students, and we believe that celebrating this is an important part of nurturing an appreciation for the school environment and building community within the academies.

Imagine-Southeast PCS will intentionally cultivate a specific identity and community among students in the Girls' and Boys' Academies. One major way this will be fostered is through the development of the concept of *sisterhood* or *brotherhood* in the Girls' and Boys' Academies respectively. By defining what it means that all girls in the Girls' Academy are "sisters" to each other, and likewise that the boys are "brothers" to each other, this creates a sense of unity among them, as well as a *sisterhood* or *brotherhood* connection to others in their city, country, and around the world. Although there will be a school-wide vision for what it means to be a *person* of character (in terms of excellence, respect, etc.), the Boys' and Girls' Academies will be given the opportunity to define similar character traits in ways that speak to the different challenges that boys and girls face.

The goal is to create a positive definition of manhood and womanhood for each Academy, and also to help girls and boys understand how to *help each other* become men and women of excellence. Although some competition is good and necessary, constant emphasis on competition between the sexes can also have unintended destructive consequences. If girls understand the picture of excellence for boys as well as for themselves, and vice versa for boys, each can help the other *become* that picture of excellence. This is a distinct advantage of our dual-academy structure, as it provides character accountability both within and between Academies, not simple competition. Instead of the perpetuation of the normal criticism or pressure in a co-ed setting that makes it more difficult for boys and girls to live out the positive definition of manhood or womanhood, a sense of mutual support and encouragement will be promoted between Academies.

To the extent that our facility allows as we grow, we will attempt to keep the Boys' and Girls' Academies in physically separate parts of the facility. Most school activities will separate the boys and girls, except possibly lunch; recess; carefully selected after-school programs like science fairs, ballroom dancing or community service field trips; and intersession activities such as projects, drama productions, and other field trips. The goal in these situations is to create positive and appropriate mixed-gender interactions and form good habits in relating to the opposite sex.

Responsive Classroom. We will maintain consistency across classrooms and reinforce the value of each student by using the *Responsive Classroom* approach. Created by classroom teachers and backed by independent research, it consists of practical strategies for bringing together social and academic learning throughout the school day. The *Responsive Classroom* approach emphasizes the strengths, interests, experiences, culture, learning styles and development each student brings to the learning environment. In any teaching situation, teachers will begin with "what do the children know?" and "who are our children?"

In *Responsive Classroom* teaching, we will begin from a belief in the parent's best intentions. We will operate from a belief that all parents want what is best for their children and that parent involvement is essential to children's education. Teachers and administrators will live the *Responsive Classroom* approaches in order to be able to teach them to children. Children model what they see and hear their teachers doing. The principles of the *Responsive Classroom* will be practiced and lived by the educators in their interactions with each other, with the children, and with the parents.

The *Responsive Classroom* approach includes the following main teaching practices:

- *Morning Meeting*: A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills.
- *Rules and Logical Consequences*: A clear and consistent approach to discipline that fosters responsibility and self-control.
- *Guided Discovery*: A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the school environment.
- *Academic Choice*: An approach to giving children choices in their learning that helps them become invested, self-motivated learners.
- *Classroom Organization*: Strategies for arranging materials, furniture, and displays to encourage independence, promote caring, and maximize learning.
- *Working with Families*: Ideas for involving families as true partners in their children's education.

School Rituals. The following is a sample of some of the rituals, traditions, events, and ceremonies we will celebrate to shape the school climate at Imagine-Southeast PCS and promote responsible citizenship among students who attend.

Daily Routines: The leadership team will define a variety of classroom routines that stress a commitment to content, community, and character. These include sharing in responsibilities to care for our community in the classroom, lunchroom and school building; developing and following rules to ensure that all students can learn and achieve to their potential; and celebrating individual and group identities. Examples include:

- Conducting morning meetings
- Appointing weekly classroom helpers
- Encouraging students to maintain their classrooms
- Selecting students to serve as lunchroom leaders
- Inviting students to share their culture and family traditions with their classmates

Weekly Routines: Imagine-Southeast PCS will hold all-school gatherings on Monday mornings. This is a time to come together and learn about events and highlights for the coming week from our Principal.

Celebrating Student Achievement, Gifts and Talents: Imagine-Southeast PCS may hold semi-annual Student Showcase events. These events will be an opportunity for students to show and share samples of their artwork and pieces that demonstrate their academic progress and achievement. Parents, teachers and students would all be involved.

Honoring Special Individuals in our Lives: Imagine-Southeast PCS may celebrate Grandparents Day, on which Grandparents and other respected elders are invited to share in a special day as honored guests in their grandchild's class.

Developing the Imagine-Southeast Story:

- *Class Picture Day*: Students may pose for class and individual pictures to keep as memoirs of each year at Imagine-Southeast PCS.
- *Imagine-Southeast PCS Picnic*: Imagine-Southeast PCS families and community neighbors come together to share good food, conversations, and fun as the year gets underway.

End of the Year Celebrations:

- *Moving-Up Ceremonies*: Annual celebrations in which students move up from one program to the next. Students move from Early Childhood to Elementary, and Elementary to Middle School.
- *Academic and Character Awards Day*

In addition, we are committed to providing a supportive environment for our teachers and staff. Beyond the benefits of team settings that foster mentoring and collaborative relationships among the teachers, we will also conduct an annual Values Survey for every staff member in the school. The goal of this survey would be to provide a safe avenue for faculty and staff to review their satisfaction levels at their workplace, and to open up honest discussion and questions about the school culture and how to improve it.

The Principal has ultimate responsibility for decisions about school organization and culture, and he or she will work closely with staff to ensure that Imagine-Southeast PCS is continually improving.

d. Extracurricular Activities

To oversee our extra-curricular activities, Imagine-Southeast PCS will hire a Co-Curricular Coordinator who will coordinate and oversee all of our non-school activities. Some of the duties will entail recruiting teachers to participate in the various programs, recruiting and training volunteers, developing and maintaining relationships with organizations that offer various programs, and annually evaluating the effectiveness of the programs that we presently have in place. Staffing for these activities will consist primarily of part-time staff who will be paid a stipend. The school will also make positions available for teachers interested in receiving additional income.

At Imagine-Southeast PCS, extra-curricular activities will include before-school, after-school, intersession periods, and summer programs. At the beginning of each quarter students will be asked to select which enrichment, recreational or community activities they would like to be involved in. Families with students who are struggling in the classroom will be strongly encouraged to take advantage of specific forms of academic support. The ultimate goal with these programs is to provide a context whereby children are able to gain a deeper link with the *content* they are learning in school, while working in a setting that will enable them to gain strong *communal* bonds with adults and their peers which will have an influence on their *character* or who they are becoming.

It is our goal that extra-curricular activities will be supported through fees and federal grants. First, those families that are not receiving free- and reduced-lunch will be required to pay a fee for their children to be able to take advantage of the after-school activities at Imagine-Southeast PCS. Meanwhile, the school will pursue federal money targeted for after-school tutorial and enrichment activities to cover the costs of students who participate in the federal free/reduced-lunch program.

Morning Supervision and Breakfast. The Early Risers program will begin at 7:00am every morning, when students will engage in a morning activity until breakfast is served. Breakfast will be served at 7:30 am and end at 8:00 am. Morning care will be reserved for families whose schedules necessitate such an option.

Extended-Day. Extended-day activities will begin following the end of the school day at 3:30 and will end by 6 PM. The school leader and Co-Curricular Coordinator will work closely to plan the exact structure and staffing levels of the extended-day program.

Academic After-School Programs: We will offer a range of programs to address the various academic needs of our students. Imagine-Southeast PCS will offer tutoring and other programs to assist students who are falling behind particularly in language arts or math. We will also offer enrichment opportunities. Some examples of these support and enrichment opportunities might include:

- PM Tutoring: All students who are struggling with various academic subjects will be required to work with tutors during the enrichment period.
- Junior Great Books Program: This is a junior version of the Great Books Foundation program, which strives to promote cognitive processing in reading comprehension and literacy in children beginning in 2nd grade.
- Chess Club
- Hands On Science: This program is developed to encourage children in grades K-6 to have fun learning science and to learn by example and experience that anyone can engage in scientific inquiry.
- Study Skills Across the Curriculum: This program is structured for students to improve their academic performance by learning study skills. Particularly, the program seeks to improve performance in content areas and to better prepare the students for active, independent, and successful learning in high school.

Recreational After-School Programs: We recognize that the students must spend a tremendous amount of time focused on intellectual growth during the day and that it is crucial that kids have means by which to engage in physical activity and play. During our school day, some of this will come through our strong emphasis on physical education, but we will also introduce various other activities for students to get involved in during after school hours. In addition to sports, we will also seek to develop children's musical and artistic talents through music, dance, and drama. Possible after-school clubs and activities include Step Team, Soccer Team, Basketball Team, Drama Club, Youth Band, and Drum Line.

We have developed relationships with the Boys and Girls Club of Greater Washington as well as the Next Generation Foundation in order to provide our students with access to outside resources and programs that can be incorporated into our after school programming. We will continue to seek out community partners and programs that can benefit our

students during the after school hours.

Culture/Community: There are a number of organizations we have identified that can play a role in exposing our children to the broader Washington Metropolitan Area—e.g., the Washington Ballet, the Shakespeare Theater, historic monuments and museums, etc. We also plan to take advantage of resources within the community surrounding our school that can help us in our desire to nurture in the students a true love and appreciation for place. Some of these organizations include the Anacostia Museum and Center for African American History and Culture, the Frederick Douglass Home, THEARC (Town Hall Education Arts and Recreation Center), and the Anacostia Library (when it reopens). We will keep a running list of opportunities for enrichment activities that are available for our extra-curricular programming and continually build on this list as we deepen existing relationships within the community.

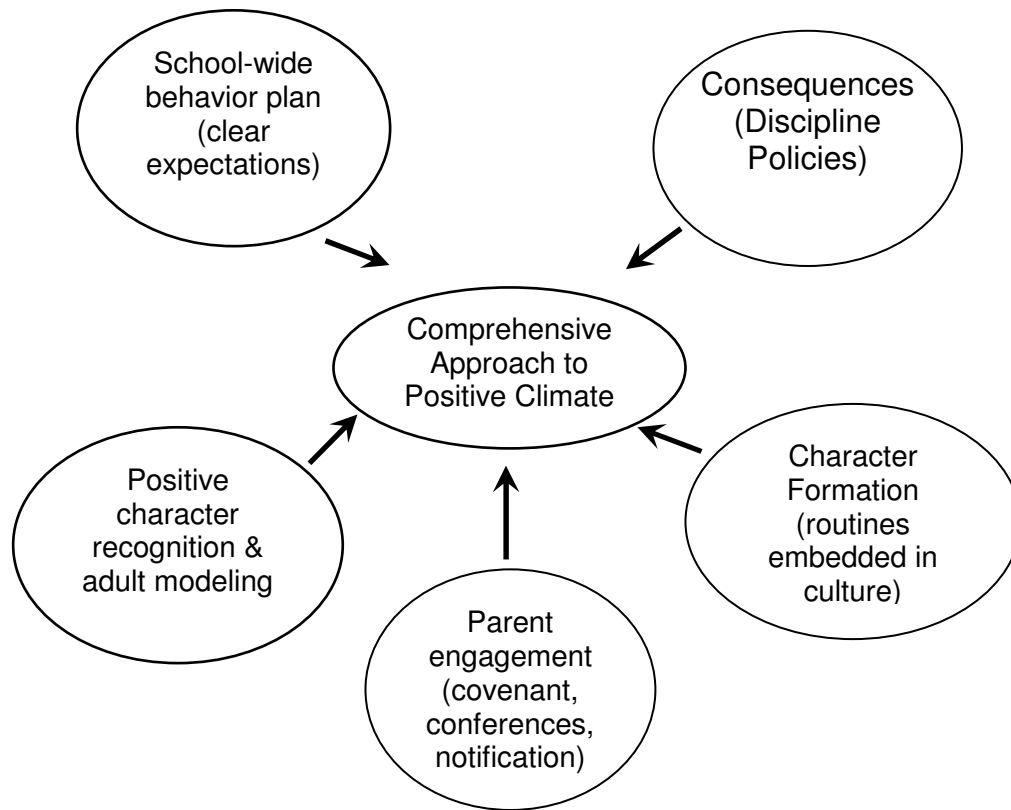
Intersession Period: Following every nine-week educational period, we will have a one or two-week intersession period. During this time we will offer optional programs for families from 8:30-3:30 for students. We will have two major goals during this period. First, we will work closely with students who are behind in their academic work and offer them tutoring and extra support to help them get caught up. Secondly, we will offer an enrichment program for students that will encourage them to dig deeper into a subject they have covered during the previous quarter. In particular, students will pursue specific topics through a much wider range of options—e.g., field trips to museums, the development of skits, or the construction of various projects. At the conclusion of the intersession, students will be asked to present their work to parents and other guests at a presentation at the school. Teachers and aids will teach two out of three Intersessions each year. During this time they will have the opportunity to teach a themed unit, team-teach, or collaborate with different grade-levels to expand the learning opportunities for students.

Summer: Following the end of school, Imagine-Southeast PCS will begin summer activities. As with other extra-curricular activities there will be two major emphases. First, we will offer summer school for students who continue to remain behind in their core academic subjects or did not sufficiently fulfill the requirements necessary for them to pass on to the next grade. Second, we also plan to offer other enrichment and recreational programs for students. Our enrichment activities will follow the same model as our intersession topics but with a greater emphasis on outdoor activities. Our recreational activities will include a few sports camps—e.g., soccer and basketball. We will organize trips to several area universities to give middle school students exposure to possibilities and spark further motivation to turn those possibilities into reality.

A planning team consisting of the Principal, the Co-Curricular Activities Director, and other members of the school leadership team will plan the specific structure and activities of the summer program in the months prior to school opening as well as in the second semester of the first year.

e. Safety, Order, and Student Discipline

At Imagine-Southeast PCS, we will take a comprehensive approach to creating an environment of safety, order, and positive character. We are committed to guiding children toward being people of character and having a positive school climate on that journey. It is our belief that personal conduct and discipline issues are both reflections of character. In the elementary years, we will focus on making sure students: (1) know the standard for good character; and (2) do the things that help them meet that standard. Over time, this will help them to develop the self-mastery and discipline required to be people of character. Therefore, we will spend a great deal of time reinforcing our beliefs about character by teaching children expectations of their behavior, modeling good behavior, and holding children to high standards.



School wide Behavior Provides Context: While all school staff must guide students towards knowing and doing good, the classroom teacher will have the most significant role. Teachers are the best-informed in most situations, enabling them to make a just decision regarding student misconduct because they are most familiar with the students. Decisions will be made by the teacher, based on his or her understanding of what is appropriate for each child. A school-wide behavior plan will provide a strong context to ensure there is a consistent view of what student behavior is expected to look like and a toolkit of approaches to respond to different types of behavior issues. Student behavior in the classroom, during transition, at lunch or recess, and during drop off and pick up will be specifically defined school-wide providing a sense of order for the school and predictability for children. Our aspiration is for teachers to be equipped to manage most of the student behavior issues. The schoolwide behavior plan will include definitions for what is and is not appropriate behavior, such as defined below.

Appropriate

- Honoring Imagine-Southeast PCS' mission and vision and demonstrating school pride.
- Obeying and respecting those in authority, including all administrators, faculty, assistants, volunteers, and other adults.
- Walking in the halls and classrooms.
- Caring for school property and equipment.
- Reserving shouting and other loud noises for appropriate times such as physical education or sporting events.
- Respecting fellow students in words and actions.

Inappropriate

- Cheating
- Inappropriate displays of affection, such as holding hands or kissing.
- Insults, fighting, and other hostile actions.
- Verbal or written threats.
- Actions potentially harmful to persons or property.
- Leaving school grounds during school hours without permission.

- Inappropriate use of computers.
- Profane or vulgar language.

Consequences: When the action of a child is serious enough to threaten the safety of other students, the discipline process will move from the classroom teacher to the principal's office. At this stage, we will have students call their parents and describe their actions and a subsequent conference will be scheduled. If the student's behavior is deemed serious enough by the principal and the staff member responsible for the student, the school may initiate procedures for suspending and/or expel the student.

Disciplinary measures shall be fair and appropriate while considering such factors as:

- The nature of the infraction;
- Circumstances relating to the infraction;
- The age of the student;
- The student's previous behavioral history;
- Whether injury occurred;
- The safety of other students and staff;
- The educational needs of other students;
- The educational need of the student to be disciplined; and
- Extenuating circumstances

Disciplinary measures shall be aimed, to the extent practicable under the circumstances, at remediation and rehabilitation to enable students to complete their instructional program. Disciplinary options for intervention, remediation, and rehabilitation shall include, but are not limited to, the following strategies:

- Reprimands;
- Detention;
- Additional work assignments;
- Restitution;
- In-school detention;
- Exclusion from extracurricular activity.

Restitution and/or school service shall be required in all cases involving school property. The amount of restitution or type of school service shall be determined by the Principal.

When the action of a child is serious enough to threaten the safety of other students, the discipline process will move from the classroom teacher to the principal's office. At this stage, we will have students call their parents and describe their actions and a subsequent conference will be scheduled. If the student's behavior is deemed serious enough by the principal and the staff member responsible for the student, the school may initiate procedures for suspending and/or expel the student. The following is an unapproved draft of the Schools Disciplinary Action Guidelines.

PROBLEM	1st OFFENSE	2nd OFFENSE	3rd OFFENSE
Disrespect			
<u>Behavior (e.g., Disrespectful language or actions toward Staff members and peers; refusal to follow directions.)</u>	<u>Mild reprimand and classroom level discipline</u>	<u>Students sent to the Academy Leader if available or Principal's Office.</u>	<u>Students sent to the School Principal's Office to process behavior.</u>
		<u>Parent notified.</u>	<u>Parent notified.</u>
	<u>Teacher and student develop strategies to avoid the behavior in the future.</u>	<u>Teacher writes up a Behavior Incident Report.</u>	<u>Conference with parent(s) must be convened to discuss student behavior.</u>
PROBLEM	1st OFFENSE	2nd OFFENSE	3rd OFFENSE

Physically Dangerous			
Behavior (e.g. fighting, assault, physical intimidation)	Students sent to the Principal's Office.	Students sent to the School Principal's Office to process behavior.	Students sent to the School Principal's Office to process behavior.
The Principal may contact the appropriate authorities, depending on the severity of the dangerous behavior and the age of the student involved.	Parent notified to pick up student immediately. Behavior Report written by staff member that witnessed event	Parent notified to pick up student immediately. Behavior Report written by staff member that witnessed event.	Parent notified to pick up student immediately. Behavior Report written by staff member that witnessed event.
	2-day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and Principal, prior to student re-entering school	3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and Principal, prior to student re-entering school	Long-term suspension up to 10 days or expulsion and mandatory meeting between parent and Principal, prior to student re-entering school
			Board of Trustees and Charter Board are notified regarding possible expulsion
PROBLEM	1st OFFENSE	2nd OFFENSE	3rd OFFENSE
Illegal Acts			
Theft, Vandalism, use of illegal substances, harassment and physical abuse against another student based on their race, disability, color, sex, religion, national origin or sexual orientation	Student sent to Principal's Office.	Student sent to Principal's Office.	Student sent to Principal's Office.
	Parent notified to pick up student immediately.	Parent notified to pick up student immediately.	Parent notified to pick up student immediately.
The Principal may contact the appropriate authorities, depending on the nature of the offense and the age of the student involved.	2-day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and Principal, prior to student re-entering school	3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and Principal, prior to student re-entering school	Long-term suspension up to 10 days or expulsion and mandatory meeting between parent and Principal, prior to student re-entering school
			Board of Trustees and Charter Board are notified regarding possible expulsion

Grounds for Immediate Expulsion

Mandatory expulsion shall be required for the following acts:

- The use or threatened use or transmission of any weapon capable of inflicting bodily injury as a weapon upon any person when such actions take place during school hours, or, on school-related transportation, on school premises

or at school sponsored activities, regardless of the time of day. Possible weapons may include (firearms, knives, razors, “martial arts” devices.

- The illegal possession or distribution of any alcohol, drug paraphernalia or controlled substance, irrespective of the amount or type.
- Use, possession, or bringing to school a loaded or unloaded firearm.

Repeat Offenses

The code of conduct is designed to support a positive learning environment. Any violation of rules and regulations harmful to the rights and privileges of others will not be tolerated. Hope Community Charter School adopted a disciplinary behavioral policy to monitor, assist, and or further reprimand those individuals who continually violate school code and procedures.

The behavioral policy regarding repeat offenses is based on a referral system. If a student receives a combination of four referrals or suspensions, then he/she will be placed on disciplinary probation #1. The probationary period will last two months. During that time, students will not be allowed to take part in any extracurricular activities while on probation. If the student successfully completes the probationary period without accruing any new referrals or suspensions, then he/she will have their privileges reinstated. However, if the student acquires a total of eight referrals or suspension, then he/she will be placed on disciplinary probation #2 and will continue to follow the probationary guidelines for another two months. If a student amasses 12 or more referrals/suspensions in one school year, a conference will be held with the student, parents/guardians, staff, and principal to determine if the student will be allowed to continue his or her education at Imagine-Southeast Charter School.

The penalties indicated above may be reduced or exceeded based upon the particular circumstances. In addition, violations of state or local law will be reported to the appropriate law enforcement authorities when required. Hope Community Charter School reserves the right to expel students with repeated offences. Repeated infractions will result in more serious consequences.

Documents concerning all disciplinary actions shall be maintained in a student’s record for at least one hundred eighty (180) days from the date of the disciplinary action. Documents concerning expulsion shall be maintained in the student’s record indefinitely, unless otherwise directed by the Principal, or the expulsion is overturned.

Character Formation Applied to Negative Behavior Incidents: Often, students attending school in urban environments similar to Southeast DC do not feel as though they have many real choices or options in life. Imagine-Southeast PCS, therefore, will focus its character development and discipline policy on two overarching themes: choice and responsibility. In every aspect of school life, it must be stressed that each student has the power to choose their path in life – that they don’t have to allow their decisions to be determined simply by their circumstances. From the youngest to the oldest, each is able to choose for him or herself the direction of his or her life. Likewise, the students also have the responsibility, once presented with choices, to make *good* choices to lead them to success. It is simply not enough to present options; Imagine-Southeast PCS will strive to give students the encouragement and support they need to make good decisions based on these options. The students must be made to believe they *can* succeed before they can actually make the good decisions that lead them to success in life.

Parent Engagement: At the beginning of the school year each teacher will discuss expectations for students regarding their conduct in the school. This will start in the initial family interview that will take place with each child’s parent or guardian prior to the start of the school year. Each teacher within the school will work from a common framework of appropriate behavior. Teachers will strive throughout the day to tie the student behaviors listed below to our core principles. Parents are a critical partner of the school in ensuring we have a safe and orderly environment, and achieve our goals of promoting positive character development. Imagine-Southeast will actively seek to inform parents of behavior issues and involve parents in setting goals for improvement through steps such as mandatory meetings with Principal and parents for suspended students to re-enter school.

Positive character recognition and adult modeling: Imagine-Southeast will use school rituals and rewards to encourage students to both avoid negative behaviors and to demonstrate positive character. Rituals like morning meetings provide ideal contexts for such recognition. The school’s approach to character education includes a focus on adult behavior providing an example for our students.

The Principal will further clarify the discipline policy during the creation of the Family and Faculty Handbooks, which will take place in the spring and summer prior to school opening. The discipline policy will be reviewed and updated throughout the first year and in the summer following the first year.

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

Opportunities for professional development will be readily available for all staff at Imagine-Southeast CS. The overall goal is to increase teacher effectiveness in:

- A culturally responsive and single sex classroom
- Integrating character education into the curriculum
- Providing standards-based instruction
- Teaching literacy across the curriculum

In-Service Professional Development: Professional development will begin with in-service planning which will last for **three** weeks prior to the start of the first school year. The following topics will be covered during the **three**-week time-period:

- Integrating Core Knowledge and DC-Standards into the classroom
- Curriculum Mapping
- Classroom Management
- Creating and implementing behavior management systems
- Single Sex Instruction
- Building Student Leaders
- Providing a Culturally Responsive Education

New Teacher Institute. Since the first two to three years of teaching come with the greatest level of difficulty and isolation, it will be imperative that at Imagine-Southeast we go above and beyond in supporting these teachers. Newer teachers are defined as having fewer than three years of classroom experience. They will be included in a New Teacher Institute, which will begin during In-Service and run year-round. The goals of this program are to provide intensive support to newer teachers to limit feelings of isolation and increase teacher efficacy.

These goals will be met in the following ways:

- Cohort group will be inducted during the in-service planning.
- New teachers will be required to participate in three weeks of in-service training, the first of which will focus specifically on orienting new teachers.
- Group will meet for ½ hour each day during in-service separate from the rest of the group.
- Special topics such as: expectations for the first days of school, meeting parents, and dealing with anxiety will be addressed over the course of the two week in-service period.
- A mentor teacher will be assigned to meet and collaborate with the newer teacher throughout the year.
- At least once a month the New Teacher Institute will provide a professional development session on specific items for newer teachers.

On-Going Professional Development. Once the school year starts, we will dedicate 2 hours per week to Professional Development in the form of Professional Learning Communities (PLC). A PLC is a community of administrators and school staff who are united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making. During this time teachers and academy leaders will discuss student performance and teaching methods. Using their data from the weekly Focus Assessments (see Focus Calendar in the Curriculum section), teachers will evaluate whether a skill has been learned, a standard has been met, and/or a competency has been mastered. These sessions will focus on sharing best practices. **Academy Leaders will be responsible for assessing the needs of their teams and planning for grade-level or content-specific professional development.** During these 2 hours, students will spend the time participating in clubs, tutoring, and enrichment administered by aides, enrichment teachers and Extended Day staff.

One day per month, there will be a half-day for Professional Development. During this time, the entire instructional staff will participate in a themed topic. Please see the calendar below for a sample Professional Development Calendar. Topics will focus on the core elements of the Imagine-Southeast curriculum and instructional methodologies, and specific sessions will be informed by the ongoing collaborative meetings and needs assessments completed during informal classroom walk-throughs. This calendar will be finalized during summer planning prior to the start of the school year.

Selection from Sample Professional Development Calendar for Monthly Sessions

Month	Topic	Time Needed	Resources Needed
August	<u>Student Engagement</u> <ul style="list-style-type: none"> How does student engagement affect student achievement and behavior? Explore Marzano's model of 9 instructional methods to increase student engagement and meet proficiency levels. How does this relate to boys and girls? Incorporate this with Core Knowledge Scope and Sequence 	PD Time + Working Session with boys/girls academy	1. Student Engagement Data 2. Marzano's model (1 for each teacher) 3. Planning template
September	<u>Standards</u> <ul style="list-style-type: none"> Introduction/Definitions Apply DC Standards to the Core Knowledge Scope and Sequence currently working on. Use Resources to match lessons with the standard being addressed. Discuss implications from data. Possible activities that students can do to "get at" standard 	PD + Working Session	1. Standards by grade level 2. Game format to match strands, standards, and applications. 3. Template to use to match resources with standard.
October	<u>Parent Communication</u> <ul style="list-style-type: none"> Conference Information (Checklist of items needed for the parent conference) 	PD + Working Session	Checklist Student Success Folders
November	<u>Small Group Instruction and Management of Groups</u> <ul style="list-style-type: none"> Planning instruction including resources; what will the rest of my class do during this time? How do I manage the rest of my class while I work with a small group? How do I manage the changing of the centers/group activities How do I manage the materials at the stations/centers 	PD + Working Session	Planning Template

In addition, six days per year will be full-day Professional Development days. During this time, teachers will participate in a variety of sessions. Several concurrent sessions will be offered throughout the day. These sessions will be facilitated by Imagine Schools' Regional Curriculum Coordinator, teachers that have demonstrated expertise in the area of focus, and outside speakers with expertise in selected areas. The areas will be organized around the school's core commitments, including single-sex instruction, Core Knowledge, integrating character into the curriculum, etc.

Teachers will also have the opportunity to participate in Professional Development sessions offered afterschool and facilitated by the Imagine Schools' Regional Curriculum Coordinator. These sessions will support teachers in instructional methodologies. There will be three sessions per month, with one session each focusing on Math, Literacy or Assessment, and Writing or General Teaching Strategies. Please see below for a sample calendar for the regional afterschool Professional Development sessions.

Sample Regional Afterschool Professional Development Sessions

Month	Math	Writing and/or Assessment	Literacy and/or General Teaching Strategies
September	<u>Problem Solving</u>	<u>Intro/Ideas</u>	<u>Gender Specific Instruction Intro</u>
October	<u>Number and Number Sense</u>	<u>Organization</u>	<u>Gender Specific Instruction 2</u>

<u>November</u>	<u>Operations and Computation</u>	<u>Voice and Word Choice</u>	<u>Classroom Management Strategies</u>
<u>December</u>	<u>Fractions and Decimals</u>	<u>DIBELS Data Check in</u>	<u>Grouping Strategies</u>
<u>January</u>	<u>Probability...Statistics</u>	<u>Sentence Fluency and conventions</u>	<u>Gender Specific Instruction 3</u>
<u>February</u>	<u>Time and Measurement</u>	<u>Presentation</u>	<u>4 Square Method</u>
<u>March</u>	<u>Logic</u>	<u>Assessment</u>	<u>Differentiated Instruction Techniques</u>
<u>April</u>	<u>Patterns, Relations, and Algebra</u>	<u>Scantron Data Check in</u>	<u>Cross-Curricular Lesson Planning</u>
<u>May</u>	<u>Math and Literature</u>	<u>Review Prompts</u>	<u>Webquest How-to</u>

All staff will be encouraged to request time for sessions and search for conferences or workshops that will allow them to build content and skill knowledge in areas that are important for being successful at Imagine-Southeast. For example, staff members will be encouraged to attend the annual Core Knowledge and National Association of Single Sex Public Education (NASSPE) conferences. There will also be regional and national opportunities for professional development through the Imagine Schools' network, including the national Imagine Schools forum (held every summer) the Regional Imagine Schools' MD/DC Conference, and Schools of Excellence Reviews at other Imagine schools.

Teacher Evaluation Schedule. Teachers will be evaluated throughout the year with the purpose of identifying strengths and weaknesses, and providing constructive feedback to build on strengths and address weaknesses. In the first three weeks of school all teachers will be informally observed multiple times by the Principal, Academy Leaders, Literacy Coach, and/or Regional Curriculum Coordinator. During this time the needs of the instructional staff will be determined (referred to as the Professional Development Needs Assessment).

Teacher Experience	
Less than 2 years	More than 2 years
<ul style="list-style-type: none"> ▪ 1 visit the 1st week of school ▪ 1 visit the 2nd week of school ▪ 1 visit the 3rd week of school <p>** Feedback will be provided after EACH visit.</p>	<ul style="list-style-type: none"> ▪ 1 visit the 1st week of school ▪ 1 visit the 2nd week of school ▪ 1 visit the 3rd week of school <p>** Feedback will be provided after EACH visit.</p>
If a concern arises from one of the three visits above, then an action plan will be established for professional development.	<p>If a concern arises from one of the three visits above, then an action plan will be established for professional development. Steps 2-6 will follow the NEW TEACHER schedule.</p> <p>Otherwise, steps 2-6 will take place in November.</p>
Performance Target Plan is established with academy leader's guidance within first 2 weeks of school.	Performance Target Plan is established with academy leader's guidance within first two weeks of school.
Informal observation time will take place by the 8 th week of school, and by the beginning of the 3 rd quarter.	Pre-observation form will be filled out and meeting will take place a week prior to observation. This will take place in late October/early November.
Professional development action plan will be refined (if one is already established) or created if necessary.	Formal observation will take place in November and March. Notification of observation window will be emailed prior to observation.
Pre-observation form will be filled out and a meeting will take place a week prior to observation. This will take place late October/early November.	Within a week after observation, a meeting will take place to summarize the findings of the observation.

Formal observation will take place in November and March. Notification of observation window will be emailed prior to observation.	Professional development action plans will be drafted based on the information collected from the observation.
Within a week after observation, a meeting will take place to summarize the findings of the observation.	On-going support will take place by way of team leader coaching, educational coordinator professional development, and principal involvement.
Professional development action plans will be refined /drafted based on the information collected from the observation.	
On-going support will take place by way of team leader coaching, educational coordinator professional development, and principal involvement.	

Performance Target Plans. Teachers are expected to complete a Performance Target Plan, which will identify specifics about their students (% students with special needs, % returning students, etc) and performance goals for improving achievement. Teachers will work with their team leader to develop the plan and then meet with the Principal to formalize the plan. Teachers and team leaders will work together to set measurable goals for the year and identify ways in which the teacher will achieve the goals (differentiated instruction, centers, project-based learning, behavior charts, etc). Lastly, teachers will identify what support they will need in order to meet their goals, such as professional development workshops, coaching and job shadowing, college coursework, etc. Professional development calendars will also highlight common themes identified in teachers' Professional Target Plans.

Professional Development Action Plans. If there is a concern about a teacher during the Professional Development Needs Assessment, then an Action Plan is created with the teacher. At this time, the teachers and **Academy Leaders** meet to discuss the area of concern and create and implement an Action Plan to intensively support the teacher. The Action Plan will include in- house professional development workshops, out of school professional development opportunities, frequent observations, modeling of lessons by instructional leaders, reading and researching of recent research, and visiting of other classrooms. Frequent check-points are embedded in the plan, including several follow up conversations with the Academy Leader and Principal. The plan is year-long, but may be altered or prolonged if concerns arise in other areas. In addition, an Action Plan may be created at any time during the year if a concern arises about instruction. The main goal of the Action Plan is to document the concern and provide intensive support for the struggling teacher.

Professional Development for the Principal. According to a 2002 article by Leslie Fenwick and Mildred Pierce, principals are widely seen as "the passport to school success". The modern principal is no longer the "principal" teacher, but rather the manager of an increasingly complex organization. Principals need ongoing professional development opportunities to support their efforts toward school improvement and revitalize their commitment to creating and sustaining positive learning communities.⁹

To this end, the principal of Imagine-Southeast PCS will participate in professional development throughout the year in a variety of ways:

Job Shadowing. The Principal will be encouraged and expected to visit other Imagine Schools throughout the school year. This would give the Principal an opportunity to shadow other principals that have proven success. They would also have an opportunity to network and build relationships with other the Principals. In addition, the Principal will be expected to reach out to local principals to facilitate relationships and sharing of best practices. Local schools with similar demographics and programs can be a useful resource. At least three schools should be visited per school year.

Imagine Schools Boot Camp. Imagine Schools New Principals Boot Camp is designed to support and prepare new principals (employed with Imagine Schools for less than one year). Boot Camp gives them an intensive introduction to Imagine Schools' values, vision, and culture. It gives a detailed look at each of our six measures of excellence (Shared Values, Academic Achievement, Character Education, Economic Sustainability, Parent Choice, and New School Development) and empowers principals to carry out each of these Measures in their schools. Boot Camp sessions will be led by Imagine Schools Senior Leaders.

Imagine Schools of Excellence Reviews Every school in the Imagine Schools family receives a Schools of Excellence Review every one to two years. This team of educators from peer charter schools conducts a 3-day program review of

⁹ Fenwick, L. and Pierce, M. (2002) "Professional Development of Principals." ERIC Clearinghouse on Teaching and Teacher Education, reference ED477731

every aspect of the schools' operations, including interviews with parents and teachers, curriculum review and classroom observation. A written report of the school's strengths and areas for improvement is presented to the school's leadership and board.

This avenue serves as a tool to strengthen the school. During this review, selected team members with prior school leadership experience work with the school leader to reflect on the current program and plan for future changes based on the needs. This collaborative effort works as a support for the Principal. It also provides networking opportunities with other Imagine Schools leaders.

Leadership Workshops. The Principal will be encouraged and expected to complete at least three leadership workshops per year. The intent of these workshops is to provide professional development in areas of need. Possible areas of need are:

- Effectively Managing the Learning Environment
- Building Classroom Community
- Leading Human Resource Development
- What Every Teacher Should Know and Do
- Learning, Accountability, and Assessment
- Improving Practice in Mathematics
- Developing Parent, Community and Stakeholder Relationships
- Using Student Data to improve Teaching and Learning
- Team Building
- Effective Classroom Management
- The Ethical Educator
- Improving Practice in Literacy (K-6)
- Budget Management

Peer Coaching The Principal will be encouraged to have peer coaching throughout the year. This coaching would be facilitated by other Imagine Schools principals identified by the Regional Director. The Principal and these peer coaches would discuss needs of the Principal and work to support one another in these areas. They would frequently converse by telephone and on-line to share best practices. An annual school visit would also be encouraged in order to have face-to-face time.

Collaborative Planning The Principal will meet once a month with the Imagine Schools Regional Director and other principals of local Imagine Schools to collaboratively plan. During these sessions the Principal will share the school's data in academics, parental satisfaction, character development, and economic sustainability to determine areas of strength and weaknesses. Best practices will be shared and modeled.

g. Structure of the School Day and Year

Imagine-Southeast PCS plans to adopt a year-round schedule for our students that will include four nine-week quarters and three intersession periods totaling five weeks. Our school day will begin at 8:00 and will end at 3:30 (*Please see daily schedule at the end of this section.*). We will offer breakfast for our students from 7:30-7:55 and we will also offer an after-school program from 3:30 to 6:00. Because of the year-round calendar our school year will begin in early to mid August and will end in mid to late June.

There is a growing base of support for year-round calendars for schools, but two key issues have encouraged the leadership of Imagine-Southeast PCS to adopt this schedule. First, the spacing of breaks throughout the year offers students a more effective framework for building on their academic growth. Research indicates, for example, that long summer breaks take away some of the academic gains that students achieve during the academic year.¹⁰ Through a year-round calendar, however, students will only have approximately six weeks off during the summer, which limits the potential for academic loss.

¹⁰ Cooper, H., Nye, B., Charlton, K., Lindsay, J. and Greathouse, S. (1996). 'The effects of summer vacation on achievement test scores: a narrative and meta-analytic review', *Review of Educational Research*, 66, 3, 227-68.

Secondly, schools that follow academic calendars have limited opportunities to address the learning deficiencies of students other than after-school, on Saturdays or during the summer following the end of the year. A year-round calendar, however, provides three-week blocks after each quarter to zero in on particular challenges that may be evidenced in the previous nine-weeks. The intersession also provides an opportunity to offer enrichment activities for other students to dig deeper into a subject that they have covered in the classroom through field trips, joint projects, or drama.

Imagine-Southeast PCS Projected School Calendar 2008-2009

First Quarter

Monday, July 14	In-Service Begins
Monday, August 4	School Begins
Monday, September 1	Labor Day Holiday
Friday, October 3	First Quarter Ends
Thursday and Friday, October 2 and 3	Student Holidays
Monday, October 6	Columbus Day Holiday
Tuesday, October 7 –Friday, October 17	Optional Intersession

Second Quarter

Monday, October 20	Second Quarter Begins
Thursday and Friday, November 20 and 21	Thanksgiving Holidays
Friday, December 12	Second Quarter Ends
Monday, December 15 to Friday, January 2	Winter Vacation

Third Quarter

Monday, January 5	Third Quarter Begins
Monday, January 12	Dr. MLK's Holiday
Monday, February 19	President Day Holiday
Friday, March 13	Third Quarter Ends
Monday, March 16 – Friday, March 27	Optional Intersession
Monday, March 30 – Friday, April 3	Spring Vacation

Fourth Quarter

Monday, April 6	Fourth Quarter Begins
Monday, May 25	Memorial Day Holiday
Friday, June 19	Last Day of School
Monday, June 22 – Friday, July 24	Summer Break
Monday, June 22 – Friday, July 17	Optional Summer School

Imagine- Southeast PCS Sample Daily Schedule

7:30 – 8:00	Early Risers (optional)
8:00 – 8:15	Opening Exercises (Morning Meeting, Calendar Math, etc)
8:15 – 10:15	Literacy Block
10:15 – 10:30	Morning Recess
10:30 – 12:00	Core Instructional Time (Math)
12:00 – 12:45	Lunch and recess
12:45 – 1:00	Targeted Reading Time (Drop Everything and Read)
1:00 – 1:45	Core Instructional Time or Special Classes (Music, PE, Art)
1:45 – 2:30	Core Instructional Time or Special Classes (Music, PE, Art)
2:30 – 2:45	Afternoon Recess
2:45 – 3: 15	Core Instructional time /Centers
3:15-3:30	Wrap up and dismissal

Extended Day Sample Schedule

3:30-4:00	Play and Healthy Snack
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4:00-5:00	Course 1
5:00-5:45	Course 2
5:45-6:00	Student Pick-Up

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The Founding Group of Imagine-Southeast PCS is comprised of a diverse group of educators, professionals, and parents who are deeply committed to improving educational options for District residents. The Founding Group has worked with the American Academy of Liberal Education, Imagine Schools, and Hope Community Charter School to develop and refine the vision and plan for a high-quality school that will serve students in Southeast DC.

Founding Members. While there is a wide network of volunteers and professionals who have been involved in the planning process for Imagine-Southeast, there is a core group of individuals who have been instrumental in planning and design efforts and will continue to ensure that the planning and implementation of Imagine-Southeast is successful.¹¹

Barbara J. Bazron (Trustee) brings a vast array of experience in education, business and social services to the Imagine-Southeast founding process. She has over 20 years experience serving in executive leadership positions within the fields of education, mental health and addictions. In her educational career, she has served as Regional Director of Special Education services for seven school districts in New Jersey and as Principal of a school for emotionally disturbed children ages 3-16. She brings a strong background in teaching, executive coaching, and clinical work. She is currently a Managing Director at the American Institutes for Research. In this role, she is responsible for managing corporate business development, staff training, policy and procedure development and implementation, strategic planning and capacity building within the Education and Human Development Division. She also serves as corporate representative to federal and private funders and provides guidance and corporate management for grants and contracts. Dr. Bazron received her Ph.D. from the University of Pittsburgh, her M.Ed. from the University of Cincinnati, and her B.A. from Oberlin College. She also attended the Principal's Institute at Harvard University in 1989 and has a degree in finance and accounting from the University of Pittsburgh.

Monya Ruffin (Trustee) is a Research Analyst at the American Institutes of Research and brings a great deal of experience working with K-12 and postsecondary education. As a Project Director for the U.S. Department of Education's Single Sex Schools Evaluation Observation Team, Dr. Ruffin and her team conducted site visits, interviews, and evaluations of K-12 single sex and coeducational schools across the country. Through this work, Dr. Ruffin worked with several experts in single sex education. Dr. Ruffin served for two years as a Director for the Howard Hughes Women in Biomedicine Program, a program geared towards attracting more girls to careers in the sciences. At the early childhood and elementary levels, she recently served as a Project Director for an Even Start Initiative that provided training to Even Start program providers around the country. At AIR, Dr. Ruffin leads the Access in Action and science content teams for the Access Center, a technical assistance center focused on making K-8 curricula accessible to students with physical and cognitive disabilities. Dr. Ruffin has worked with several initiatives to improve educational outcomes, including PBS Teacherline, Texas Instruments, and the Bill and Melinda Gates Foundation. She also played a major role in the writing and planning of the charter application for the Howard University Middle School of Mathematics and Science. Dr. Ruffin is a former high school teacher and has several publications related to improving educational outcomes. She also volunteers her time as an advisor to high school seniors in Southeast D.C. enrolled in the College Bound program.

Erika Thomas recently served as Regional Curriculum Coordinator for Imagine Schools in Washington, DC and Maryland. She was responsible for instructional coaching, professional development, assessment, and curriculum support for two PK-8 public charter schools. She has served in a variety of leadership positions in elementary and middle schools including positions as an Academy Leader, Mentor Teacher, Math Coach, and Title 1 Coordinator. She has five years of classroom teaching experience at both the elementary and middle school levels in an urban charter school in North

¹¹ *Since the submission of the original application in April 2007, two individuals have been invited to join the Board of Trustees: Dr. Monya Ruffin and George Kovats. Dr. Ruffin has officially joined the Board, and George Kovats is completing his paperwork to join the Board. George Kovats brings a strong background in finance, business development, executive leadership, fundraising, and board experience to the Imagine-Southeast process, and is a DC resident and parent.*

Lauderdale, Florida and was the 2004-05 Teacher of the Year. Ms. Thomas is a member of the National Council of Teachers of Mathematics and the National Middle School Association, as well as a parent of two school-age children.

Donte' Brown (Trustee) is a mentor and former teacher currently serving at The Southeast White House in the Hillcrest neighborhood of Southeast Washington. He taught all-boys 5th and 6th grade classes at Emery Elementary School, a DC Public School utilizing single-sex instruction. His teaching experience impressed upon him the importance of character, role modeling, and single-sex instruction. In his current position, he works intensively with 6-8 elementary-aged children and is committed to staying with them until they are accepted at colleges. A DC native and resident, Mr. Brown attended DCPS schools and is committed to providing students with educational opportunities that empower and inspire them to succeed. He received his B.S. in Economics from the University of the District of Columbia.

Michael De Pass brings a strong business, finance, and management background to the founding process. He is currently the Regional Director of Operations for Imagine Schools in Washington, DC and Maryland. A DC native, Mr. De Pass currently oversees school operations for Hope Community Charter School in Washington, DC and Patterson Park Public Charter School in Baltimore, MD. He has served as Regional Director of Development and played a key role in the development of both Hope Community and Patterson Park. In this role, he was responsible for developing budgets, purchasing and real estate, hiring key school staff, and procurement. He previously served as a consultant with McKinsey and Company and as Chief Administrative Officer with The Mitchell Group. He received his M.B.A. from Harvard Business School and Bachelor's degrees from Hope Bible College and the University of Virginia. He is deeply committed to creating work environments that empower principals and teachers, as well as expanding the opportunities for quality education in Washington, DC.

Matt Engel (Trustee) is a Development Manager with A&R Development, a 100% minority owned real estate developer. He is currently spearheading the redevelopment of the former Eastgate Gardens, a public housing complex in Ward 7. He is also working to develop a Cultural Arts Center in the same ward 7 neighborhoods. In this effort, he works closely with the DC Government, the DC Housing Authority, and several Ward 7 civic organizations. Mr. Engel has a range of community development experience in the private, nonprofit, and government sectors. In his current and prior positions, he has had to run community meetings with a wide variety of community stakeholders as well as negotiate financing with banks and financial institutions. Responsibilities have included managing complex budgets, negotiating contracts and managing consultants, as well as navigating the permitting and legislative process. He has been leading the community outreach efforts of the Founding Group and has participated in the financial planning and review process.

Tony Lowery (Trustee) is a pastor, teacher, and native of Southeast Washington, DC. He is currently working as a case manager with ex-offenders. He has considerable background working with urban youth in the DC area, most recently as the Southeast DC director for Young Life-Urban, a ministry for high school students. As a parent, DC native and long-time mentor to students traditionally underserved by public schools or other social programs, Mr. Lowery knows firsthand the challenges that need to be addressed in southeast DC schools. He is committed to providing excellent educational opportunities and positive character development for the children of Washington, DC through his involvement as a Founding Member of Imagine-Southeast PCS.

Carla Messenger (Trustee) is a clinical psychologist specializing in work with children and families. She is currently a clinical assistant professor in the Department of Psychology at George Washington University. She received her doctoral training in pediatric psychology from The George Washington University and completed a postdoctoral fellowship in the Child Development Program at Children's National Medical Center, where she conducted developmental evaluations with children ages 0-4 years and consulted with parents and early intervention specialists. Her primary interest is in serving children and families at high risk for physical, emotional, and developmental disabilities. Since moving to the DC area in 1999, Dr. Messenger has volunteered in various capacities tutoring children; planning events and outings, and helping to create enriching activities for at-risk youth. She helped establish a support group for single mothers, Mom's Night Out, through the Southeast White House, a local community center and hopes one day to offer pro-bono psychological services to children and families within the Southeast DC community.

Aaron Renenger (Trustee) is an attorney specializing in litigation at the Washington D.C. office of Milbank, Tweed, Hadley & McCloy LLP. He represents financial institutions, corporations, partnerships, trusts and individuals in state and federal court and in arbitration proceedings throughout the United States. His practice includes complex commercial disputes, bankruptcy litigation, class action defense and other disputes. He is a member of the District of Columbia Bar

and the State Bar of California. Mr. Renenger previously served as a Public Affairs Officer with the United States Airforce. In this position, he was a primary speech-writer and public liaison for the Air Force space program and interfaced with members of the media and public. Mr. Renenger received his J.D. from the University of California and a B.A. in Journalism from California State University. Mr. Renenger has been responsible for reviewing all legal arrangements and contracts for Imagine-Southeast as well as securing pro bono representation for the Board.

LaNora Williams (Trustee) is an attorney in the Washington, DC office of Winston & Strawn, LLP with a strong accounting background. Her legal experience includes complex civil litigation, white-collar criminal defense, internal investigations, appellate advocacy, class actions, and antitrust litigation. She studied Accounting at the University of California, Berkeley and worked for KPMG as an auditor prior to attending law school. Ms. Williams also works with students at Anacostia High School through Street Law, a program where law students and attorneys teach trial advocacy in underprivileged high schools and prepare students for an annual Mock Trial competition. She attended inner-city schools in South Central Los Angeles as well as schools outside of the inner-city through the magnet/bussing system. As a resident of the District of Columbia, she is very interested in the success of all of our public schools – both charter and non-charter.

Founding Contributors:

Tessa Ambridge is an Education Associate with Imagine Schools. A DC resident, she has recent experience with the DC chartering process, school staff recruitment, grant writing, and charter school marketing, and has also been involved in the opening of two area charter schools. Her education focus at Imagine Schools has been single-sex education and character education, and she has been responsible for providing resources and facilitating communication around these issues at both the regional and national levels. She has personal experience counseling young women from southeast DC and currently serves as a volunteer refugee mentor and ESL tutor. Ms. Ambridge received her B.A. from George Washington University.

Norma Bryant has spent the last 24 years teaching and promoting early childhood education. She worked for 17 years in the Archdioceses of Washington's Catholic Schools System as a classroom teacher. Ms. Bryant also served as the Educational/Program Director for the Boys and Girls Clubs of Greater Washington. She returned to the classroom in 2000 as a Pre K-3 teacher and Early Childhood Coordinator for Tri-Community Public Charter School. While at Tri-Community she also served on the Student Support Team. She is currently the Pre-Kindergarten Academy Leader at Hope Community Charter School. Ms. Bryant received her Bachelor's Degree in Behavioral Social Science and her Master's Degree in Early Childhood Education and Pre-Kindergarten Studies from the University of Phoenix and Nova University.

Alvin Chu is currently a trial attorney with the U.S. Department of Justice. His legal experience includes antitrust law, commercial litigation, and corporate law. He also served as a financial analyst and advisor with Prudential Preferred Financial Services and two McLean, VA-based firms. He received a J.D., M.B.A. in Finance, and M.Ed. from the University of Wisconsin-Madison. Mr. Chu is in the process of launching Bridge Builders, a multi-disciplinary collaborative reform approach to overcoming the achievement gap between high- and low-poverty students. Mr. Chu currently serves on the boards of Hope Community Charter School and the Central Union Mission, a homeless shelter and recovery program for men in Washington, DC.

Alyson Edwards is a Literacy and ESOL Specialist at Hope Community Charter School in Washington, DC. She also coordinates the Student Support Team at Hope Community. She began her teaching career in Manchester, NH educating a lively class of 5th grade students, about half of which were African Refugees with no previous schooling. She then moved on to Charlotte, NC where she taught seventh and eighth grade ESOL. Ms. Edwards attended the University of New Hampshire, where she earned both her B.A. in Communication, and her M. Ed in Elementary Education, with certification to teach English as a second language.

Sarah Greenberger is a Legislative Assistant for Senator Ben Cardin (D-MD). She served as a founding teacher at the Bronx Preparatory Charter School where she was responsible for creating curriculum as well as school traditions and culture. During her years in law school, she worked at New Visions for Public Schools in New York City on a project funded by the Gates, Soros, and Carnegie Foundations to create small theme-based, charter-like high schools centered around community partnerships. She also volunteered at the Philadelphia School District's General Counsel's Office. Ms. Greenberger served as a clerk at the DC Circuit Court of Appeals and assisted in the mediation of a settlement

between two classes of special education students and the District of Columbia Public Schools. She is a DC native and is has a strong commitment to the District's schools and families.

John Miller is a parent and native of Washington, DC born and raised in Southeast DC. He has been involved in community outreach for Imagine-Southeast PCS, talking to residents, attending meetings, and establishing relationships with community partners. He is committed to providing Southeast residents with access to new educational experiences, especially after working in a charter school and seeing the difference that it has made in the lives of children and families. He is an avid supporter of Imagine Schools because he believes that the approach to education is entirely different and has seen firsthand how the teaching staff seeks out the unique learning style of each student and inspires high achievement.

James Mullings is the founder and Director of Vision Ministries, an after-school program for children located in Southeast DC. As a Ward 8 resident and community leader, he is committed to the success and support of Southeast students and their families. In his role he is responsible for teaching, programming, tutoring sessions, recruiting and supervising volunteers, communication, fundraising, and organizing recreational outings. He has worked in youth ministry, retail, after-school programs, and other nonprofits for over 20 years. He received his B.S. in Family Studies from the University of Maryland.

Lorenzo McRae is an antitrust attorney with the federal government, a real estate entrepreneur (specializing in rehabbing residential multiunit buildings and sales), and a business owner (as a franchisee of Great Clips). In addition, Lorenzo has worked for the Children's Defense Fund, tutored at charter schools and served as a mentor in various youth programs, and studied education policy while a law student at Howard University. His array of skills, commitment to children, and familiarity with Washington, DC neighborhoods have been an asset to the Founding Committee in both the governance and community planning processes.

Melissa Rudd is a Director of School Development for Imagine Schools in Washington, DC. She previously served as the Regional Coordinator of Community and School Development, focusing specifically on ways to involve and engage community members and organizations in new charter school development. Past experience includes advocacy, policy analysis, editing, and research focused on education and welfare policy. She received her M.S. in Family Studies from the University of Maryland, her B.A. in Psychology from the University of Virginia, and has completed graduate work toward her PhD in Human Development and Social Policy at Northwestern University. Ms. Rudd is a resident of the District and has been involved in the start-up process of two other area charter schools.

Denise Speed is a parent and resident in the Fairlawn community of Southeast Washington, DC. She is a DC native and parent of two school-age children. Ms. Speed currently serves as a volunteer with the Southeast White House, the Gracious Arts Program, and Stanton Elementary. She is a concerned parent who is currently unsatisfied with her child's education because she does not feel like she is getting what she needs from DC Public Schools. Ms. Speed is committed to seeing that her child and other children in Southeast have the option to attend a clean, safe public school with reduced distractions, a discipline system that is enforced, and a strong moral foundation. As a founding member of Imagine-Southeast, she has been involved in providing feedback on the substance, messaging, and outreach efforts of the planning team.

LaRita Williams has a degree in Mathematics Education and is currently pursuing her Master's degree and a full time teaching role. While completing her degree, LaRita served as the Before and After School Coordinator for Lemon Grove school district. Among many other duties, her major role was seeking community support in order to provide a safe and enriching program for the students. In addition to her work as Before/After School Coordinator, LaRita was the program coordinator for Communities Learning and Understanding Experientially (CLUE). In this capacity, LaRita helped to organize weekend camps for teachers and students; an opportunity to provide a safe arena for groups of varying backgrounds to openly and honestly teach and learn about each other. LaRita attended public schools in South Central, Los Angeles and understands what is necessary to build a school that is culturally relevant to all students and has the support of the community.

Advisory Group:

Tom Brown is the founder and Executive Director of Training Grounds, where he teaches life-skills, workforce education,

and entrepreneurship to youth and young adults in Washington, DC. As a teacher at Anacostia Senior High School, he introduced more than 400 students to the National Foundation for Teaching Entrepreneurship program (NFTE). In 2002, he was selected as NFTE's National Teacher of the Year. Mr. Brown is an ordained minister, a resident of Southeast DC, an avid supporter of DC's local sports teams, and a devoted father of eight children, ranging from ages 4–22.

Maureen Colburn is an independent organizational consultant who formerly served as the Executive Director of the Young Women's Leadership Foundation, an organization dedicated to providing inner-city girls with the tools and culture to build their future. Ms. Colburn has over ten years of experience empowering young women through single-sex education, and has been involved in opening three Young Women's Leadership schools in New York City, as well as securing over \$3.2 million in grants for the Foundation. Prior to joining the Foundation she was Assistant Director at the Cornelia Connelly Center for Education, a girls' middle school on Manhattan's Lower East Side. Ms. Colburn was a founding member of the Girls Congress, an organization dedicated to educating and empowering girls in the Lower East Side community. Maureen Colburn graduated cum laude with a Bachelors of Arts in History and Theology from Fordham University and a Masters of Public Administration in Non-Profit Management from New York University.

Veronica Nolan is the Executive Director of The Urban Alliance, an organization that develops the untapped potential of DC youth through paid professional internships, adult mentoring, job skills training, life-skills workshops, and financial literacy instruction. Ms. Nolan originally joined Urban Alliance as its Program Director in 2002 and was promoted to Executive Director in 2004. Veronica joined Urban Alliance after having taught at Eastern Senior High School for four years, a DC public high school, through the program, Teach for America. She currently serves on the board of directors for Capital Area Asset Building and the Workforce Organization for Regional Collaboration. Additionally, she serves as a member of the Public Service Academy Industry Advisory Committee for the District of Columbia Public Schools.

Charles Reid is a Southeast DC native and recent graduate of Anacostia Senior High School. While at Anacostia High School, he became involved in Urban Alliance's Internship Program, through which he was able to intern at several prestigious organizations around the city during his high school career. He is currently a senior at Virginia Commonwealth University, majoring in Business, and he plans to attend graduate school in the Fall.

George Sanker is currently the Founding Principal of Hope Community Charter School in Washington, DC. He has worked in education for ten years, a majority of which he served as a middle and high school teacher. In 2000, George founded Best Men, a national character education program for middle and high school boys. Prior to founding Hope Community, George completed work toward his PhD at the University of Virginia in Sociology of Education. His primary intellectual passion is the pursuit of solutions to the major cultural obstacles faced in childrearing in our late modern society. George received his BA in Political Science from Colgate University and an MA in Religion from Reformed Theological Seminary.

Jabali Sawicki is the Founding Principal of Excellence Charter School of Bedford Stuyvesant located in Brooklyn, NY. Excellence is the first all-boys charter public school in New York City. Prior to helping found Excellence, Mr. Sawicki taught Science in Boston, MA at Roxbury Preparatory Charter School, one of the state's most successful urban charter schools. There, he played a central role in developing the school's academic program and culture. Mr. Sawicki also founded a competitive soccer program and created a support group for boys. He is a graduate of Oberlin College where he received a dual degree in Biology and Philosophy. Mr. Sawicki is a KIPP Fellow and received his Master's Degree in Educational Administration from Teachers College, Columbia University.

Parent Advisory Group: A core group of parents interested in their children attending Imagine-Southeast PCS have agreed to serve as parent advisors in our planning process. They have provided specific input on our content, messaging, and outreach efforts. All of our parent advisors are residents of Southeast DC with school-age children. We will continue to invite additional parents to serve as advisors prior to school opening. Once the school is open, parents who wish to continue advising the school staff and Board may do so by serving as Parent Board Members or by participating on the Parent-Teacher-Student Organization (PTSO). Our current parent advisors are: **Casaundra Blackmon, Erik Gaskin, Carlotta Powell, Denise Speed, and Tiffany Bland.**

Contributing Organization:

American Academy of Liberal Education (AALE). The American Academy for Liberal Education (AALE) is a national association that accredits institutions offering quality general education programs in the liberal arts that meet the Academy's stringent educational, administrative, and financial criteria. Led by President Jeffrey Wallin, AALE is unique in the accreditation community in grounding the entire institutional or program accreditation process on a rigorous set of Education Standards. A major purpose of the Academy is the accreditation of liberal arts institutions in order to enable them to participate in programs authorized under the Higher Education Act and other Federal programs. AALE is located in the nation's capital and is non-profit, non-partisan, and non-sectarian. In working with the AALE, Imagine Schools has secured program certification for the school design of Imagine-Southeast Public Charter School. Program Certification is an AALE designation that affirms that a particular educational program (including its curriculum, instructional approaches and design, potential for producing high student achievement and performance, assessment system, special instructional programs, and staff qualifications and training) conforms to AALE's standards for academic rigor. Additionally, Program Certification indicates that a school implementing the program as designed and operating viably (financially and in terms of its governance) for at least two years will most likely meet AALE's accreditation standards and become an AALE accredited school.

b. Planning Process

The Imagine-Southeast PCS planning process was motivated by the commitment of the Founding Group to establish a quality public charter school with a strong focus on character development and a content-rich liberal-arts curriculum that would be accessible to DC residents in one of the most underserved parts of the city. The DC-based regional Imagine Schools team served as a catalyst for the school planning process, proposing the idea to a number of DC-area educators and professionals who shared a commitment to educational choice, character education, and urban reform. As qualified founding members were identified, a founding committee was formed and the vision for a school to be located in Southeast DC was developed. Founding committee members were influenced by the vision and design for Hope Community Charter School, another DC public charter school operated by and developed in partnership with Imagine Schools. Several Hope Community staff and board members contributed to the planning process, helping to refine and shape the vision for a school with many similar components but located in entirely different parts of the city. Over the past year, the Founding Group and founding contributors have met regularly to work on various parts of the planning process, which centered largely on three different components: 1) School Design; 2) Community Outreach; and 3) Organization and Governance.

1. School Design and Single-Sex Education Planning. As part of our planning process, we researched several schools incorporating single-sex instruction, and made informational visits to a subset of these schools in New York State. The first visit was to Girls Prep, a K-1st grade all-girls charter school in Manhattan. The second was to the Young Women's Leadership School, Bronx Campus, a 7th-8th grade all-girls public school in the Bronx. The third visit was to Brighter Choice Charter School in Albany, a Dual-Academy PreK-4th grade charter school using single-sex instruction and Core Knowledge components. We were also able to conduct an in-person interview with Jabali Sawicki, Principal of Excellence Charter School, a K-2 all-boys charter school in Brooklyn, NY. Mr. Sawicki will continue to advise us in our planning process as a member of the Advisory Board. Each of the schools we visited serves an urban student population from predominantly impoverished and disadvantaged backgrounds, and each school has consistently demonstrated significant academic gains since Year 1.

Through our on-site classroom and school observations, as well as our in-depth conversations with Executive Directors, Principals, Deans of Students, teachers, and students at each respective school, a wealth of theoretical and practical information was gained that has been and will continue to be directly applied to the preparation and establishment of Imagine-Southeast PCS. The opportunity to observe single-sex instruction in action and interview the leaders of schools who have successfully implemented single-sex designs has reinforced our research findings in this area and solidified our commitment to strengthen our focus on content, character, and community by specifically addressing the ways that boys and girls develop differently in these domains.

Following these site visits, the Imagine Schools regional team participated in a day-long in-service with Dr. Leonard Sax, a family physician and child psychologist and the author of *Why Gender Matters*¹². Along with staff members of Hope

¹² Sax, L. (2005). *Why Gender Matters: What Parents and Teachers Need to Know about the Emerging Science of Sex Differences*. New York: Doubleday.

Community Charter School and Septima Clark Public Charter School, members of the founding group and Imagine Schools regional staff had the opportunity to engage Dr. Sax on his research in the area of sex-based differences in social and educational development. This workshop served as a platform for discussion and further development of the ideas incorporated in the school design for Imagine-Southeast PCS.

Founding members also refined other core components of the educational plan through a rigorous process of revisions that involved Imagine Schools' DC-based regional staff and staff members from Hope Community Charter School. A core group led by Erika Thomas refined the nuts and bolts of curriculum, instruction, and assessment, and other founding members provided feedback and suggestions. Hope Community's Founding Principal, George Sanker, participated in plans for collaboration and has agreed to serve as an Advisory Board member for Imagine-Southeast PCS. A letter expressing support and the intention to collaborate from Mr. Sanker is included in the "Letters of Support" appendix.

This process has been further supported by the staff of FOCUS (Friends of Choice in Urban Schools) and by consultations with the AALE (American Academy of Liberal Education). Imagine-Southeast plans to become accredited through the AALE and has worked with the Academy to secure official program certification for Imagine-Southeast. This indicates that the program we intend to implement at Imagine-Southeast has been approved by the AALE as accreditation-worthy and shows great promise of having a significant impact on student achievement and outcomes. As part of the AALE review process, AALE staff members conducted a site visit at Hope Community Charter School, which allowed them to observe some of the core components of the program and meet one-on-one with Founding Group members who will be involved in implementing the educational program at Imagine-Southeast. Official documentation of our Program Certification status is included in the "Letters of Support" appendix.

The founding team most recently expanded to include Dr. Monya Ruffin, who served as Project Director for the U.S. Department of Education's Single Sex Schools Evaluation Observation team. Dr. Ruffin has worked closely with national experts in single sex education and has been involved in numerous efforts to improve educational outcomes for youth, including the development of another DC public charter school. Dr. Ruffin will play an active role in refining the single sex program to be implemented at Imagine-Southeast PCS.

2. Community Planning and Outreach. Members of the Founding Group spent a tremendous amount of time seeking out community leaders and organizations to meet with, share ideas about the school, and ask advice. In these meetings and phone conversations, founding group members were advised about everything from how to involve parents in the life of the school to understanding local political dynamics. These conversations has a direct impact on the planning and outreach processes by giving founding members practical ways to ground the mission and vision of the school in a sense of place and context. They also served as the starting-point for building relationships that will support the school as it is developed and implemented.

Below is a record of these informational interviews, which were conducted by various members of the founding group.

Date	Contact	Organization or Affiliation	Key Area of Advice
11/16/05	Skip McMahon	Building Bridges Across the River/ THEARC	• Building community partnerships
1/05/06	Jerry Eisley	Anacostia Arts Project	• Anacostia history and community dynamics
2/15/06	Scott Dimock	Southeast White House	• Building community partnerships • Key contacts in Southeast DC
3/21/06	James Woody	Communities in Schools	• Framework for partnering support services with schools
3/23/06	Reverend Dr. Kendrick Curry	Pennsylvania Avenue Baptist Church	• Community support
3/30/06	Sheila Bunn	Congressional District Office for Congresswoman Eleanor Holmes Norton	• Key contacts in Southeast DC
4/07/06	Joshua Kern	Thurgood Marshall Academy PCS	• Charter school development in Ward 8

			<ul style="list-style-type: none"> • Community support
5/11/06	Adrian Washington	Anacostia Waterfront Corporation	<ul style="list-style-type: none"> • Development process
5/17/06	Steve Fitzhugh	The HouseDC	<ul style="list-style-type: none"> • Community support • Parent involvement
5/25/06	Veronica Nolan	The Urban Alliance	<ul style="list-style-type: none"> • Barriers to learning • Parent involvement
5/30/06	Howard Ways	Anacostia Waterfront Corporation	<ul style="list-style-type: none"> • Development process • Community support
5/31/06	Marion Barry	Ward 8	<ul style="list-style-type: none"> • Development process in Ward 8 • Community needs • Community leaders
11/28/06	Sheila Ramseur Hannah	East of the River Family Strengthening Collaborative	<ul style="list-style-type: none"> • Community support • Community needs
1/08/07	Tom Brown	Training Grounds, Inc.	<ul style="list-style-type: none"> • Community support • Building community partnerships • Key contacts in Southeast DC
1/16/07	Dorothea Ferrell	Barry Farms Resident Council	<ul style="list-style-type: none"> • Community support • Community needs
1/17/07	Commissioner LaTasha Hudson	ANC 8A	<ul style="list-style-type: none"> • Community leaders
2/01/07	Melissa McKnight	Anacostia Waterfront Corporation	<ul style="list-style-type: none"> • Community needs • Grants and partnerships
2/13/07	LaRuby May	Fairlawn Community	<ul style="list-style-type: none"> • Community support • History and context
2/15/07	Thelma Jones	Fairlawn Citizens Association	<ul style="list-style-type: none"> • Fairlawn community
3/9/07	Dawnn Leary	East of the River Community Development Corporation	<ul style="list-style-type: none"> • History and context • Key contacts in Southeast DC
3/15/07	Commissioner Barbara Clark	ANC 8A (SMD 8A02)	<ul style="list-style-type: none"> • Fairlawn community • Development process
3/15/07	Kehinde Powell	Operation HOPE Center	<ul style="list-style-type: none"> • Support services • Outreach
3/20/07	Brenda Richardson	Ward 8 Constituent Services	<ul style="list-style-type: none"> • Community support • Building partnerships
3/20/07	JazmenMiller	Student Support Center	<ul style="list-style-type: none"> • Support services • Grants

In August of 2006, members of the Founding Group conducted a focus group with several high school graduates of Anacostia Senior High School. Participants were identified through The Urban Alliance, a nonprofit organization that prepares high school students for the workplace through internships and mentoring. The members of the focus group spent several hours discussing their experience growing up in Southeast DC and attending Anacostia High School, as well as providing specific feedback on the core elements proposed for Imagine-Southeast PCS. One of the members of this focus group, Charles Reid, agreed to continue as a youth advisor in our planning process and serves on our Advisory Board.

Additionally, the Founding Group conducted approximately 15 in-depth phone interviews with parents interested in the school in order to solicit specific feedback on elements of school design, community needs, outreach, and messaging. In these and other conversations with Southeast parents, we consistently heard a need and strong desire for quality schools that were local and accessible. Many parents were extremely dissatisfied with their local public school or were sending their children to charter schools in different parts of the city. Parents cited transportation as one of the biggest challenges they faced in locating alternative options for their children and welcomed the idea of a new public charter school that would be more accessible to them. Parents were extremely supportive of the idea of using single-sex instruction and provided a great deal of positive feedback on the core components of the school vision. Parents with a strong interest in the school were invited to serve as members of a parent advisory committee, which has given parents an active voice in the planning process. These parents have also been involved in sharing information with other parents about Imagine-Southeast.

3. Organization and Governance. A subset of the founding committee, led by Aaron Renenger and Barbara Bazron, spent a considerable amount of time clarifying the organizational structure and governance model for Imagine-Southeast PCS. Founding members met with staff members from the DC Public Charter School Board, secured pro bono legal counsel, and sought the advice of other charter schools in order to ensure that a compliant corporate structure and a robust governing structure were in place for Imagine-Southeast.

c. Corporate Structure and Nonprofit Status of the School

Imagine-Southeast Charter School is incorporated as a District of Columbia Nonprofit Corporation, pursuant to the DC School Reform Act (§38-1802.02(8)), and consistent with the District of Columbia Nonprofit Corporation Act (D.C. Code, sec. 29-501 et seq.) Please see the “Board Documents” appendix for our Articles of Incorporation and Bylaws.

2. Governance and Management

a. Board of Trustees

The Board of Trustees has responsibility for maintaining the overall vision and direction of the school. The founding Board of Trustees consists of Barbara Bazron, Monya Ruffin, Donte’ Brown, Matt Engel, Tony Lowery, Carla Messenger, Aaron Renenger, and LaNora Williams¹³. Additionally, the Board has invited George Kovats, a Director of Fundraising for World Vision, Inc. to join the Imagine-Southeast Board of Trustees. This team is exemplary in its commitment to students in Southeast and the opportunity to provide District students who live East of the Anacostia River with a high-quality public school, as well as the range of experience it brings, which includes teaching, single-sex education, business, law, finance, real estate, youth ministry, community development, special education, and nonprofit management. Founding Board members have been involved in the planning and development of Imagine-Southeast Charter School and have worked closely with the staff of Imagine Schools to refine plans and delineate responsibilities for implementing the vision for the school. Resumes and Board Member Agreements for the current Board members are included in the “Founding Members” appendix.

Selection Process. The initial Board of Trustees were involved in the Founding Group and chose to serve as Board members based on level of interest, ability to commit the time and resources necessary, and needed areas of strength/expertise on the governing board. Future Board members will be selected through the following process:

1. The full Board will meet to determine the greatest needs of the Board of Trustees and develop a list of key

characteristics and experience needed. A sample form that will be used to determine needed characteristics of Board members is included in the “Board Documents” appendix.

2. A Board Development committee will be formed upon charter approval. Prospective Board members who meet selection criteria will be identified by the Board Development committee. The committee will consult with other Board members, the Advisory Board, and Imagine Schools staff to generate appropriate candidates. The Board also has begun the process of working with the Board Leadership Program through Greater DC Cares in order to recruit qualified, well-trained Board members.
3. Prospective Board members will meet with a member of the Board Development committee and Principal to determine fit and eligibility.
4. The Board Development committee will recommend candidates to the full Board.
5. The Board will vote on whether or not to invite candidates to join the Board. An approval by two-thirds of Board members or more will be required.
6. Approved Board members will be oriented to the Board by current board members and will be given orientation material about Board policies and protocols.

Parent Board Members. The Founding Committee and Parent Advisory Group will create a taskforce to select the initial parent board members in the months just prior to and after school opening. It will identify potential candidates for the parent board member positions through nominations by taskforce members as well as self-nominations from parents who express interest in volunteer surveys distributed with school registration materials. Parent board member candidates will be selected based on their understanding of the school’s mission and philosophy, along with an understanding of the roles and responsibilities of board members. Potential candidates will be interviewed by taskforce members, who will present their recommendations to the Board of Trustees. Parent board members will need to be approved by a two-thirds majority vote.

Terms of Office. Members of the Board will serve for up to three two-year terms. Initial terms will be staggered so that the entire board is not replaced at the same time.

Composition. The Board of Trustees will consist of an odd number of no less than 7 and no more than 15 board members. At least two Trustees will be parents of children who attend Imagine-Southeast. The Board will consist of a majority of DC residents. At least one member of the school staff will serve as an ex officio member of the Board. The Board will seek to maintain a broad representation of Board members from various sectors, including education, business, real estate, community development, social services, youth work, and the community in which the school will be located.

Roles and Responsibilities. The Board is responsible for:

1. Maintaining the mission of the school and holding school leader and staff accountable to the mission.
2. Approving selection of school leader and evaluating his or her performance.
3. Reporting to chartering authority and maintaining good standing.
4. Assisting with long-range planning and organizational effectiveness.
5. Setting overall policy.
6. Managing resources effectively.
7. Assisting with public relations and fundraising.
8. Recruiting and orienting new board members.

Individual Board member responsibilities include the following:

1. Attend regular meetings of the Imagine-Southeast Charter School board, which are approximately two hours in duration. The board meets at least eight (8) times per year. Be accessible for personal contact in between board meetings.
2. Prepare in advance for decision-making and policy formation at board meetings and take responsibility for self-education on the major issues before the board.
3. Provide leadership to board committees. Each board member is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Potential committees include: resource development, strategic planning, board development, personnel, finance, and public relations.
4. Responsibly review and act upon committee recommendations brought to the board for action.
5. Act with integrity, justice, and joy in carrying out board functions.

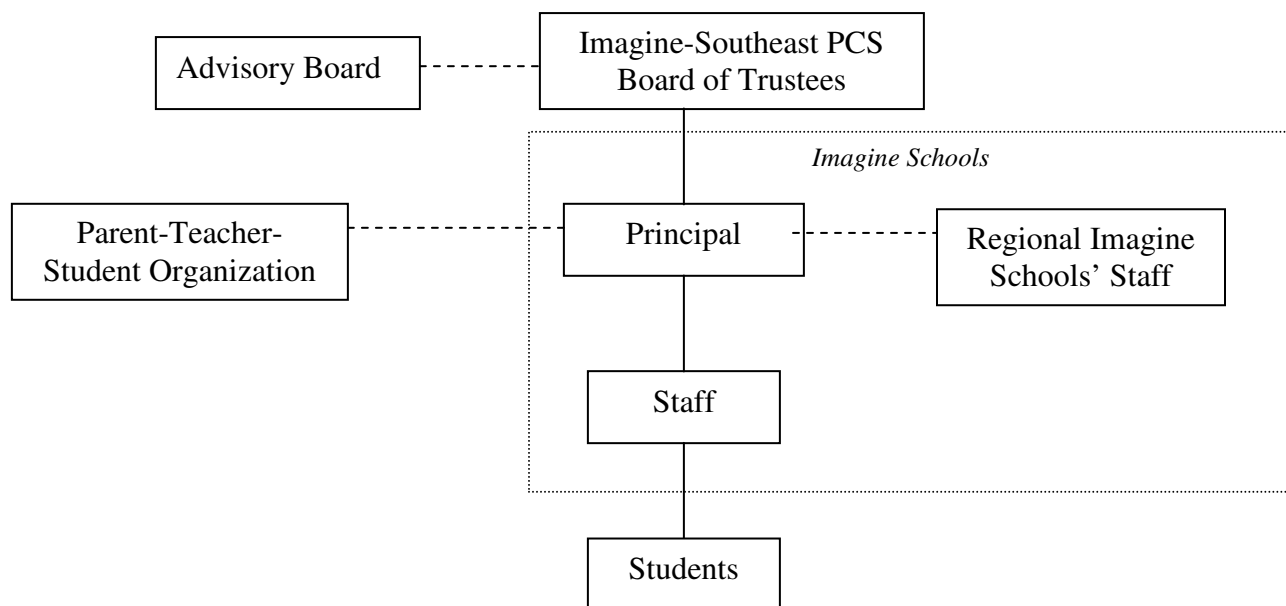
6. Commit time to developing financial resources for the charter school. This includes making a personally meaningful financial gift as well as supporting other fund development activities of the charter school in a manner appropriate for each board member.
7. In general, utilize personal and professional skills, relationships and knowledge for the advancement of Imagine-Southeast Charter School.
8. Participate in the life of the school and be willing to plan board-sponsored events.
9. Participate in the annual board member self-review process.
10. Participate in the annual board development and planning retreat usually held in March of each year.

A sample Board of Trustees Job Description and Individual Trustee Performance Expectations are included in the “Board Documents” appendix.

Board Decision-Making. The Board of Trustees will be responsible for overall policy decisions related to the school’s mission, leadership, curriculum, and finances. The school will be guided by these decisions and is responsible for implementing them. Day-to-day operational decisions will be made by the school staff. The school leader will be held accountable by the board for school performance and implementation of board decisions.

The Board of Trustees will be responsible for decision-making; the Board will establish committees and taskforces as needed. Committees and taskforces will be lead by Board members but may also include non-Board members. All Board members will be expected to serve as an active member on at least one committee. The Board will establish the committee structure upon charter approval. Initial committees will include the following: Executive Committee, Finance, Board Development, and Public Relations.

Relationship of Board to Staff, Parents, and Students. The Board of Trustees’ primary role is one of governance; the school staff is responsible for day-to-day operations. All Board members will have a clear understanding of the difference between governance and management as part of the Board orientation process. As part of its operating agreement with Imagine Schools, the Board will authorize Imagine Schools to manage the day-to-day operations of the school. Please refer to Section B.2.d. “School Management Contracts” for more information about the role and responsibilities of Imagine Schools. The following chart shows the relationship of the Board to the Advisory Board, School Staff, and Parents:



Advisory Board. The Advisory Board will be appointed by the founding group and Board of Trustees. Advisory Board members will be consulted for advice and constructive feedback but will not have formal decision-making authority. Advisory Board members may be considered as potential Trustees.

Regional Imagine Schools' Staff. Imagine Schools has a DC-based regional team in place to support its DC schools. Regional staff members, including the Regional Director, Curriculum Coordinator, Financial Educator and School Developer will support the Principal in all aspects of the development and implementation of Imagine-Southeast PCS. The school Principal will have decision-making authority for all school decisions and will be the Board's primary interface with Imagine Schools.

Staff. The school staff will be accountable to the Board of Trustees for school operations. The Board must approve the Principal by a two-thirds majority vote prior to hiring. The Principal will be responsible for hiring all other school staff. The Board will have the authority to remove the Principal or any employee of the school with a two-thirds majority vote. The Principal will be the chief executive of the school and will be accountable to the Board of Trustees. He or she will assume responsibility for all aspects of the school's program and operations. The Principal and school staff will work closely with the Board on all reporting and school accountability. Teachers and staff members will be responsible to the Principal on all matters. The teachers and other staff members will be the primary interface with parents. However, the Principal, Assistant Principal and the Chairman of the Board will have responsibility to assist with special issues that go beyond teachers or staff members.

Parents. Parents will be involved in board decision-making via the two parent board members that will serve on the Board of Trustees. Parents will be involved in operational decision-making via the Parent-Teacher-Student Organization. More information about the Parent-Teacher-Student Organization is provided in Section A.4.a.: Parent Involvement.

Board Oversight. The Board will oversee school operations in the following ways:

- Imagine Schools will provide monthly reporting on financial performance and school operations along key performance dimensions and potential risks to entity (compliance, academic, financial, or other). The Board will analyze these monthly reports to determine if budget revisions are necessary.
- Imagine Schools will provide annual reporting on evaluation of school performance.
- Board will evaluate Principal annually.
- Board will approve annual budget.
- Board will review goals and plans for program development developed by Imagine Schools.
- Board members will participate in School Improvement Plan.

Additionally, the Board will identify point people on the Board and staff around key operational areas. These point persons will:

- Help determine which items come before the full Board
- Have a deeper understanding of the key documents and decisions in the selected areas, and
- Will be regularly informed by staff on important issues or actions in the relevant areas.

Relevant areas may include: Educational program, budget and finances, outreach and marketing, legal/organizational issues, and facilities. These board liaison roles do not replace the need for Board committees and may be committee chairs of Board officers who lead the Board's work in these areas.

b. Rules and Policies

Governance of the school will be dictated by the By-laws of the Board of Trustees. A draft copy of the Bylaws is included in the "Board Documents" appendix.

The rules and policies for operation of Imagine-Southeast PCS will be set forth in the school's Family Handbook and Faculty Handbook. The Family Handbook will be developed in the Spring of 2008 by the Principal, in cooperation with the Board. The Faculty Handbook is under development and will be based on a model used in other schools operated by Imagine Schools.

c. Administrative Structure

Imagine-Southeast PCS will be organized into three academies: Early Childhood, Boys', and Girls' Academies. The Early Childhood Academy will consist of Preschool, Prekindergarten, and Kindergarten, and the Boys and Girls Academies will consist of 1st-8th grades.

The Principal will be responsible to ensure that a cohesive climate, procedures, school-wide behavior plan, a robust character education program implementation, consistent curriculum plan, and instructional quality are the same throughout the school. In addition, the Principal will be responsible for creating the framework guiding the academic and cultural differentiation between the Boys' and Girls' academy as well as within the Early Childhood Academy. The Principal will have the primary point of contact with and accountability to the Board. The Principal will provide the consistency needed for the school to perform against a common set of goals in the accountability plan and to have the consistency to allow strong, cross-grade collaboration.

Under the direction of the Principal, the School Leadership Team will be charged with the responsibility for implementing Imagine-Southeast PCS' educational program. The School Leadership Team will be made up of the Principal, Academy Leaders, Business Manager, Special Education Coordinator, and Co-Curricular Coordinator. This team will play a pivotal leadership role in the successful implementation of our educational program.

The Principal and Leadership Team will be supported by regional Imagine Schools staff members in overall school operations, financial management, curriculum development and coordination, professional development, pre-opening development, and facility acquisition and preparation. Imagine Schools' regional staff will provide critical support to the Principal and school staff, especially during the early years of the school development. This will be especially important as the school grows to scale and prior to having multiple administrators in place. Additionally, regional staff will help to support and guide the start-up process, assisting with marketing, recruitment, facility procurement and set-up, financial systems, and professional development, enabling the Principal to successfully manage the full range of responsibilities in the start-up year.

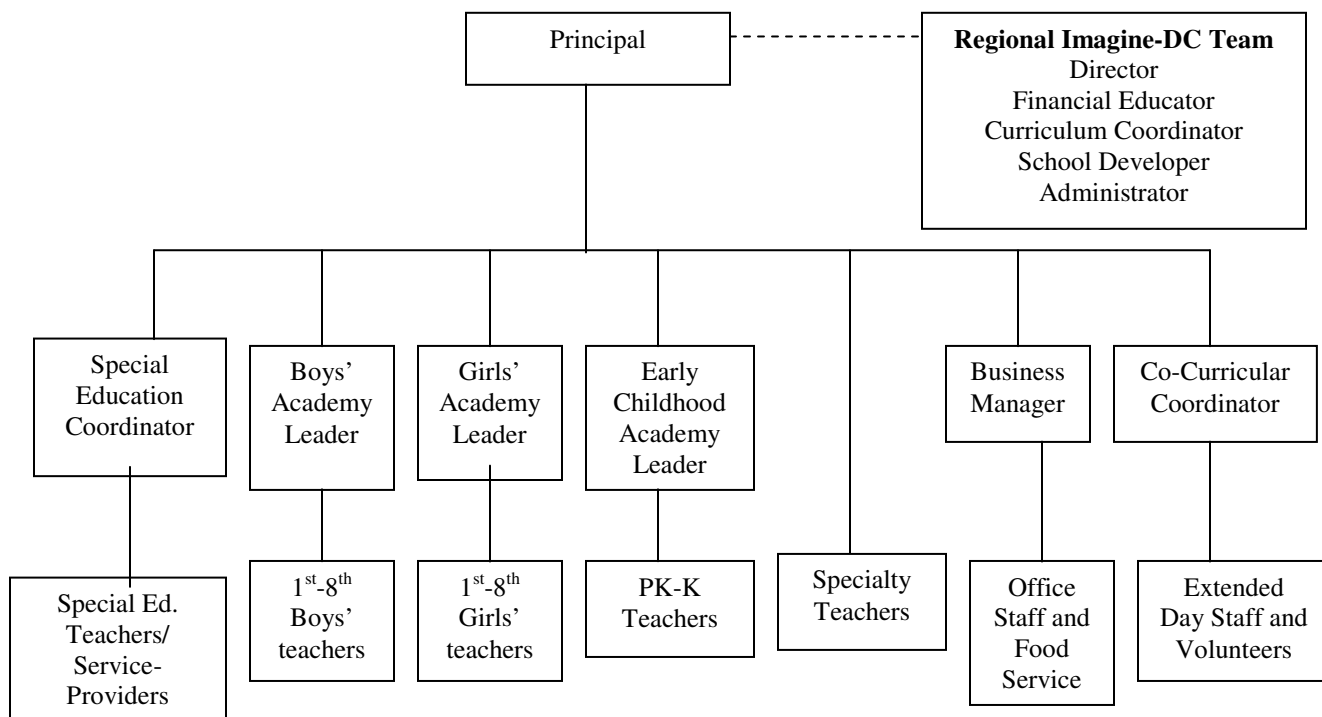
We recognize that in order to create a "community of learners," teachers in each classroom must model quality teaching. Academy Leaders will initially start as teachers and will create opportunities to model teaching to other teachers and assist with administrative tasks. There will be one Academy Leader for the Boys' Academy, one for the Girls' Academy, and one for the Early Childhood Academy. Academy Leaders will support other teachers on their team and provide constructive advice and coaching as needed.

When the school is large enough to support the cost of multiple administrators, the school will have a structure of a Principal and two Academy Leaders in Assistant Principal-type roles. Each Academy Leader will oversee one of the single-sex Academies and will lead a process to tailor the instructional approach and pacing, scheduling, and professional development to take advantage of the single-sex approach. Academy Leaders will also continue to be responsible for shaping distinct student cultures in each academy that are consistent but tailored to the single-gender environment. The Early Childhood Academy will be led by a senior teacher who is also an Academy Leader that reports directly to the Principal.

Classroom teachers will have direct responsibility for their students and for communicating with parents of their students. The Leadership Team and Principal will support teachers in their efforts to deal directly with parents and students rather than creating additional layers of administration to weave through when issues arise. However, if necessary, the Principal and Leadership Team will be available to provide additional support and leadership.

A School Climate Survey will be performed annually and will allow parents, teachers and older students to provide input about the school and its management. The survey results will serve as a guide for improving school services. All school staff will also participate in mid-year Performance Reviews, which will allow them to give direct feedback to the Principal about administrative structure and staffing needs. The Principal will be responsible for evaluating the performance of all instructional staff.

A chart of the administrative structure is shown below.



d. School Management Contracts

The Board of Imagine-Southeast Charter School has chosen to enter into an operating agreement with Imagine Schools Non-Profit, a national charter school organization with a mission to partner with parents in educating their children.

Proposed Operating Agreement

Under the terms of the operating agreement, Imagine Schools will:

- Provide all educational services to Imagine-Southeast PCS, including but not limited to staffing, curriculum, assessment, financial management and reporting, sub-contracting, administration, professional development, and procurement.
- Administer, operate, and maintain Imagine-Southeast PCS in accordance with the school's charter
- Secure a facility and lease it to the School for as long as the School exists.
- Take responsibility for the financial solvency of the school.
- Not allow the school to be in debt at any time.

A draft of the proposed operating agreement is included in the "Imagine Schools Documents" appendix. A summary of the proposed division of responsibilities is shown in the chart below.

<u>Board of Trustees (BOT)</u>	<u>Imagine Schools (IS)</u>
Primary Roles <ul style="list-style-type: none"> • Establish fiscal and academic policies governing operation of charter, including performance standards and criteria for operations and performance 	<ul style="list-style-type: none"> • Responsible for administration, operation, and performance of school
Primary Responsibilities <ul style="list-style-type: none"> • Ensure implementation of school mission, vision, and operating philosophy 	<ul style="list-style-type: none"> • Operations • Hiring staff

- | | |
|--|--|
| <ul style="list-style-type: none"> • Oversee academic, financial, and operational performance • Approve: <ul style="list-style-type: none"> • School leader selection • Annual budget and cash statement • Building • Purchases greater than \$25K • Plan for recruitment of students • Set targets and goals for performance • Establish rules, regulations, and policies (recommended by IS) | <ul style="list-style-type: none"> • Administration and supervision of personnel • Provision of building • Provision of equipment • Management • Implementation of academic goals • Recruitment of students • Student evaluations, assessments • Services • Financial records • Provision of funds for start-up costs and initial operating losses |
|--|--|

Additional Responsibilities and Powers

- | | |
|---|---|
| <ul style="list-style-type: none"> • Due process hearings in the event of an appeal • Ensure independent audit (upon recommendation of IS) • Can direct IS (w/ 2/3 majority) to make changes to educational program. • Can direct IS (w/ 2/3 majority) to remove any employee from school | <ul style="list-style-type: none"> • Give notice of equipment leases • Give notice of contracts for services • Due process hearings for students/families • Set size, grade structure, and staffing level • Give notice on non-compliance with charter board |
|---|---|

Limitations

- | | |
|--|--|
| <ul style="list-style-type: none"> • Cannot direct IS to spend money on anything outside of approved budget | <ul style="list-style-type: none"> • Cannot make purchases of greater than \$25,000 without board approval • Must inform board of any changes to educational program |
|--|--|

Annual Report and Audited Financial Statements. Please see the “Imagine Schools documents” appendix for copies of Imagine Schools’ 2006 Annual Report and audited financial statements.

Recent Credit Rating. Not applicable.

Total Number of Canceled Contracts. In the three years since Imagine Schools was founded, it has started or entered into operating agreements with 18 new charter schools. None of those contracts have been cancelled.

Financial Management. Imagine Schools staff will prepare and submit monthly financial statements to the Imagine-Southeast PCS Board of Trustees. The financial statements will include a balance sheet, a statement of revenues and expenditures reflecting monthly, year-to-date, and comparison pro-rata with the Annual Budget for the current and, if applicable, prior fiscal year. The financial statements will also include all actual expenditures and receipts, reported on a modified cash basis of accounting. Imagine Schools will also prepare and submit to the Board an annual budget for Imagine-Southeast Charter School.

Imagine Schools staff will prepare and submit all financial reports and budgets to the District of Columbia Public Charter School Board as required by the Charter and all applicable District of Columbia and federal laws.

Imagine Schools uses an accounting software program that is password protected at the user level. The Imagine Schools Corporate Comptroller is the administrator of the automated financial system. Other users are limited to accounts payable and general accounting staff.

Five-year Projection for Opening Schools. Imagine Schools does not have a formal projection for opening schools. Imagine Schools seeks to partner with parents and community members based on need and parent demand and is working to establish schools in several new regions. Imagine Schools is currently operating schools in 10 states and the District of Columbia and is in the process of opening schools in 7 new states. In the past 3 years, Imagine Schools has opened 18 schools nationwide.

Summary of the company's history. Imagine Schools Non-Profit serves nearly 20,000 K-12 students in public charter schools in nine states and the District of Columbia, with schools in development in seven other states. Imagine Schools also operates a private day school in Florida. □□ Imagine Schools' purpose is to assist parents and guardians in educating their children, through a challenging program of study and strong moral development within a nurturing and orderly learning environment. Imagine Schools has exceptional teachers, excellent thematic curricula, positive character development programs, vibrant leadership and solid financial strength. Please see the "Imagine Schools documents" appendix for a summary of the schools currently operated by Imagine Schools, including performance data.

Imagine Schools was founded by Dennis and Eileen Bakke. Eileen Bakke has been involved in education for 30 years. Her passion is mentoring teachers and creating a school culture that engages students in meaningful and effective learning. Dennis Bakke, co-founder and CEO Emeritus of the AES Corp., a global power company, brings to Imagine Schools an impressive business background, including a pioneering approach to decentralized management. Both Dennis and Eileen are passionate about making a difference in education by implementing a unique organizational and operational structure that creates a dynamic learning environment by putting teachers and school leaders squarely in charge of the decisions affecting the schools they serve. Most Imagine Schools staff members are teachers.

In June 2004 Imagine Schools merged with Chancellor Beacon Academies. In August 2005, Imagine Schools created a new nonprofit entity - Imagine Schools Non-Profit, Inc. - and initiated a process to replace the business entity Imagine Schools, Inc. with the new nonprofit as the operator of public charter schools nationwide¹⁴. Dennis and Eileen Bakke provide the new nonprofit tax-exempt entity with the capital to ensure its ability to operate existing schools now under contract with Imagine Schools, Inc. and sufficient resources to develop and operate additional public charter schools in the future.

Imagine Schools Non-Profit's Philosophy Imagine Schools Non-Profit was founded upon a unique philosophy of the workplace, in which all employees are bound together by a shared set of values. These values are viewed as ends in and of themselves, rather than merely means to an end. Adherence to the shared values is emphasized because they stand on their own merit and create a joy-filled school environment. All Imagine Schools Non-Profit employees agree to abide by the values of integrity, justice, and fun:

- Integrity means "wholeness," or how things fit together appropriately. It means we seek to operate with the highest ethical standards both within and outside our schools, and treat all students, parents, teachers, and leaders with the same dignity and respect. Further, it means we live up to our commitments, admit our mistakes, and take responsibility for our actions.
- Justice means "to each person what he/she deserves," "to each person what is appropriate." It requires that we treat each person, each student and every other person or organization that helps us educate children as special and unique. This means that we do not promote "sameness," but rather strive to respond to all people in a way that is appropriate, or just.
- Fun means giving every person the freedom and opportunity to fully utilize his or her talents and abilities. It is the result of trust, respect, and responsibility, when all are working together toward a greater good, and all have the opportunity to make important decisions.

In addition to the shared values, Imagine Schools Non-Profit is distinctive in its philosophy of decentralized leadership, where those who are closest to specific tasks or problems are best suited to come up with strategies and solutions. One of the most important operating principles of Imagine Schools Non-Profit is that all employees must seek advice from others before making important decisions. This allows decision-making to be shared and gives all Imagine personnel the opportunity to learn from and with each other. In this environment, it is okay to make mistakes as long as they are acknowledged and individuals take responsibility for their actions.

Imagine Schools measures its success by six measures of excellence. These are the standards by which all schools operated by Imagine Schools are held accountable, in addition to the accountability requirements of each individual charter agreement. The Imagine Schools six measures are:

¹⁴ 501(c)3 status is currently pending.

1. Shared Values – Each Imagine Schools person is expected to understand the definition of integrity, justice, and fun, and to live them out in his or her job. Every Imagine school grades itself on the extent to which the school embodies the shared values, based on annual Values Surveys.
2. Parent Choice – Parent choice is defined by parent satisfaction and re-enrollment rates, and it indicates the extent to which parents trust Imagine Schools with their children.
3. Economic Sustainability – Financial responsibility is a crucial part of accountability to parents, students, and other stakeholders for public schools. Imagine Schools holds school leaders responsible for stewarding resources in a way that makes schools sustainable over the long run.
4. Academic Achievement – Imagine Schools measures yearly student learning gains as indications of academic progress and achievement.
5. Positive Character Development – Imagine Schools places a strong emphasize on each child's character development and measures progress in student behavior and overall school culture.
6. New School Development – In an effort to help the most number of parents educate their children, Imagine Schools seeks to expand the size, number, and quality of their schools.

Due Diligence. The Imagine-Southeast founding board has performed considerable due diligence while both working with Imagine personnel to promote and start the charter school as well as independently. In this effort, we have contacted board members from various Imagine schools in the Washington, DC metropolitan area and a few schools in other states. These schools include Hope Community (in Northeast DC), Patterson Park (in Baltimore), and Imagine-Foundations (in Prince George's County). Each of these contacts, without fail, bore witness to the commitment of Dennis and Eileen Bakke, Imagine Schools' founders, to educating students across the nation with a unique and innovative approach. The Bakkes began Imagine Schools with a commitment to fund and help run successful charter schools committed to the following goals: Shared Values of Integrity, Justice, and Fun, Parent Choice, Academic Achievement, Positive Character Development, and Economic Sustainability. In addition, as an organization Imagine is committed to New School Development. Imagine does not simply recite these goals to its school leaders, teachers and administrators, but instead works with each school to make sure that these goals are both attainable and attained. This sentiment was echoed by board members and staff from the various Imagine Schools that were contacted.

A major issue for charter schools, particularly here in the District, is keeping the school open through the "lean" years when the schools' budgets are not at a break-even or profitable level. The Bakkes have shown their commitment to the longevity of the Imagine Schools by both getting the schools through the tough years with their private funds as well as providing whatever administrative support is needed. One board member for Hope Community Charter School expressed that Imagine's regional staff has been there to do "all the work that teachers do not do." This includes providing staff members such as Melissa Rudd, Michael De Pass, and Erika Thomas, who assist in promoting the schools, providing budgeting assistance to the school leaders and administrators, and helping the schools overcome the unique challenges inherent in each particular school community. These resources have proven to be invaluable to the success of the Imagine Charter Schools in relation to other schools that may not have such a strong support network.

The Imagine-Southeast board has also researched student performance data for the Imagine Schools throughout the nation. This includes both statewide standards as well as Imagine's own indicators of success. In speaking with Roy Gamse, Executive Vice President for Imagine Schools, as well as school leaders in the D.C. metropolitan area, we learned that in addition to the standard testing required by the school districts, Imagine Schools students are given an assessment test both at the beginning of the school term and at the end to not only measure their achievement of grade level goals, but to measure their progress throughout a school year. On average, students in Imagine Schools progress approximately 1.3 grade levels a year. Although this is an impressive number, many students in the D.C. community come into the school year 1 to 3 years behind, so their progress does not always equate to sufficient standardized testing scores. Despite these obstacles, Imagine Schools are committed to growing with its students so that by the end of their 12th grade year, they are at or above their class levels. Imagine also grades itself on its stated goals mentioned above. On average Imagine Schools are at a "B" level in relation to their performance goal. Although Imagine is committed to making this grade much higher, the organization feels that an honest assessment of the schools' performance is necessary in order to truly commit to these goals and to recognize each school's weaknesses in an effort to bring all Imagine Schools to an "A" level. These grades are included in the Imagine Schools Annual Report for the world to see and, unlike many organizations, Imagine reports the good, bad, and the ugly.

The Imagine-Southeast founding board feels that Imagine Schools is uniquely equipped to address the particular

challenges of the Anacostia community. There are various charter school models that are very successful, including KIPP, Edison, and Mosaica. The founding board has looked into these models in educating ourselves about the different options available (see chart below). Imagine stood out because of its commitment to shared decision-making and cultural awareness both at the teaching and administrative level. The Southeast community is very unique and the only types of charter schools that can be successful are ones that are committed to being a part of that community. The founding board, along with Imagine staff, have worked together to become a part of this community and the founding board feels that this connection will continue when the school opens. With single-sex classrooms and a commitment to both academic excellence and character building, the founding board believes that the Imagine model will prove very successful in building well-rounded students who have a hunger and love for education. For all these reasons, we are confident that Imagine Schools is the right choice for the Imagine-Southeast Public Charter School.

Charter School Management Organization	Schools in D.C.	Core Values/Pillars/Tenets	Unique Characteristics
Imagine Schools	Hope Community (NE; pre-k thru-6th; 2005)	Shared Values of Integrity, Justice, and Fun, Parent Choice, Academic Achievement, Positive Character Development, and Economic Sustainability	Single-sex classrooms; culturally informed education; character building; community-based approach
KIPP	AIM (SE; 5th thru 6th; 2005); KEY (SE; 5th thru 8th; 2001); LEAP (SE; pre-K thru K; 2007); WILL (NW; 5th; 2006)	High Expectations, Choice & Commitment, More Time, Power to Lead, Focus on Results	Extended learning day and year (varies, but avg of 8am to 5pm with 22 days of mandatory Saturday school)
Edison	Friendship: Chamberlain Campus(SE; K thru 5th; 1998); Blow Pierce Campus (NE; 5th thru 8th; 1999); Woodridge Campus (NE; K thru 5th; 1998); Carter G. Woodson Campus (NE; 9th thru 12th; 2000)	Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, Integrity	Spanish as a second language starting in Kindergarten
Mosaica	Howard Road Academy (SE; K thru 7th; 2001)	Student achievement, Professional development, Extended learning time, Secure environment, Community support, Integrated technology, Parent involvement, Paragon	Technology integration into every aspect of learning

3. Finance

a. Anticipated Sources of Funds

Local Funds. We expect to receive approximately \$2,724,515 in local funding our first year. This number is based on an enrollment of 206 students, using the Mayor’s baseline budget proposal of a funding level of \$8,322 per student, with a \$3,109 per-pupil facilities allowance. This also includes funds for special education students (\$148,034) and LEP/NEP students (\$6,857). We estimate that 12% of our student body will need special education funding and 1% will qualify for LEP/NEP funding, based on comparisons of other DC public and public charter schools. After our first year, we will also receive funds for summer school students.

Federal Funds. We also anticipate non-competitive funding from the following federal entitlements in our first two years:

Federal Entitlement	Year 1	Year 2
Title I	131,184	196,776
Title II, Part A	31,827	47,741
Title II, Part D	4,577	6,865
Title IV	3,403	5,105
Title V, Part A	5,107	7,661
IDEA	28,325	42,488
National School Lunch Program	102,321	153,481

Federal Grants. We have applied to receive federal funding through the Office of Federal Grants Title VB Charter Public Charter Schools Program. If awarded, this grant will provide up to \$520,000 in pre-planning, planning, design, and implementation funds and will be available for a three-year period starting upon grant approval.

Additional Funds. We will also receive additional funds for before- and after-care programs, paid meals sales and uniform sales in our first year. We anticipate receiving approximately \$173,401 in fees for before- and after-care, approximately \$58,359 in paid meals sales and \$7,725 in uniform sales.

Contingency Plans. In our budgeting, we plan to operate primarily on local and federal funds, rather than on large amounts of fundraising or additional fees. This will help us to prepare for contingencies, since entitlement funds comprise the major portion of our revenues. Should the per-pupil funds be lower than expected or are delivered later than expected, we have several contingency plans. Should the financial troubles be a short-term problem (i.e., if funds are forthcoming but are delivered later than usual, or are lower than expected but only for one year), then Imagine Schools will provide short-term financing to cover deficits incurred by Imagine-Southeast PCS. Should revenues be consistently lower than expected, we will consider ways to adjust our program accordingly. In the initial years, we recognize that it might be difficult to fill our classes, especially with the single-sex format. We would consider combining grade-levels to maintain the single-sex structure in grades with particularly low enrollment. We could create a leaner staff by reducing the number of aids and relying on more volunteers. We would also hire based on enrollment, and if our numbers were especially low, we would delay hiring at least one of our specialty teachers and ask other specialty staff to support administrative tasks, which would allow us to reduce the number of office staff in early years. Classroom teachers or aids would help in teaching art, music, and PE rather than relying on specialty staff. As a last resort, we would look for ways to reduce direct student costs, especially through securing partnerships and limiting expenditures for computer equipment and technology in the early years of the school. We would prioritize technology needs of our older students and find creative ways to meet the needs of more students with lower costs. For instance, teachers could use desktop computers instead of laptops, and we could invest in a mobile computer lab on a cart rather than initially having computers in each classroom or a fully-developed media lab. We have prepared a contingency budget for an enrollment scenario in which we reach 75% of our projected enrollment (please see Budgets section).

Financial Goals and Objectives. Our primary financial objective is to allow us to fully support the breadth of our program, which includes staffing and resources for a program that requires specialty staff (art, music, PE, literacy, foreign language), literature and technology resources, and exceptional classroom teachers. Our first priority in financial planning is to ensure that our program is well-supported and sustainable. We will invest surpluses in additional staff and salaries to reflect this priority. We also intend to improve available technology and develop a library and media center for Imagine-Southeast PCS. Our student growth pattern also reflects this financial objective; we intend to grow to enough scale to allow for a richer program for our students and more professional opportunities for our staff. Additionally, we have conservatively budgeted for capital improvements over the course of the school's growth.

b. Planned Fundraising Efforts

We do not intend to rely heavily on fundraising for operational funds; our goal is to operate primarily based upon local and federal funds. However, we will seek out grant opportunities to supplement our program and support the development of special programs such as our after-care program or library. We have identified a number of potential grant opportunities, including the Children and Youth Investment Trust Corporation's (CYITC) after-school funding, the 21st Century Community Learning Center program, and the federal "Improving Literacy through School Libraries" program. We have also had initial conversations with the Student Support Center about ways to partner with them and other charter schools in the pursuit of grant funding.

Once the school opens, we anticipate that the Board of Trustees and Parent-Community Partnership Team will solicit contributions from parents, businesses and the larger community for non-recurring enhancements to the school's operations. We have not included these additional revenues in our initial budget projections, but we anticipate that Board and PTSO-led fundraisers will contribute an additional \$25,000 per year.

The school has applied for the District of Columbia Title V, Part B Public Charter School Program Federal Subgrant to Support New Charter Schools for planning and implementation funds. We anticipate using these funds for curriculum development, professional in-service for teachers, and salary for our Principal and an office administrator prior to the school's opening. Imagine Schools will finance any other planning and development expenses related to opening Imagine-Southeast PCS.

c. Financial Management and Accounting

On a day-to-day basis, school employees will manage the school's finances. This will be the primary responsibility of the school's business manager. The role of corporate and regional Imagine Schools personnel will be to orient and educate the principal and business manager about sound financial management, including creating budgets, using accounting systems, and processing payroll. Below are primary aspects of our financial management approach.

- **Financial statements** will be developed by the Business Manager under the leadership of the Principal. Everyone at the school should be informed and fully invested in the financial health and decision making of the school through sharing financial reports throughout all levels of the organization.
- **Preparation and monitoring of the annual budget** will involve teachers, the Principal, Business Manager, and the head of the Board of Trustees Finance Committee. In this budget process, regional Imagine Schools personnel will provide technical support to site level personnel regarding the budget development and monitoring process. On a monthly basis, the school leader, business manager, and Imagine Schools regional director will review the financial performance of the school relative to the budget.
- **Payroll processing** will be the responsibility of school site personnel, with orientation and technical support from the regional and corporate offices of Imagine Schools.
- **The accounting system.** Daily functions will be performed by school personnel. The Imagine Schools corporate office will provide technical support with the use of MAS 500, and a 3rd party technology vendor, Fantasia Technology Partners, LLC, will administer the accounting software. The accounting software is MAS 500, a SAGE product.
- **Internal auditing** will be done by regional staff (Regional Financial Educator) on a bi-annual basis. This financial educator will also work with the Principal, Business Manager to facilitate and implement policies and procedures (which will follow generally accepted accounting principles) to maintain strong internal controls, efficiency, appropriate separation of duties, and make progress on all audit recommended practices.
- **Miscellaneous-** Monthly invoice entering for products and services, check cutting, bank reconciliations and wire transfers will all occur on the school site. Responsibilities will be separated as much as possible to limit the opportunity for mismanagement of funds.

Although Imagine-Southeast PCS will have a relationship with Imagine Schools Non-Profit, Inc., an existing nonprofit organization, the resources of the charter school will be segregated by separate bank accounts and separate entities in financial accounting systems.

The cashflow needs of the school will be projected on an annual basis as part of the annual budget process. Monthly cashflow projections will be made and reviewed along with the financial performance of the school relative to budget. If expenditures are projected to exceed revenues in any time period, the business manager will create a requisition for Imagine Schools to issue short-term financing equal to the deficit. The operating agreement will dictate the terms of such short-term loans.

d. Civil Liability and Insurance

Imagine-Southeast PCS will purchase the following types of insurance:

- *General liability*
 - \$1 million limit per occurrence and \$2 million aggregate per site
 - No deductible
- *Directors and officers insurance (and Educators Legal Liability)*
 - \$3 million limit
 - \$25,000 deductible
 - Includes errors and omissions as well as employment practices liability
- *Umbrella coverage* per occurrence of \$9 million
- *Property insurance*
 - Full replaceable value including building cost, improvements and betterments and business income
 - \$5,000 deductible
- *Boiler and machinery insurance*
 - \$100 million limit
- *Auto Liability*
 - \$1 million limit (includes hired and non-owned)
- *Crime-employee dishonesty insurance*
 - \$1 million limit
 - \$10,000 deductible
- *Unemployment coverage* as defined by state
- *Workers compensation coverage* as defined by state
 - Includes employer's liability insurance at \$500,000 per accident and per employee

e. Provision for Audit

The Board will provide for an annual audit that will be conducted by an independent certified public accountant in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States. The audit will follow Generally Accepted Government Auditing Standards (GAGAS) and DCPCSB audit policies. The auditor will be selected from a list of DCPCSB-approved firms.

4. Facilities

a. Identification of a Site

Under the terms of the operating agreement, Imagine Schools will take responsibility for locating and securing facilities for Imagine-Southeast Public Charter School. Imagine Schools has a local development team in place to focus specifically on securing, constructing, and financing charter school facilities.

Our ideal facilities will meet the basic requirements of being adequate for our program needs, affordable for the school to lease, and accessible. An adequate facility would consist of the following:

- Classroom space to house at least 2 classrooms per grade for PK-8
- Dedicated space for art and music
- Space for library/media center
- Office space
- Multi-purpose space that could be used for lunch and recreation
- Warming kitchen
- All safety and ADA requirements met
- Sufficient play space on-site or near-by for early childhood and elementary/middle school recreation

An affordable facility is a challenge in the DC real estate market, and thus we would work with Imagine Schools to ensure that our occupancy costs would account for a sustainable proportion of our overall operating budget. While our goal would be to stay around 20% of our total operating budget, we believe that it is possible for occupancy costs to account

for a higher proportion of the budget (22%-24%) and still meet our program needs.

The last criterion of accessibility is critical to our goal of serving families in Southeast DC. We desire for our parents to have a local option that is close in proximity and accessible by public transportation, because we know that many of our parents will have difficulties commuting to different parts of the city. We will work to identify options for parents based on the geographic location of parents that enroll, the availability of facilities, and the parent demand we experience in different parts of Southeast.

To date, the regional development team has identified three potential sites for Imagine-Southeast Charter School. The first site is located in a residential area and is directly adjacent to Anacostia Senior High School. The property was formerly used as a laundry facility and has been vacant since the late 1990's. The lot is approximately 1.1 acres and would allow sufficient space for parking, play space, and a 2-story facility with a gym. The facility would allow for us to house half of our proposed total enrollment, with 2 classes at every grade level for a total of 22 classrooms. There would also be space for offices, a media center, and art and music rooms. This site is currently owned by Schoolhouse Finance, a subsidiary of Imagine Schools.

A second potential site has been identified in the Congress Heights area of Far Southeast. Imagine Schools is currently in negotiations, as part of the Old Congress Heights Redevelopment Corporation, LLC, with the Office of Property Management to develop the Old Congress Heights School building at 600 Alabama Ave., SE into a charter school.

While both of these sites are long-term prospects for Imagine-Southeast PCS, our founding team recognizes that it is possible that neither will be available for the 2008 school year. As a result, the regional Imagine Schools team has aggressively sought out a third option that would be available for the 2008 school year. Currently, Imagine Schools is pursuing a lease agreement for a 12-classroom wing of a church in the Old Congress Heights neighborhood of Southeast DC, which currently houses the KIPP: AIM Academy. We anticipate having a lease in place for the property by December of 2007.

Because we are aware of the difficulty of finding adequate space, Imagine Schools' development team will continue to look for other potential properties that could house Imagine-Southeast Public Charter School, either on a short- or long-term basis. In the event that none of the mentioned properties is available for a 2008 open, the regional development team is working to identify back-up options, other potential purchases, and short-term lease possibilities. We would consider renting space in a church or co-locating with another DC public school or charter school until a permanent site was permitted and available.

b. Site Renovation

While we have not entered into a lease for a site yet, the location we hope will serve as a home for one of our campuses is currently in the design and permitting phase of site renovation. It will require demolition of the existing building and new construction of a 2-story facility. Imagine Schools will be responsible for the entire design-build process and will serve as the landlord.

The design and construction of any Imagine Schools facility will meet all applicable building, zoning, and other requirements. Imagine Schools will assist Imagine-Southeast Public Charter School in obtaining a certificate of occupancy for any premises used in the school's name.

c. Financing Plans for Facilities

Imagine-Southeast PCS plans to lease a facility owned by Schoolhouse Finance, a subsidiary of Imagine Schools Non-Profit. Schoolhouse Finance will pay for acquisition and construction or renovation costs required in the short to medium term. In addition, Schoolhouse Finance will secure long-term financing for the school site. Schoolhouse Finance is able to leverage its portfolio of school properties and balance sheet to secure longterm financing for a site even very early in the life of the school. Imagine Schools has a demonstrated track record of managing the school design, construction, and financing processes. They bring to the school strong partners, experience, and innovation.

The school will then negotiate a lease with Schoolhouse Finance. We plan to cover lease payments through the per-pupil facilities allotment.

d. Building Maintenance

We will abide by all building maintenance codes and standards. Building maintenance will follow all applicable codes. We plan to hire a facilities manager to maintain the building and will enter into a contract for janitorial services. As the school grows and additional funds are available, we will hire additional custodial staff as needed.

5. Recruiting and Marketing

a. Outreach to the Community

The founding group has already begun the process of informing community members in Southeast DC about plans for a new public charter school and involving community residents in the planning process. Founding members started by gathering information about community leaders, organizations, and churches that could help spread the word. As part of this process, we sent a letter to all churches in the immediate area surrounding the proposed school site and have been meeting with pastors to discuss our plans. We have met or spoken with more than 30 community leaders or representatives of community organizations that serve youth and families in wards 7 and 8, as well as throughout the District. This included meeting with Councilmember Marion Barry, the Ward 8 Business Council, several ANC leaders, civic and residential associations, the Anacostia Waterfront Corporation, the East of the River Community Development Corporation, leaders of several churches and community-based ministries, and leaders of other charter schools. A detailed list of the individuals we conducted face-to-face or phone interviews with is included in Section B.1.b. *Planning Process*. During these interviews, we gained valuable information about the needs and strengths of the community, and we were able to make additional community contacts as a result. We will continue to broaden our base of support and outreach by following up on the suggestions and contacts made in these initial meetings. Our goal is to develop a broad network of support for the school consisting of community stakeholders at all levels. The work we have done in this area has already laid a strong foundation of supporters and advisors in the school, as seen in our advisory network and letters of support.

In the spring of 2006, we sent a survey to over 1000 residents closest to our proposed site introducing the concept and included a postcard residents could return in order to learn more and be contacted directly for more information (The photocopies of responses to the survey are included in the “Letters of Support” appendix). In our outreach efforts, we have collected over 200 signatures and letters in support of our application from parents and residents. These are also included in the “Letters of Support” appendix. Additionally, we have involved parents in our planning process through in-depth interviews, involvement on the Founding Group, and by forming a Parent Advisory Group. We have been attending community meetings and events in order to share information about the schools and identify parents interested in the school. This has included meetings at the Southeast White House, the Wheeler Creek Housing Association, a Martin Luther King, Jr. Celebration at THEARC, Ward 8 planning meetings, the Ward 8 Education Council, a workforce development meeting at Operation HOPE, and the Fairlawn Citizens Association. A record of each of these meetings and our initial contacts is included in “Letters of Support” appendix. Several organizations we have contacted have invited us to future meetings to share information with parents, including the Operation HOPE Center, the Parklands Community Center, the East of the River Family Strengthening Collaborative, and the East of the River Community Development Corporation. Our outreach efforts will focus on contacting parents through existing organizational networks and strengthening the existing ties we have with parents, community leaders, and organizations.

One of our core commitments is to building strong community for our students and with a broader community that will partner with us in our educational mission. As a result, we are excited about ways that our school and facility can best serve the needs of our students in ways that also serve the broader community. We envision possibilities for community use of meeting space, gym space, and coordinated programs during the school day and after school. We will work with our parents to determine the best ways our school can serve the specific needs of our parents and the broader needs of the surrounding community.

b. Recruitment of Students

Our recruiting efforts will be focused in three primary areas. First, and most significantly, we will spend a significant amount of time and energy focusing on grassroots community outreach efforts. This will build on the work we have begun with churches, community leaders, and community organizations that are active in Greater Southeast. Second, we will hold regular parent information sessions, which will be “open house” style and openly publicized through direct mail invitations, community bulletins, list serves, and the school website. Parents and guardians will have the opportunity to submit enrollment forms at these parent meetings, as well as online. Third, we will create and distribute a number of

different materials and use various forms of mass media to share information about Imagine–Southeast through forums that give us a broader distribution reach.

I. Grassroots outreach. Our grassroots recruitment efforts will focus specifically on the following:

- i. *Preschool parents.* We will contact day care centers, nurseries, day care providers, and churches with day care programs located throughout Wards 7 and 8 in order to introduce the school to them, leave information for them to refer parents to Imagine-Southeast, and ask if we can set up a meeting with any interested parents. Day care and nursery centers will be regularly supplied with materials to display information about Imagine-Southeast PCS.
- ii. *Parents who may be particularly interested in single-sex instruction.* Parents who homeschool, send their children to private or parochial schools, or send their children to other schools offering single-sex programming will be particularly interested in the single-sex model that will be distinctive to Imagine-Southeast. Staff and board members will systematically contact area Catholic schools (especially the four that were recently closed), private schools such as the Washington Middle School for Girls, and other charter schools that offer single-sex components, such as Hope Community Charter School, Septima Clark Public Charter School, and SEED Public Charter School. We intend to work with other public, charter and private schools in order to serve as a reference in the event that they need to waitlist students, or if their program does not offer the same grades or both sexes. For example, Septima Clark is an all-boys public charter school that will offer PK-2nd grade during the 2008-09 school year. They may have parents of girls or parents of third graders who may be interested in Imagine-Southeast PCS as an option.
- iii. *Parents who are interested in character-based and leadership education.* There are numerous school-based and after-school programs that promote character development for boys or girls or both, including:
 1. Youth Leadership Foundation
 2. FLY (Facilitating Leadership in Youth)
 3. Boys and Girls Clubs of Greater Washington
 4. The Next Generation Foundation
 5. Girls, Inc.

We will specifically target organizations with strong character or leadership components as venues for sharing information about Imagine-Southeast, expanding our network of parent contacts, and developing relationships that may result in school partnerships.

- iv. *Parent who live in our target neighborhoods.* We have already developed an extensive list of contacts at existing Southeast community-based organizations (*please see section B.1.b “Planning Process” and “Community Outreach” above for a list of these organizations*). We will make information and parent sessions available to these organizations and their networks by attending meetings and providing information to the leaders and administrators with access to parents who may be active. Additionally, we will regularly distribute materials about the school to:
 1. Area recreation centers
 2. Public libraries serving Wards 7 and 8
 3. Town Hall Arts and Recreation Center (THEARC)
 4. UPO service centers in Southeast
 5. Operation Hope center in Anacostia
 6. Neighborhood churches

II. Parent Information Sessions and School-Sponsored Events. Starting in January of 2008, we will host parent meetings at least twice a month throughout Wards 7 and 8. Meetings will be held at THEARC, public libraries, and at our school location as as soon as we have them. These information sessions will allow

parents to learn about the core components of the school, enroll their children, and ask questions to school staff and board members.

We will also host several recruiting events throughout our recruiting season, including a spring carnival, a summer BBQ, and open houses. The purpose of these events is to build community among parents, raise awareness and generate publicity for the school, and deepen relationships who have already expressed interest in Imagine-Southeast.

III. **Distribution of Materials and Mass Media Efforts.** We will create a variety of materials that give us numerous ways to share information about the school, including:

- i. Brochures
- ii. Posters
- iii. Postcards (mailers to inform new parents about the school and birthday postcards as a way to stay in touch with parents who express interest in the school)
- iv. Signs (at our proposed site and to be used at recruiting events)
- v. Website
- vi. Flyers
- vii. Door Hangers

These materials will be useful as we come into contact with parents through community organizations and through door-to-door efforts. We will also use a number of mass media strategies to reach a larger quantity of parents. These include:

- i. Mass mailings to parents in of children in our target age range (3-8 years old)
- ii. Radio and television advertising.
- iii. Print media outlets, including East of the River, the Washington Informer, and the Washington Post Education and Extra sections.

Our recruitment efforts will initially be spearheaded by the community outreach task force of the Founding Committee. We believe this recruiting strategy will give a large number of parents the opportunity to learn about Imagine-Southeast PCS, and we do not anticipate other charter schools having a great impact on our enrollment numbers, due to the high density of children in wards 7 and 8 and the low number of charter school options currently available. In the event that we do not reach our enrollment goals for 2008, we have developed a contingency budgeting plan that will allow us to maintain the quality of our program in its first year.

We will make the enrollment process as simple as possible by accepting pre-enrollments and enrollments in a variety of ways. There will be a dedicated enrollment specialist charged with keeping track of all forms and following up with parents who enroll throughout the winter and spring of 2008. We will begin the enrollment process immediately by finalizing our registration materials and collecting pre-enrollment forms and registration packets upon charter approval. Pre-enrollment forms will be collected in-person, by mail, and on-line. These forms will allow parents to express their interest in the school and give us a point of contact to follow up with them and provide more information about the school. Registration packets will be used for parents to enroll and will determine whether or not we need to hold a lottery on April 9, 2008. The lottery will be held for any grades in which there are more students enrolled than our projected maximum for each grade. Once the lottery is held, students who were not selected in the lottery will be placed on a wait list. For grades that have not reached maximum capacity, enrollments will be accepted on a first-come, first-served basis.

c. Future Expansion and Improvements

The table below shows our enrollment plan for the first five years of Imagine-Southeast PCS. We will start with students in PreK-3 through 3rd grades and grow by adding one grade level per year until we reach 8th grade. Our goal is to have 4 classes per grade level, in order to have 2 classes per grade in both the Boys' Academy and the Girls' Academy. We will reach full enrollment of 1000 students in 2019.

	2008-09		2009-10		2010-11		2011-12		2012-13	
GRADE	Class	Size	Class	Size	Class	Size	Class	Size	Class	Size

PK 3	2	36	2	36	3	54	4	72	4	72
PK 4	2	40	2	40	3	60	4	80	4	80
K	2	40	2	40	2	40	4	60	4	80
1	2	44	2	44	2	44	2	44	4	66
2	1	22	2	44	2	44	2	44	2	44
3	1	24	2	48	2	48	2	48	2	48
4	-	-	2	48	2	48	2	48	2	48
5	-	-	-	-	2	48	2	48	2	48
6	-	-	-	-	-	-	2	52	2	52
7	-	-	-	-	-	-	-	-	2	52
8	-	-	-	-	-	-	-	-	-	-
Total	10	206	14	300	18	386	24	516	28	612

Special Ed Students	2008-09	2009-10	2010-11	2011-12	2012-13	%
Eligible Students (K+)	206	300	386	516	612	12%
Level 1	12	18	23	30	36	50%
Level 2	8	12	16	21	25	35%
Level 3	3	5	6	9	11	15%
Level 4	-	-	-	-	-	0%
Total SpEd students	23	35	45	60	72	
Total LEP/NEP Students	2	3	3	5	6	1%

In order to accommodate the school's growth, we will likely have to grow in phases. We anticipate co-locating in the early years and then growing into a larger facility or an additional facility. We will seek to phase the construction or renovation of our future facility in order to contain costs. Because of the difficulty in finding charter school space and the long lead time that is usually needed to prepare a facility for occupancy in DC, we will be proactive about identifying long-term facility options for Imagine-Southeast PCS.

Our hiring and recruiting strategy will remain consistent as we grow. We will continue our efforts to recruit the highest quality candidates through local and national advertising, job fairs, word-of-mouth, and the Imagine Schools network. Our partnership with Imagine Schools will give us wider access to candidates as well as greater capacity and resources to expend on recruitment efforts. We will also benefit from the growth opportunities that a larger school presents for teachers, staff, and students, and we will draw upon the leadership and administrative skills that are nurtured within Imagine-Southeast PCS to develop additional leadership capacity as the school grows.

We believe that the school will benefit from scale as it grows, and we are committed to achieving a sustainable enrollment level in order to deliver the full extent of our program to all Imagine-Southeast PCS students. Through careful planning and by drawing upon the models of other charter schools that have grown well, we will establish a sustainable model in the early years of the school.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Admitting

The timetable for the process of recruitment, applications, lottery, admissions, notification, and related matters will be as follows (dates are approximate):

July-September: Development of Student Enrollment registration packet and marketing plan

July—April: Disseminate information about the educational program, school calendar and policies, the enrollment process (e.g. preference to district residents, the obtaining of applications, documentation etc.) through sources such as local newspapers, local radio stations, community events and meetings, information sessions, and direct mail to parents.

January-March: Advise parents of their registration status, student eligibility, date of lottery, and date of final notification.

March 1-31: Review registrations for completeness, eligibility of students (e.g. appropriate grade levels, non-district applicants, etc.)

April 1: Registration Deadline

April 8: Conduct lottery (if necessary)

April 9: Notify parents of student admission or placement on waiting list

May 31: Intent to Enroll Deadline

July 2: Verification of D.C. Residency begins

July 28: Parent Orientation

August 11: First day of school

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

The school will be open to any student residing in the District of Columbia who would otherwise qualify to attend a regular elementary or middle school in the District of Columbia. The school will have an open admissions procedure. If applications exceed capacity, a lottery will be held to determine admission and a list will be maintained by grade level in the order of the lottery results. Preference will be given to a sibling of a student already enrolled or admitted. If a student from the lottery results list does not register or chooses not to attend the school, the first person on the ordered waiting list will be given the opportunity to register. This procedure will continue throughout the school year.

In order to ensure greater parental commitment, as part of the admission process, parents will be asked to sign a Parent Covenant that indicates acceptance of our student conduct code and commits them to involvement in and support of their child's education. We will ask parents to state their address on the enrollment form and to mark a checkbox indicating that they are District residents. We will require parents to sign a statement that all the information that they have provided in the enrollment form is true. We will also require parents to provide two forms of address verification identification, such as a utility bill, a driver's license, or a lease.

A student and parent orientation meeting to acquaint them with the facility, procedures, and information that will be of benefit for the first days of school will take place prior to the opening of the school. This meeting can assist the

recruitment process in disseminating information concerning the school and its programs throughout the community.

Students may withdraw at any time. If a student does withdraw, we will make every effort to learn the reason for withdrawal, address any outstanding issues, transfer student records as needed, and maintain a record of the withdrawal.

Suspensions or expulsions will be decided by the Principal. A student will be referred to the Principal after teachers have attempted to directly address student behavior issues.

A suspension prohibits a student from attending school or school functions for the day of the suspension. Students must complete assigned work at home during the suspension. An Expulsion is necessary when the student is not responsive to disciplinary measures, the parents are unsupportive of the disciplinary process, or the school is unable to maintain a safe, secure and functional classroom environment with the student in attendance. Expulsion will permanently remove a child from Imagine-Southeast PCS for the remainder of the school year.

Procedures for Disciplinary Action

No disciplinary action shall be effected except pursuant to the rules and procedures set forth in this section.

The decision to effect a disciplinary action shall be made by the Principal or principal designee, and may be made upon the recommendation of a teacher or other staff member.

Notice of all exclusions or suspensions may be made by telephone, and must be followed by written notice to the parent sent by certified mail, no later than twenty-four (24) hours after the initial telephone call.

The student shall be given a conference with the school official responsible for making or approving the disciplinary action, prior to the exclusion, suspension, or expulsion, except as may be otherwise provided by this chapter:

The conference may include the parent or guardian, witnesses, and/or legal representative, but participation by such party(ies) shall not be required.

The conference shall precede the disciplinary action except that immediate disciplinary action may be taken by the principal or designee due to exigent circumstances related to ensuring school safety and security. In such case, the conference shall be held within three (3) school days after the disciplinary action is initiated.

The principal or school official initiating a class exclusion of eleven (11) days or more shall advise the student hearing officer of the exclusion immediately upon its initiation.

Hearings

The student's parent or guardian may request a hearing by contacting the school within two (2) school days of the receipt of the notice of the findings and recommendations of the conference.

The hearing shall be held at a time and place that is reasonably convenient to the student and parent or guardian.

If a hearing is requested, it shall be held as soon as possible after the disciplinary hearing is proposed.

The hearing shall be held not more than four (4) school days after a written notice is given to the student's parent or guardian, except that the hearing may be postponed for not more than five (5) school days upon the request of the student's parent or guardian, or his or her representative, where postponement of the hearing is necessary to prepare for the hearing, provide for the hearing, or provide for the attendance of necessary parties.

The hearing shall be closed unless the student's parent or guardian requests an open hearing.

The student shall have the right, but shall not be required, to have a representative chosen by the student's parent or guardian, including legal counsel.

The hearing officer shall determine that all due process procedures have been followed or waived. The hearing officer

may question any witness or party upon the conclusion of direct or cross-examination testimony and shall examine all documentary evidence.

Procedures for Expulsion

The student and parent or guardian shall be provided a conference with the principal making the recommendation to expel.

The principal shall notify the parent or guardian of a student by telephone, and shall also provide notice in writing prior to the expulsion conference, by mail or hand delivery.

Within five (5) school days of receipt of the principal's recommendation, an expulsion conference should be scheduled to be held within five (5) school days thereafter.

The findings and recommendations of the expulsion conference shall be reported in writing to the student and parent/guardian. In the event that the recommendation arising from the conference is for expulsion, the student and parent/guardian shall be informed of procedures and requirements for readmission.

If the conference results in an overturning of the recommended expulsion, other disciplinary action may be taken.

Proposed Discipline of a Student with Disability

Nothing herein shall exempt a student with a disability from disciplinary action. Exclusion from class of a student with a disability, for more than ten (10) school days, shall require that a determination be made as to whether the subject behavior is related to the student's disability.

2. Human Resource Information

a. Key Leadership Roles

Leadership is one of the most critical elements to the success of Imagine-Southeast PCS. While we have not currently selected our Principal for Imagine-Southeast PCS, we have launched a national Principal search and have a strong process in place to ensure that our selected Principal meets the key criteria necessary for success at Imagine-Southeast PCS. Our search process involves the following steps:

- 1. Finalize and approve job description.**
- 2. Listings** on local and national job posting sites (e.g., CareerBuilder, Idealist, Imagine Schools)
- 3. Networking.** Draw on existing board, Imagine, and single-sex networks to generate viable candidates:
 - a. New Leaders for New Schools
 - b. Teach for America Alumni
 - c. Harvard Principals' Institute
 - d. National Association for Single Sex Public Education – National conference October 6th and 7th
 - e. Best Men and Best Friends Foundation
 - f. Young Women's Leadership Foundation
 - g. DC-area single-sex schools (private and public)
 - h. Local Educational Administration programs (Trinity, Howard, American)
 - i. DC and Maryland charter school networks
- 4. Initial resume screening.** Viable candidates will be sent more information about Imagine Schools and Imagine-Southeast and be requested to respond in writing to selected questions (fit, educational philosophy, challenges)
- 5. Phone screen.** Core set of behavioral-based questions used for screening purposes. Responses will be scored and compiled.
- 6. First-stage interview.**
- 7. Second-stage interviews.**
- 8. Final selection.**

We are actively recruiting and have plans to hire a principal as soon as we identify the right candidate, and no later than January of 2008. The Principal will be supported in his/her role by the Imagine Schools regional director and additional

regional Imagine Schools staff. He or she will work closely with the Board and regional staff to strengthen and implement the school's operational and business plan throughout the spring and summer of 2008.

Our founding principal will be Ms. Erika Thomas, a member of our founding group. Ms. Thomas brings a teaching and management background, as well as strong curriculum and leadership experience to our founding process. She has been instrumental in shaping our academic program, and has gained critical experience in the start-up process of three other urban charter schools in Washington, DC, Baltimore, MD, and North Lauderdale, Florida. She is currently the regional Curriculum Coordinator for Imagine Schools in DC and Maryland, and has successfully created and implemented programs for teacher professional development, school-wide assessment, and intervention strategies for Title I schools. Her results-driven orientation, proven track record of success with urban students, and passion for our school's core values have made her a clear choice for leading the school. She will spend her year prior to opening Imagine Southeast as a Principal in Training/Assistant Principal at Hope Community Charter School.

We have not yet selected a business leader for the school, but we will draw upon the strong business experience of founding members Michael De Pass and Barbara Bazron, as well as the insight of other board members and regional staff, in selecting the business manager for the school. Our principal will have the final decision in who is hired, and we will facilitate an extensive search and interview process starting in December of 2008 in order to identify the most qualified candidate for this crucial position. Mr. De Pass and Dr. Bazron both bring years of business, finance and executive experience to this process. Their resumes are included in the "Founding Members" appendix.

We have the benefit of two board members with strong legal training as well as an existing arrangement for pro bono legal representation from the law firm of Milbank, Tweed, Hadley, and McCloy, LLP. Mr. Aaron Renenger, a litigator, will take the lead on providing legal counsel for the Board as well as directing our pro bono partner. Ms. LaNora Williams, an associate with Winston & Strawn, LLP, will also be available for legal advice. Their resumes are included in the "Founding Members" appendix.

b. Qualifications of School Staff

Principal. The principal will be responsible for providing instructional, operational and administrative leadership. He/she will organize, supervise, and evaluate development of curriculum, school programs, staff, and student achievement, while overseeing the day-to-day operations of Imagine-Southeast PCS. He or she will effectively be the CEO of the school, and will be accountable to the Board of Trustees for the school's operations and performance. The founding board has developed a list of key qualities and characteristics that have served as the framework for selecting the principal for Imagine-Southeast PCS. These characteristics are summarized below:

<i>Desired Attributes of Imagine-Southeast PCS Principal</i>	
Students	<ul style="list-style-type: none"> • Ability to relate well with students, likes and respects children • Clear authority figure/ commands respect • Promotes leadership opportunities • Creates a safe and supportive environment • High expectations for students • High stress tolerance (esp. extreme incidents) • Considers the whole child
Parents	<ul style="list-style-type: none"> • Accessibility • Flexibility (adapting to different personalities) • Helps parents build cultural capital • School environment is welcoming and reflects community • Connects parents with community resources • Ability to deal with and diffuse stressful situations
Community	<ul style="list-style-type: none"> • Experience in similar urban communities • Member or active in the community • Evidence of volunteerism/ community service • Ability to engage with community members • Awareness of needs: demographic, socio-economic, family • Knowledge of community resources
Staff/Board	<ul style="list-style-type: none"> • Environment that is consistent, supportive, and dependable

	<ul style="list-style-type: none"> • School-wide culture and rules that reinforce high expectations for all • Staff sensitive to and committed to culture, history, and background of students and community • Ability to attract excellent teachers/creates leaders within the building • Ability to motivate teaching staff and build a cohesive team • Ability to build relationships with the Board that support the school • Consistent clear bi-modal communication (up to the board and down to staff)
Fit with Imagine Schools culture	<ul style="list-style-type: none"> • Belief in shared decision-making and true commitment to Imagine core values • Ability to manage an organization and delegate responsibility • Comfortable seeking advice • Not afraid to let teachers/ staff make mistakes • Ability to build and sustain relationships with other Imagine Schools • Not afraid to let staff go for performance issues
Personal/ Background	<ul style="list-style-type: none"> • Learns from mistakes and has an ability to accept criticism • Strong teaching background • Good organizational skills • High energy, flexibility, adaptability • Decisive, strong character, charismatic, tough • Track record of success in building high-achieving schools • Knowledge about evidence-based best practices and cultural/linguistic competence • Family-driven child focused approach

The founding group has worked diligently to ensure that the founding principal is the right fit for the school's mission and vision and possesses the qualities necessary to establish a successful school. Imagine Schools' regional staff reviewed dozens of resumes for principal candidates and completed phone screens and interviews with the most promising individuals. These candidates were referred through national advertising, online search engines, and Imagine's online application service, BrassRing. In considering Ms. Thomas for the principal position, the founding board and Imagine staff felt her strengths and objectives placed her at the front of the list of candidates, and her involvement in shaping and formulating the school's vision and academic program gave her a clear advantage over other potential candidates.

Teachers at Imagine-Southeast PCS. It is our intent to obtain the services of the finest teaching staff available for our school. Our main objective when seeking out candidates are to find those who are excellent teachers, but who also have the flexibility and desire to differentiate instruction for boys or girls, especially if candidates have no significant experience in single-sex educational environments. We commit to supporting them to do this effectively, but this initial "buy-in" to the single-sex idea is crucial to the ability of Imagine-Southeast PCS to give its boys and girls the greatest advantage. Our visit to Brighter Choice PPCS in Albany, NY, revealed the extreme importance of teacher hiring in the overall direction of a single-sex school. If an intentional effort is not made (initially and on a continuing basis) to hire excellent teachers who are also deeply committed to single-sex education, the school will eventually head in the direction of treating boys and girls uniformly in most areas. Since the goal of Imagine-Southeast PCS is not only to provide an excellent education to its students, but also to tailor instruction and school life specifically to boys and to girls, teacher hiring will be treated as a very important step towards this goal.

To accomplish this goal, we will disseminate materials widely in order to ensure that properly credentialed individuals apply for each respective position. Each applicant will be screened by a team of professionals trained to identify individuals suited to Imagine-Southeast PCS philosophy and mission. The hiring process will include a "case study" format, where teachers will be asked to develop a lesson plan, and to tailor it as much as possible to girls or boys. Specific questions will also be asked relating to the candidate's capacity to adapt to a single-sex environment. Extensive background reviews will also be done to verify past experiences and insure the safety of our children.

During our interview and hiring process, we will seek out highly qualified teachers for Imagine-Southeast PCS. Teachers who are not certified when hired will be qualified professionals who will meet the Federal requirements for Highly Qualified Teachers. The school will not employ an individual to provide instructional services if the individual's certificate or licensure as an educator is suspended or revoked by DC or any other state.

Teachers at Imagine-Southeast PCS will develop a strong sense of ownership and belonging as part of a concerted effort to build a powerful school culture that will make each teacher and each classroom essential to the accomplishment of our mission. They will be carefully selected to ensure quality teaching and learning for our students. We will provide a school setting that will emphasize quality, build leadership skills, and provide a career ladder for teachers who nurture excellence in the classroom.

Imagine-Southeast PCS teachers will:

- Demonstrate knowledge, experience, and competence
 - View themselves as life long learners
 - Have strong literacy skills
 - Enjoy reading to learn (and for pleasure)
 - Have diverse interests and actively pursue them
 - See themselves as inquirers, have experience teaching with an inquiry approach, or are open to learning how to use an inquiry approach
 - Have experience with or willing to learn about using technology in the classroom
- Recognize the complexity of the teacher's role
 - View the teacher as decision-maker and problem solver
 - Recognize the essential need to learn about each student and use the information to personalize instruction
 - Use assessments to inform instruction
 - Facilitate and guide their students' active learning, seldom relying on a lecture approach
 - Promote interaction, independent thinking, and expression of diverse view points among their students
 - Use classroom management strategies effectively to maximize student learning (e.g., well-organized physical environment, clearly defined schedule and routines, clear expectations for behavior)
 - Willingly draw on many different resources to enhance instruction, and build family partnerships
- Share underlying values of Imagine Schools and Imagine-Southeast PCS, which are:
 - Operate schools with values of integrity, justice and fun
 - High achievement for all students
 - Positive character is modeled and taught
 - A well managed school and well managed classrooms
 - Clear and explicit structure within the school and classroom
 - A safe and secure environment
 - Active student participation
 - Ongoing professional development
 - Use technology with students
 - Communicate with parents to involve them in student's learning
- Involve themselves as part of the nationwide Imagine Schools team
 - Recognize that they are part of the larger Imagine Schools team and the individual school team
 - Willingly learn and adhere to the Imagine Schools policies
 - Willingly remain accountable for the success of the school, including all students in their classroom and, as part of the learning community, for the student population of the school
 - Willingly learn about and participate in all aspects of the school's operations
- Strive for high standards and excellence
 - Have confidence in their own abilities and the abilities of others
 - Set high standards for themselves and others
 - Go the "extra mile" to achieve excellence
 - Remain open to a non-traditional work schedule when it means accomplishing the task at hand (e.g., working late, working occasional weekends, working during the summer months with compensation)
- Collaborate effectively with others
 - Interact well with leadership
 - Interact comfortably with members of the faculty and staff
 - Work well as a leader and follower
 - Work well with parents and are comfortable with parent involvement
- Look for ways to tailor their teaching to boys and girls
 - Articulate well the importance of single-sex education

- Willingly adapt their lesson planning to provide instruction most effective for boys and girls, and be flexible enough to teach either if the need arises
- Passionately devote themselves to the success of both boys and girls
- Passionately devote themselves to providing a classroom environment that gives boys or girls the greatest advantage over a traditional co-ed school

- Remain upbeat

- Have a positive attitude
- Demonstrate energy and enthusiasm
- See problems as challenges worth tackling

Recruitment of All Staff. Because having a team of high-quality instructional and school staff is crucial to the success of the school, Imagine-Southeast will conduct a wide-reaching and intensive recruiting process. One of the benefits of being part of the Imagine Schools family is the ability to advertise for positions to a broader audience. At the national level, advertisements for school positions in each Imagine school are posted in well-known publications such as *Education Week*. The Imagine Schools website will also list Imagine-SE's staffing needs. Imagine-SE will also advertise job openings on national and local level charter school and education-related websites and list serves, as well as in the *Washington Post*. The recruitment process for Imagine-SE will also involve attending area education job fairs such as at University of Maryland, University of Virginia, or the DC Charter Schools job fair. In addition, we will seek out education schools, particularly at historically black colleges and universities, as an outlet to recruit qualified graduates interested in re-locating to DC.

Resumes will be kept and tracked in a database program such as BrassRing or CareerBuilder. Candidates will undergo an initial screening, then a phone interview. If the candidate is strong enough, an in-person interview will be arranged. If an instructional staff member is being interviewed, non-traditional measures will be taken to test his/her abilities, including a "case study" format where the candidate will be asked to develop a lesson plan or give feedback after observing a classroom at Hope Community Charter School. References will always be required and checked for candidates in the latter stages of the hiring process. We will contract with an outside firm such as Axcion to conduct thorough background checks for all hired school staff as well as volunteers before beginning work.

c. Staffing Plan

Imagine-Southeast PCS will have a low student to teacher ratio in order to provide maximum individual attention to student learning. There will be one classroom teacher and one aide in Pre-Kindergarten and Kindergarten classes, and one teacher per class in first through eighth grades. Below is a sample staffing plan for the first five years of the school's operation.

Staffing	2008	2009	2010	2011	2012
Classroom					
Classroom Teachers	10	14	18	24	28
Aides	6	6	8	12	12
Administration					
Principal	1	1	1	1	1
Assistant Principal	0	0	0	1	1
Business Manager	1	1	1	1	1
Co-curricular Coordinator	1	1	1	2	2
Food Service Handlers	1	2	2	3	4
Office Administrator	0	1	1	2	2
Administrative Assistant	.5	1	1	1	2
Facilities/Security	0	1	1	2	2
Non-Classroom					
Special Education Coordinator	1	1	1	1	1
Special Ed Teachers	2	4	5	6	7

Specialists (Art, Music, PE)	2	4	4	5	6
Language	0	0.5	1	1	1
Literacy/ESOL	0	1	1	1	2
Partnerships	0	1	1	1	1
Librarian	0	0	0	1	1
Nurse	0	0	1	1	1
Technology Specialist	0	0	0	0	1
Total Employees	25.5	39.5	48	66	76
Students	206	300	386	496	590
Teacher:Student Ratio	1:21	1:21	1:21	1:22	1:22

All staff members will be provided with orientation training and materials to ensure understanding of Imagine-Southeast PCS' mission and goals. Staff will work together in a supportive environment that fosters teamwork and open communication. The school leadership team will be responsible for orienting newer staff to specific roles and responsibilities, under the guidance and direction of the principal.

d. Employment Policies

Average teacher salaries will range from \$42,000 to \$56,500 per year, taking into consideration experience, degree, and past employment history. While this is the range in which a majority of teaching staff will fall, recruiting a select number of more seasoned teachers, especially our Academy Leaders, may require a higher salary. Additionally, the salary for some starting teachers may fall below this average range. Taking this into account, we have used an average number for experienced and inexperienced teachers in our budget projections, which gives us some flexibility in the actual salaries that will be offered. Guidelines for the anticipated salaries are set forth in the financial projections for the school. Staff will be hired on a year-to-year basis, with contract extensions recommended on an annual basis. All employees will be hired initially on a 90-day provisional contract.

Imagine-Southeast PCS' policies regarding equal employment opportunities and maintenance of a drug-free workplace will be delineated in the Faculty Handbook, which will be modeled on handbooks from other schools operated by Imagine Schools.

All full-time employees will qualify for and be fully vested in Imagine Schools' 401-(k) pension plan. Comprehensive health, dental, life, and disability insurance plans are available as part of the benefits package that will be offered to employees of Imagine-Southeast PCS. Former DCPS employees and those on leave from DCPS will be eligible to choose to participate in the Imagine-Southeast PCS benefits plan or remain in the DCPS benefits program.

According to the policy of the District of Columbia Public Schools (DCPS), DCPS employees who accept employment at Imagine-Southeast PCS will be entitled to a two-year leave of absence with a possible two-year extension. The status of such employees will be monitored by Imagine Schools. The employee(s) will be offered the opportunity to remain at Imagine-Southeast PCS with a benefits program and pension plan that is competitive with that offered by the DCPS. Should an employee choose to return to the DCPS, Imagine Schools will ensure that a smooth transition is made.

e. Use of Volunteers

Volunteers will play an important role in helping the teachers and staff of Imagine-Southeast PCS better serve students and the community. We anticipate parent and other volunteers being involved in numerous ways throughout the school, especially in assisting with Early Risers and Extended Day, assisting teachers in the classroom, chaperoning field trips, administrative assistance (e.g., helping with mailings), leading special sessions for students, and planning special events for students. We will seek to involve parent and other volunteers by learning about their strengths and determining how they best fit into supporting the mission and vision of Imagine-Southeast PCS.

Our process for securing, monitoring and coordinating volunteers will include the following steps:

1. Securing Volunteers.
 - Prior to the start of the school year, the Co-Curricular Coordinator will generate a list of potential volunteers needs and types (e.g., room parents, committees, field trip chaperones, school projects, tutoring, leading after-school programs, etc.).
 - A parent volunteer survey will be sent home to all parents in a "Back-to-School Packet" mailed out over

the summer. This will include a short inventory of parent skills and talents and specific ways for parents to express how they would like to be involved as a volunteer. These will be returned to the Co-Curricular Coordinator, who will be responsible for maintaining records on and placing volunteers.

- We will work with our existing community partners and networks to secure additional volunteers, such as Operation Hope, the Southeast White House, and the Urban Alliance.
 - For additional volunteer needs (e.g., interns, Extended Day), ads will be posted on public forums such as Idealist.org and with local colleges to recruit volunteers.
 - Interested non-parent volunteers will be required to submit the following:
 1. Cover letter describing their areas of interest and expertise.
 2. Resume
 3. Background check
 4. Volunteer Agreement indicating their understanding of the expectations and requirements when working with children
 - Parent volunteers will be required to complete a Volunteer Agreement and background check.
2. *Monitoring and Coordinating Volunteers.*
- The Co-Curricular Coordinator will be responsible for orienting, coordinating and monitoring volunteers. He or she will provide regular updates to teachers in order to solicit needs for volunteers.
 - Each volunteer will receive the following:
 1. Information packet about school mission, core knowledge, co-curricular programming
 2. Volunteer Handbook, which will be finalized in the summer prior to school opening.
 3. Training meeting (familiarize them with school resources, meet cooperating teachers, answer questions and give overview of volunteer responsibilities)
 4. Teacher partner/contact
 5. Support materials and resources for their programs (books of extra exercises, “tricks,” related games, math manipulatives)
 6. Feedback/suggestion forms for administration
 7. Reference letters, if requested
 - Volunteers will be required to wear an identification badge at all times and adhere to all school rules and policies.
 - Once a volunteer completes his or her volunteer activity, a thank you note will be sent by the Co-Curricular Coordinator, teacher, or students who benefited from the volunteer’s service.

The Volunteer Handbook will be finalized by June 2008. School policy pertaining to volunteers will be finalized by the Board of Trustees prior to the start of the school year.

3. Arrangements for meeting District and Federal Requirements

a. Health and Safety

The school will be in full compliance with all applicable federal and District of Columbia health and safety laws and regulations. Students will be required to have up-to-date immunizations. Records of immunization will be reviewed for accuracy and currency on a regular basis.

b. Safety and Fire Codes for Buildings

In accordance with the D.C. School Reform Act §2204(c)(4), the school will be in full compliance with all fire safety codes and regulations and the building will have proper accessibility to emergency exits. The school will be in compliance with Evacuation drills will be conducted for students and school staff on a regular basis. The building will be fully accessible to individuals with disabilities in compliance with the Americans with Disabilities Act, Section 504 of Rehabilitative Act of 1973, and other applicable state and federal laws.

c. Transportation

Incoming students will be screened for Individualized Educational Program transportation requirements and the school will meet these requirements. All students will be notified of their eligibility for reduced fares on Metrobus and Metrorail Transportation systems.

d. Enrollment Data

In accordance with the D.C. School Reform Act §2204(c)(12), the school will provide enrollment data necessary for the Board of Education to comply with Section 3 of Article 11 of the Act of February 4, 1925 (DC Code sec. 31-404), which governs the census of minors.

e. Maintenance and Dissemination of Student Records

Imagine-Southeast PCS will be equipped with an automated student data system. Through the use of this system, all student records will be fully automated and available for audit as required. Cumulative files will also be available on-site for auditing purposes and will be stored on-site under lock and key and in fireproof cabinets. Student records will only be accessible to the school Principal and/or the Principal's designee. In addition, the school will comply as necessary with District requirements by using the District's student database for direct entry of student information into the District mainframe. The school will comply with the D.C. School Reform Act, Parts B and D, as well as D.C. Code §38-201 et. seq., D.C. Code §38-502 et. seq., D.C. Code §38-306 et. seq., and D.C. Code §29-301.88 et. seq.

f. Compulsory Attendance Laws

The school will ensure conformity with Compulsory School Attendance (D.C Code §38-201 et. seq.) regulations by calling the parents of absent children to verify each absence every day.

g. Subchapter B of the Individuals with Disabilities Education Act

The school will provide special education services as required by federal and district laws and regulations. The school will evaluate children who appear to need special education services and develop educational programs tailored to their needs.

h. Title I of the Improving America's Schools Act

We expect that the school will be eligible for Title I assistance and we intend to apply for such funding. The school will use these funds to help students meet district performance standards through the use of an integrated, high-quality curriculum and instruction by highly qualified staff.

We anticipate that more than 50% of the school's population will be children from low-income families and that the school will meet the requirements for utilizing Title I, Part A, funds to develop a school wide reform effort. We will develop a plan that incorporates all of the components set forth in Sec. 1114 of Title I, Part A of the Improving America's Schools Act and implement a school wide improvement program. We will adhere to all of the requirements and responsibilities of managing such funds as described in Section B(3)(c) – Financial Management and Accounting.

i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

The school will follow federal and District of Columbia Civil Rights statutes and regulations, including, but not limited to, the following: the Age Discrimination Act of 1975; Title VII of the Civil Rights Act of 1964; Title IX of Education Amendments of 1972; Section 504 of Rehabilitative Act of 1973; part B of Individuals with Disabilities Education Act; the Americans with Disabilities Act of 1990; the D.C. School Reform Act §2202(6)(d); and the D.C. School Reform Act §2204(c)(5). The school will follow these laws and regulations in its hiring, treatment of employees and students, and relations with parents and the public. Statements of non-discrimination by age, gender, race, religion, ethnicity, or national origin will be prominently posted and included in training and orientation programs.

j. Other

The school has not identified any further requirements.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

We anticipate opening Imagine-Southeast PCS in August 2008. The following table demonstrates the rough timetable for implementing the charter.

Tasks	Complete	In Process	June-Aug 2007	Sept-Dec 2007	Jan-March 2008	April-Aug 2008
Board of Directors Organization and Procedures						
Finalize Board Membership		X	X	X		
Develop and finalize Board Policies and Procedures		X	X	X		
Orientation and training of new Board members				X	X	
Hold Board Retreat: roles and functions, governance model, etc	X			X		
Finalize By-Laws		X				
Finalize operating agreement		X				
Personnel						
Determine staffing needs			X	X	X	X
Develop timeline and process for hiring faculty and staff			X	X		
Develop Personnel Handbook		X	X	X		X
Recruit and hire Principal		X				
Recruit and hire Early Childhood, Elementary, and Middle School leaders				X	X	
Recruit and hire Business Manager			X	X	X	
Recruit and hire other faculty and staff					X	X
Conduct background checks as needed					X	X
Create personnel files					X	X
Enrollment Process						
Complete design of student registration packet		X	X			
Disseminate student registrations and pre-enrollments (in tandem with recruitment efforts)				X	X	X
Review student applications for accuracy and acknowledge receipt				X	X	X
Advise parents of status of their application, student eligibility and lottery date					X	
Adhere to application deadline						X
Conduct lottery and establish wait list (if applicable)						X
Notify parents of either student admission or placement on waiting list						X
Adhere to Intent to Enroll Deadline						X
Enter application and registration information into student database						
Verification of D.C. residency					X	X
Develop student and parent handbook		X	X	X		
Ensure parents receive all school information (calendar, student and parent handbook, etc)						X
Move applications from waitlist and continue registration until full enrollment is achieved (if needed)						X
Conduct parent and student orientation						X
Establish system for recording and compiling enrollment and attendance information					X	
Marketing and Recruitment						
Hold meetings with community stakeholders and parents		X	X	X	X	X
Disseminate informational materials and promote school in targeted neighborhood		X	X	X	X	X

Design school brochures and other marketing print materials (banners, website, etc)			X	X		
Lease office space for marketing and enrollment purposes					X	X
Initiate advertising (newspaper, direct mail, radio)				X	X	
Hold open houses for parents and community members				X	X	X
Develop and implement strategy to recruit parent, community, and college student volunteers		X	X	X	X	X
Accountability						
Identify data collection needs and reporting requirements				X	X	
Acquire and set up assessment instruments				X	X	X
Obtain and orient appropriate staff for technology to manage student, personnel and financial information					X	X
Educational Program and Staff Development						
Best practices research and site visits		X	X	X	X	
Curriculum alignment and pacing calendar complete for K-3					X	
Full curricular alignment and year-long pacing calendar complete						X
Staff attend Core Knowledge curriculum workshops and Core Knowledge conference						X
Teacher in-service training						X
Key leaders attend Imagine Schools Summer Conference						X
Single-sex education consulting services						X
Travel to other schools with similar program and format			X	X	X	
Plan formation of school Task Forces						X
Develop professional development plan/calendar for the year				X	X	
Develop plans for after school, intersessions, and summer					X	X
Develop and complete Academic Focus Calendar						X
Facilities						
Complete lease negotiation and signing				X	X	X
Building Construction			X	X	X	X
Obtain Certificate of Occupancy						X
Complete all inspections					X	X
Installation of communications and technology equipment						X
Move in furniture, organize classrooms, office, and other space						X
Hire facilities manager and custodial services						X
Procurement						
Order and manage receipt of textbooks and instructional materials					X	X
Order and manage receipt of desks, furniture, and classroom, and office equipment					X	X
Financial Management						
Establish school bank accounts			X			
Develop financial management systems and policies					X	X
Obtain insurance policies						X
Establish payroll system					X	
Install and orient appropriate staff for software for managing finances and generating all required financial reports					X	
Food Services						
Ensure facility meets any food service requirements						X
Select food services vendor						X
Health and Safety						
Have students complete medical information forms					X	X
Check forms for accuracy and conduct follow-up as needed					X	X
Establish fire evacuation routes, fire drill procedures and schedule						X
Orient families and staff on code of conduct, behavior requirements, suspension and expulsion policies						X

Establish emergency/disaster plan and review with staff and families						X
Legal and Organizational						
Receive approval of charter petition			X			
Negotiate and sign contract with chartering authority			X	X		
File application for IRS 501 (c) (3) status		X				
Special Education						
Obtain any existing special education records including IEP's of any entering student					X	X
Identify students requiring IEPs					X	X
Special Education consulting services						X
Hire special education staff					X	X
Develop description of school's special education program and service delivery approach for parents and others					X	X

b. Major Contracts Planned

Major contracts of \$25,000 or greater will be designed and reviewed for fit with the school's mission and goals. Imagine-Southeast PCS has not entered into any contracts exceeding \$25,000 at the present time. We plan to enter into an operating agreement with Imagine Schools for the operation and day-to-day management of Imagine-Southeast PCS. Imagine Schools' staff will be responsible for procurement and selection of vendors for major school contracts. In identifying vendors, Imagine-Southeast PCS will consult with other charter schools, independent schools, and small businesses for advice. All major school contracts will be approved by the Imagine-Southeast PCS Board of Trustees and the DC Public Charter School Board. We will advertise major contracts in accordance with legal requirements for proper public notice and DC Public Charter School Board review.

We anticipate contracts that may exceed \$25,000 for the following items: special education services, janitorial services, transportation, food service, textbooks, furniture, technology, and the building lease with Imagine Schools. Imagine Schools will serve as the contractor for building renovations and improvements.

c. Orientation of Parents, Teachers, and Other Community Members

Faculty Orientation. Staff will receive 2-3 weeks of training prior to the start of the school year. Faculty orientation will be designed to orient all staff to the mission, philosophy, and culture of the school as well as all relevant administrative policies and practices. All staff will be oriented to school systems, technology, and assessment tools as needed. In-service with teachers will specifically focus on the following:

- Integrating Core Knowledge and DC-Standards into the classroom
- Curriculum Mapping
- Classroom Management
- Creating and implementing behavior management systems
- Single Sex Instruction
- Building Student Leaders
- Providing a Culturally Responsive Education

Additionally, faculty orientation will focus on building bonds of community among staff members in order to develop an environment of trust, support and accountability.

Orientation of Parents and other Community Members. Orientation of parents will begin during our recruitment process, during which we will share information with all parents about the mission, vision, and philosophy of Imagine-Southeast PCS. Information sessions will be open house style, and we will share relevant information about school structure and procedures with parents as a way of introducing them to Imagine-Southeast PCS. Parents will receive registration packets at information sessions, which will include information about Imagine-Southeast PCS and We will have a phone conversation or in-person meeting with all families that express interest in the school if they do not attend a parent information session, in order to address any specific questions.

Prior to the start of the school year, parents will receive orientation materials, including a Family Handbook, which will cover school policies and procedures. Parents will receive orientation materials and information during the Back to School Night that will occur approximately two weeks before Imagine-Southeast PCS opens. Each family will receive a

formal invitation to the event and a personal letter from the Principal. At the Back to School Night, the Principal will deliver a welcoming message and small groups will be assembled for tours of the facility. Parents and children will be given the opportunity to meet with the students' teachers and see the classroom they will be using during the school year. Materials will be provided that will include information about the school day (e.g. start and end times and the school's calendar), the dress code, lunches, before- and after-care programs, opportunities for parent and community involvement in the school, and parent representation on the school's Board of Trustees. Additionally, all teachers will connect with each of their students' families either by phone or in-person prior to the start of the school year.

Communication with community members has already begun and will continue upon charter approval. We will hold a series of community meetings near our proposed site over the course of the year prior to school opening in order to inform the community of our plans and invite their involvement in our planning process. We will also maintain regular communication with community leaders about our development process, including the ANC representative for the Single Member District area in which we hope to locate. In addition to informational meetings, we will also plan several community events (e.g., summer picnic) for the purpose of building relationships with community members and establishing the school's presence in the community.

d. Services Sought from the District of Columbia Public Schools

Imagine-Southeast PCS does not anticipate seeking direct services from DCPS. We will work with DCPS in cases where students require special education services for residential care or a more restricted environment than Imagine-Southeast PCS can provide. We will also work with DCPS to obtain student files, identification numbers, and important student information.

D. Public Charter School Accountability Plan

1. Goals Against Which the School's Success Will be Judged

The goals that have been set for Imagine-Southeast CS, along with methods of assessment and targeted outcomes, are summarized in Imagine-Southeast PCS Accountability Plan, which can be found at the end of this section.

Baselines will be established in the first year of operation and performance and progress will be evaluated annually.

2. Indicators of Performance

The performance indicators for each goal that has been set for the school are delineated in Imagine-Southeast PCS Accountability Plan at the end of this section.

3. Targets

The value-added benchmarks for each goal that has been set for Imagine-Southeast PCS are delineated in the Accountability Plan at the end of this section.

4. Baseline Performance

Baseline performance criteria will be established during the first school year and updated as new grade levels are added. Three main databases will be created to document the various data sources that will be used to establish a baseline and maintain the records necessary to gauge progress in relation to the baseline. Separate databases will be created for student data, teacher data, and school profile data.

The student database will include student test performance results, student demographic information, attendance records, academic grades, and other information specific to the individual students enrolled at Imagine-Southeast CS.

The teacher database will include teacher demographic information, professional development and in-service records, certificates, attendance, and other information specific to Imagine-Southeast CS teachers.

The school profile database will include summary results of student, teacher, and staff characteristics and student performance progress, such as:

- Student performance on the SCANTRON Diagnostic Assessment
- Grade advancement data for students enrolled in Imagine-Southeast CS
- Types and amount of parental involvement in Imagine-Southeast CS
- Student enrollment data
- Average daily attendance

These files will be updated on a regular basis and reviewed annually.

5. Assessment Tools

The methods, measures, and assessment tools to be used to measure progress are delineated in the Imagine-Southeast PCS Accountability Plan at the end of this section.

Whenever possible, results will be disaggregated by gender, ethnicity, LEP status, and/or ESE status. The results will be compared to those from the District of Columbia Public Schools and to other comparable groups. Progress will be measured based on improvement from the prior year.

6. Reporting Performance and Progress

Student progress reports will be sent home to parents four times a year.

Student achievement reports based on SCANTRON assessments will be sent home to parents twice a year.

School Climate Survey results will be reported to parents and teachers annually.

School profile data will be reported to the chartering authority and the community annually. This report will include the following:

- Student performance on the SCANTRON assessments
- Grade advancement data for students enrolled in Imagine-Southeast CS
- Types and amount of parental involvement
- Student enrollment data
- Average daily attendance

7. Timeline for Implementation

The Accountability Plan for Imagine-SE PCS sets Annual and Five-Year targets that will be expected to be met over the yearly and five-year timeline. However, Imagine-SE expects to revise its current Accountability Plan in partnership with the DC Public Charter School Board in the summer after its first year of operation. The first year of operation will be considered a “baseline year,” after which the current goals and benchmarks will then be adjusted in a reasonable fashion to create an Accountability Plan best suited for the school once in operation.

Imagine-Southeast Public Charter School Accountability Plan 2008-2013

Academic Performance Goals and Objectives

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
<p><i>Reading:</i></p> <p>Imagine-Southeast PCS students will be strong readers</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance on the DC-CAS reading comprehension subtest <input type="checkbox"/> Student performance on the Spring Diagnostic reading comprehension section of SCANTRON Diagnostic <input type="checkbox"/> <u>Student Performance on CKPAT Early Literacy Skills portion</u> <input type="checkbox"/> Classroom performance: rubrics, student portfolios, student project-based learning, teacher observation/judgment 	<ul style="list-style-type: none"> <input type="checkbox"/> DC-CAS performance levels. <input type="checkbox"/> National average percentile performance in reading on the SCANTRON diagnostic. <input type="checkbox"/> SCANTRON Diagnostic scaled scores and NCE gains <input type="checkbox"/> <u>Percentage of PreK students "Progressing" or better on Early Literacy Skills portion of CKPAT</u> <input type="checkbox"/> City-wide average on standardized reading scores at comparable grade levels on the DC-CAS. 	<ul style="list-style-type: none"> <input type="checkbox"/> A 10% yearly reduction of the percent of students scoring non-proficient from the previous year as evidenced by the DC-CAS. <input type="checkbox"/> The majority of students will meet or exceed the 51st percentile on the SCANTRON Diagnostic. <input type="checkbox"/> Positive NCE mean gain on the SCANTRON Diagnostic assessment from fall to spring for grades 1-8. <input type="checkbox"/> <u>75% of PreK students score "Progressing" or better on Early Literacy Skills portion of CKPAT</u> <input type="checkbox"/> Majority of students in the school show learning gains for matched cases. <input type="checkbox"/> Students will exceed the city-wide average on standardized reading scores at comparable grade levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> By the end of the 2012-2013 school year, at least 80% of students who have attended the school since inception will score "proficient" or above on the reading portion of the DC-CAS. <input type="checkbox"/> By the end of the 2012-2013 school year, the school will meet or exceed the DC Strategic Plan Proficiency Target on the reading portion of the DC-CAS. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduction cannot be measured in year 1. <input type="checkbox"/> School data will be compared with compiled DC-CAS data once available. 	<ul style="list-style-type: none"> <input type="checkbox"/> Extended day <input type="checkbox"/> Extended year <input type="checkbox"/> Summer school <input type="checkbox"/> Comprehensive assessment program <input type="checkbox"/> Literacy training for teachers <input type="checkbox"/> Focus Calendar

Academic Performance Goals and Objectives (cont'd)

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
<p><i>Mathematics and Critical Thinking Skills:</i></p> <p>Imagine-Southeast PCS students will master key concepts related to mathematics and apply them effectively in observing, analyzing, and problem solving</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance on the DC-CAS mathematics problem solving subtest <input type="checkbox"/> Student performance on the SCANTRON Math Diagnostic. <input type="checkbox"/> <u>PreK Student performance on the CKPAT Math Skills portion</u> <input type="checkbox"/> Classroom performance: rubrics, student portfolios, student project-based learning, teacher observation/judgment 	<ul style="list-style-type: none"> <input type="checkbox"/> DC-CAS performance levels. <input type="checkbox"/> National average percentile in mathematics <input type="checkbox"/> SCANTRON Diagnostic scaled scores and NCE gains <input type="checkbox"/> <u>Percentage of students "Progressing or better" on Math Skills portion of CKPAT</u> <input type="checkbox"/> City-wide average on standardized mathematics scores at comparable grade levels 	<ul style="list-style-type: none"> <input type="checkbox"/> A 10% yearly reduction of the percent of students scoring non-proficient from the previous year as evidenced by the DC-CAS. <input type="checkbox"/> The majority of students will meet or exceed the national average percentile on the Stanford Diagnostic. <input type="checkbox"/> Positive NCE mean gain on the SCANTRON Diagnostic assessment from fall to spring. <input type="checkbox"/> <u>75% of PreK students will score "Progressing" or better on Math Skills portion of CKPAT</u> <input type="checkbox"/> Majority of students in the school show learning gains for matched cases. <input type="checkbox"/> Students will exceed the city-wide average on standardized math scores at comparable grade levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> By the end of the 2012-2013 school year, at least 80% of students who have attended the school since inception will score "proficient" or above on the math portion of the DC-CAS. <input type="checkbox"/> By the end of the 2012-2013 school year, the school will meet or exceed the DC Strategic Plan Proficiency Target on the math portion of the DC-CAS. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reduction cannot be measured in year 1. <input type="checkbox"/> School data will be compared with compiled DC-CAS data once available. 	<ul style="list-style-type: none"> <input type="checkbox"/> Extended day <input type="checkbox"/> Extended year <input type="checkbox"/> Summer school <input type="checkbox"/> Partnerships for Saturday tutoring <input type="checkbox"/> Academic Focus calendar

Non-Academic Performance Goals and Objectives

School Behavior Management Effectiveness Goals and Objectives

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
Imagine-Southeast PCS students will regularly attend school	<input type="checkbox"/> Attendance fields in student information system	<input type="checkbox"/> Attendance records	<input type="checkbox"/> The school will exceed the district average attendance rate.	<input type="checkbox"/> By June 2013 there will be a 90% school-wide average student attendance rate.	<input type="checkbox"/> City-wide data not currently available.	<input type="checkbox"/> Monthly incentives and awards for students with perfect attendance <input type="checkbox"/> Phone calls to parents of students with high rates of absenteeism
Imagine-Southeast PCS will effectively manage negative student behavior	<input type="checkbox"/> Discipline records <input type="checkbox"/> Suspension records	<input type="checkbox"/> Number of students with one or more office disciplinary referrals per year <input type="checkbox"/> Number of students suspended per year	<input type="checkbox"/> Less than 20% of the student population are referred one or more times to the office each year <input type="checkbox"/> Less than 5% of students are suspended each year ¹⁵	<input type="checkbox"/> Less than 15% of the student population are referred one or more times to the office each year <input type="checkbox"/> Less than 4% of students are suspended each year ¹	<input type="checkbox"/> Number of students referred to the office one or more times and number of student suspensions during 2008-2009 school year	<input type="checkbox"/> Effective implementation of school-wide character education program <input type="checkbox"/> Intensive Professional development on classroom management techniques <input type="checkbox"/> Heavy emphasis on parent involvement

¹⁵ Percentage calculated based on peak enrollment

School Behavior Management Effectiveness Goals and Objectives (con't)

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
Imagine-Southeast PCS will actively promote positive student behavior	<input type="checkbox"/> Number of opportunities for public student recognition created <input type="checkbox"/> Number of community service events <input type="checkbox"/> Number of public student performances	<input type="checkbox"/> Meeting agendas <input type="checkbox"/> Documentation of student recognition <input type="checkbox"/> Evidence of community service participation	<input type="checkbox"/> Every class will participate in at least 5 service or community activities per school year <input type="checkbox"/> The school will publicly recognize student academic effort and positive character at least twenty times during the school year <input type="checkbox"/> Students will have at least five opportunities to perform in public <input type="checkbox"/> The majority of students will be recognized during the school year for student academic effort and positive character	<input type="checkbox"/> same as annual	- Number of public recognitions of student academic effort and positive character - Number of opportunities for students to perform in public (estimate)	<input type="checkbox"/> Principal's lunch (K-8) <input type="checkbox"/> In-classroom recognition assemblies <input type="checkbox"/> Morning meeting recognitions <input type="checkbox"/> Moving up ceremony <input type="checkbox"/> Mandatory parent meetings <input type="checkbox"/> Annual talent show

School Mission-Related Goals and Objectives

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
<p><i>Quality Teachers and Professional Development</i></p> <p>-All teachers will be highly qualified and engage in professional development</p> <p>-Teachers will indicate satisfaction with the school's professional development program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School-wide Professional Development Plan (PDP) <input type="checkbox"/> Individual Professional Development Plans <input type="checkbox"/> Record of attendance at staff development workshops <input type="checkbox"/> School climate <input type="checkbox"/> Ongoing observation and feedback to teachers about classroom management and literacy instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> School climate survey results <input type="checkbox"/> Professional Development attendance records <input type="checkbox"/> Student standardized test results <input type="checkbox"/> Individual records for each staff member <input type="checkbox"/> Teacher satisfaction post-training survey results 	<ul style="list-style-type: none"> <input type="checkbox"/> 75% of teachers will rate in house professional development activities as satisfactory or higher. <input type="checkbox"/> Majority of faculty will achieve their Individualized Professional Development Plan <input type="checkbox"/> Every teacher hired will have "highly qualified" status according to NCLB standards by the end of the academic year <input type="checkbox"/> The school will provide at least 10 days of training during the school year 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of teachers will rate professional development activities as satisfactory or higher. 	<ul style="list-style-type: none"> - Number of days of teacher training - Number of faculty achieving their Individualized Professional Development Plan - Percentage of teachers rating professional development activities as satisfactory or higher - Number of teachers with "highly qualified" status by end of academic year 	<ul style="list-style-type: none"> <input type="checkbox"/> Intensive Core Knowledge professional development <input type="checkbox"/> PDPs that are derived from school-wide performance <input type="checkbox"/> Ongoing observation and feedback to teachers about instruction and classroom management <input type="checkbox"/> On-going professional development in areas such as classroom management and literacy.

School Mission-Related Goals and Objectives (cont'd)

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
<p><i>Parental and Community Involvement</i></p> <p>-Imagine-Southeast PCS will involve parents and the community as active partners in support of student education.</p> <p>-Parents will indicate satisfaction with the school's program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student re-enrollment data <input type="checkbox"/> Parent Satisfaction Surveys <input type="checkbox"/> Teacher-Parent Covenants <input type="checkbox"/> Participation in Parent-Community Partnership Team (PCPT) <input type="checkbox"/> Attendance at "Families as Partners" meetings 	<ul style="list-style-type: none"> <input type="checkbox"/> Percent of student re-enrolled each year <input type="checkbox"/> Parent Satisfaction Survey results <input type="checkbox"/> Parent involvement in PCPT <input type="checkbox"/> Attendance records at "Families as Partners" meetings <input type="checkbox"/> Percentage of Teacher-Parent Covenants signed 	<ul style="list-style-type: none"> <input type="checkbox"/> 85% of eligible students re-enrolled each year <input type="checkbox"/> 75% of parents express "satisfaction" or higher on Parent Satisfaction Surveys <input type="checkbox"/> 30% of families will attend a "Families as Partners" meetings during the school year <input type="checkbox"/> Parent Community Partnership Team will hold 8 regular meetings <input type="checkbox"/> 80% of Teacher-Parent Covenants signed 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of parents express "satisfaction" or higher on Parent Satisfaction Surveys <input type="checkbox"/> 40% attendance at "Families as Partners" meetings <input type="checkbox"/> PCP Team active for 5 years 	<ul style="list-style-type: none"> <input type="checkbox"/> Percentage of eligible students reenrolled in second year of operation <input type="checkbox"/> Percentage of parents agreeing or strongly agreeing with the statement "I am satisfied with the quality of education my child is receiving." on the Spring 2009 Parent Satisfaction Survey <input type="checkbox"/> Number of times PCPT met in first year <input type="checkbox"/> Percentage of Teacher parent covenants signed 	<ul style="list-style-type: none"> <input type="checkbox"/> Intentional and proactive school marketing events <input type="checkbox"/> Providing structured opportunities for students to serve in the community <input type="checkbox"/> Teachers maintaining open lines of communication with parents <input type="checkbox"/> Parent-Teacher meetings <input type="checkbox"/> Establishing a well-organized Parent Resource Room

School Mission-Related Goals and Objectives (cont'd)

Performance Goal	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
<p><i>Character Development</i></p> <p>-Teachers and staff will model and teach positive character attributes to students.</p> <p>-Parents/ guardians will observe positive changes in their child's behavior as a result of the school's emphasis on character development.</p> <p>-Students will respect school staff, one another, and school property</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School Climate Surveys <input type="checkbox"/> Parent Satisfaction Surveys <input type="checkbox"/> Character Rubric for School for scoring school performance 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Satisfaction Survey results <input type="checkbox"/> School climate Survey results <input type="checkbox"/> Scoring of the rubric 	<ul style="list-style-type: none"> <input type="checkbox"/> 60% of parents report observing changes in their child's behavior as a result of the schools character development focus <input type="checkbox"/> By end of year have an avg. score of 2.5 out of 4 on character rubric. 	<ul style="list-style-type: none"> <input type="checkbox"/> 85% of parents report observing changes in their child's behavior as a result of the school's character development focus <input type="checkbox"/> By end of five years have an avg. score of 3 out of 4 on character rubric. 	<ul style="list-style-type: none"> <input type="checkbox"/> Percentage of parents agreeing or strongly agreeing that they "have seen positive changes in my child's behavior as a result of the school's emphasis on character development" Parent Satisfaction Survey results for Spring 2009 <input type="checkbox"/> Character Rubric results 	<ul style="list-style-type: none"> <input type="checkbox"/> Intentionally hiring a principal and teachers who demonstrate and model good character <input type="checkbox"/> Using small-group reading blocks to teach character through literature and discussion <input type="checkbox"/> Close teacher-parent collaboration <input type="checkbox"/> Establishing an intentional "hidden curriculum" of character development <input type="checkbox"/> Structure various environments in school— playground, lunch room.

F. Budget

1. Pre-opening Expenses

We anticipate pre-opening revenue to come from the Office of Federal Grants Title VB Charter Public Charter Schools Program, which awards up to \$120,000 in pre-charter and planning funds. Expenses during this time will include salary for the Principal and staff who are brought on early, consulting services, expenses for travel and site visits, and office expenses (primarily marketing). The Planning Year and Cashflow budgets attached show the breakdown of these expenses.

2. Two-Year Operating Budget

Revenues

Local Funds. Our revenue calculation is based on the per-pupil charter payments and per-pupil facilities payments suggested by the mayor. We expect to receive approximately \$2,724,515 in local funding our first year and \$4,168,062 in local funding our second year. This number is based on an enrollment of 206 students and 300 students, respectively, using the Mayor's baseline budget proposal of a funding level of \$8,322 per student, with a \$3,109 per-pupil facilities allowance. This also includes funds for special education students (\$148,034) and LEP/NEP students (\$6,857). We estimate that 12% of our student body will need special education funding and 1% will qualify for LEP/NEP funding, based on comparisons of other DC public and public charter schools. After our first year, we will also receive funds for summer school students.

Federal Funds. We also anticipate non-competitive funding from the following federal entitlements in our first two years:

Federal Entitlement	Year 1	Year 2
Title I	131,184	196,776
Title II, Part A	31,827	47,741
Title II, Part D	4,577	6,865
Title IV	3,403	5,105
Title V, Part A	5,107	7,661
IDEA	28,325	42,488
National School Lunch Program	102,321	153,481

We anticipate that approximately 70% of our students will qualify for free or reduced lunch.

Federal Grants. We have applied to receive federal funding through the Office of Federal Grants Title VB Charter Public Charter Schools Program. If awarded, this grant will provide up to \$520,000 in pre-planning, planning, design, and implementation funds and will be available for a three-year period starting upon grant approval.

Additional Funds. We will also receive additional funds for before- and after-care programs, paid meals sales and uniform sales in our first year. We anticipate receiving approximately \$173,401 in fees for before- and after-care, approximately \$58,359 in paid meals sales and

\$7,725 in uniform sales. Our assumption is that approximately 50% of students will participate in aftercare and that we will subsidize approximately 30% of aftercare expenses. We are also budgeting to subsidize approximately 50% of uniform costs.

Expenses

Salaries and Benefits. Principal salaries, teacher salaries, and administrative salaries are based on actual competitive DC salaries for these positions. We have budgeted 40% of our teachers to be experienced, with the remaining 60% to be relatively inexperienced, though still qualified. We hope to have 10 classroom teachers in year 1 and 14 in year 2. We have budgeted an aide for each Pre-Kindergarten and Kindergarten class as well (6 in years 1 and 2). In administration, we expect to have a principal, a business manager, a part-time administrative assistant, and a food service handler in year 1. We also have budgeted for art and music specialists, special education teachers and a special education coordinator. We will add administrative staff, language and literacy staff, and additional specialists in year 2. Benefits are projected to be 28%.

Direct Student Costs. Our estimates for textbooks and student supplies costs are similar to those spent per student at comparable schools, as are our projections for classroom furnishings, student assessment materials, and contracted student services. We estimate textbook costs to be around \$250 per new student, and we will spend approximately \$190 per student in supplies. Technology costs will be around \$1,200 per computer and \$2,500 per teacher. We are budgeting approximately \$75 per student for assessment materials and \$8,000 per classroom for furnishings. The contracted student services include a 3rd party special education contract, where we estimate \$300 will be spent per student, as well as our food service cost, which will be around \$2.50 per student.

Occupancy Expenses: Our main occupancy expense will be lease payments. The rent is calculated based on a starting lease rate of \$21.50/sf and approximately 100 square feet per student. We anticipate that we will pay for more space than is needed in years 1, 3, and 4. Building Maintenance and Repairs, Utilities, and Janitorial Supplies are all estimated on a per-pupil level that is similar to other DC charter schools. We estimate approximately \$50,000 in leasehold improvements, 8% of the lease for utilities, \$500/month in janitorial supplies, and \$200/student for contracted cleaning services.

Office Expenses: Our office expenses are based on amounts per employee and per student that are comparable to other DC public charter schools. Our office supply estimate is made per employee, while our marketing, postage, and printing expenses are budgeted per student.

General Expenses: Our insurance cost is based on comparable estimates of other DC charter schools. The EMO Fee is estimated at 12% of revenue, and will go to Imagine Schools Non-Profit for indirect costs and oversight. We have also budgeted for contingencies of 3-5% in the various expense areas.

Contingency Planning. The attached contingency budgets show a reduced-enrollment scenario in which we reduced the number of staff and occupancy expenses in order to meet budget projections.

3. Estimated Five-Year Budget Projects

Please see attached budget.

4. Capital Budget

Our capital budget is shown in the two- and five-year projections under “Additional Cash Flow Adjustments/Capital Budget.” Our capital budget includes projections for furniture, fixtures, and equipment, computers, and leasehold improvements.

5. Cash Flow Budget

Please see attached budget.

Appendix B

Accountability Plan Performance Worksheet

Complete the matrix below with the academic and student non-academic performance objectives that appear in your school's approved accountability plan, most recent version of unapproved plan, or a revision of the accountability plan in the approved application that is better aligned with the program as implemented. For each objective, include the targets, *if established*, and the actual performance each year. Please use verified performance data from previous PCSB's Accountability Plan Summaries.

Academic Performance Objectives				
Performance Objective or Goal	Performance Indicator(s)	Baseline Data (Year One Performance)	Annual Target	Five-Year Target
Students in Pre-Kindergarten will demonstrate progress towards reading proficiency.	Students meet level of "ready" on the CKPAT test in reading.	33% of the Pre-Kindergarten proved to be proficient and advanced.	75-85% of PreK4 students will meet levels of "Ready" on the CKPAT Test in "Emerging Literacy Skills in Reading and Writing"	80-90% of PreK4 students will meet levels of "Ready" on the CKPAT Test in "Emerging Literacy Skills in Reading and Writing"
Students in Kindergarten will demonstrate progress towards reading proficiency	Students meet or exceed final Kindergarten Benchmark on DIBELS in the areas of Initial Sound Fluency and Letter Naming Fluency.	ISF-19% met or exceeded benchmark; LNF-50% met or exceeded the benchmark.	70-80% of kindergarten students will meet or exceed the final Kindergarten Benchmark.	75-85% of kindergarten students will meet or exceed the final Kindergarten Benchmark on DIBELS in the areas of Initial Sound Fluency and Letter Naming Fluency.
Elementary students will demonstrate reading achievement through school-wide gains	School-wide scaled score gains on standardized Achievement tests from fall to spring assessment. SAT-10 (Grade 1)	Elementary students in the 1 st grade had a 72 point score gain in reading and 64 point score gain in math.	Positive mean scale score gain of at least 50-75 points.	Positive mean scale score gain of at least 65-90 points.
Elementary students will demonstrate reading achievement through school-wide gains	School-wide scaled score gains on standardized Achievement tests from fall to spring assessment. Scantron (Grades 2-8)	Elementary second grade students: 329 point gain in reading and 220 point gain in math. Elementary third grade students: 246 point gain in reading and 232 point gain in math.	Positive mean scale score gain of at least 75-100 points.	Positive mean scale score gain of at least 85-115 points.

Elementary Students will demonstrate growth in reading abilities over the course of the year.	Learning gains from fall to spring. SAT-10 (Grade 1)	Learning gains from fall '08 to spring '09 for first grade were 96%	45-55% of students in grade 1 will show learning gains from fall to spring.	50-60% of cumulative learning gains for grade 1 will reflect at least 1.0 years of growth per student over the period of time for which each student has been enrolled.
Elementary Students will demonstrate growth in reading abilities over the course of the year.	Learning gains from fall to spring. Scantron (Grades 2-8)	Learning gains from fall '08 to spring '09 for grades second through eighth were 87%	40-50% of students in grades 2-5 will show learning gains from fall to spring.	45-55% of cumulative learning gains for grades 2-5 will reflect at least 1.0 years of growth per student over the period of time for which each student has been enrolled.
Students in Pre-Kindergarten will master key concepts related to mathematics and apply them effectively in observing, analyzing, and problem-solving.	Students meet level of "ready" on the CKPAT test in math.	39% of students met levels of "ready" in math and 33% of students met levels of "ready" in reading.	75-85% of PreK4 students will meet levels of ready on the CKPAT test in math	80-90% of PreK4 students will meet levels of ready on the CKPAT test in math.
Students in Kindergarten will master key concepts related to mathematics and apply them effectively in observing, analyzing, and problem-solving.	Final kindergarten benchmark for early numeracy skills according to mCLASS Math assessment.	15% met the benchmark for early numeracy skills according to mCLASS Math assessment.	60-70% of kindergarten students will meet or exceed the final Kindergarten Benchmark for early numeracy skills according to the mCLASS Math assessment	65-75% of kindergarten students will meet or exceed the final Kindergarten Benchmark for early numeracy skills according to the mCLASS Math assessment
Elementary students will demonstrate mathematics achievement through school-wide gains	School-wide scaled score gains on standardized Achievement tests from fall to spring assessment. SAT-10 (Grade 1)	Fall to Spring assessment of SAT-10 for Grade 1 gain: 63.8 points	Positive mean scale score gain of at least 50-75 points	Positive mean scale score range of at least 65-90 points.
Elementary students will demonstrate mathematics achievement through school-wide gains	School-wide scaled score gains on standardized Achievement tests from fall to spring assessment. Scantron (Grades 2-8)	Fall to Spring assessment of Grades 2-8 Scantron gain: 226 points	Positive mean scale score gain of at least 50-75 points.	Positive mean scale score gain of at least 65-90 points.
Elementary Students will	Learning gains from fall to	100% of students in grade 1	70-80% of students in grade 1	75-85% of cumulative

demonstrate growth in reading abilities over the course of the year.	spring. SAT-10 (Grade 1)	have shown learning gains from fall to spring.	will show learning gains from fall to spring.	learning gains for students in grade 1 will reflect at least 1.0 years of growth per student over the period of time for which each student has been enrolled.
Elementary Students will demonstrate mathematics achievement through school-wide gains	Learning gains from fall to spring. Scantron (Grades 2-8)	100% of students in grades 2-5 have shown learning gains from fall to spring.	40-50% of students in grades 2-5 will show learning gains from fall to spring.	45-55% of cumulative learning gains for students in grades 2-5 will reflect at least 1.0 years of growth per student over the period of time for which each student has been enrolled.

Student Non-Academic Performance Objectives				
Performance Objective or Goal	Performance Indicator(s)	Baseline Data (Year One Performance)	Annual Target	Five-Year Target
ISE students will regularly attend school	Average student attendance rate compared with District-wide average rate.	(Will calculate based on OLAMS)	The school will exceed the district average attendance rate	By June 2010 there will be a 90% school-wide average student attendance rate.
ISE will effectively manage negative student behavior.	Number of student referred to office in one academic year.	Forty-eight students were referred to the office , which is slightly more (21.5%) than 20% of our population.	Less than 20% of the student population are referred one or more times to the office each year	Less than 15% of the student population are referred one or more times to the office each year
ISE will effectively manage negative student behavior.	Number of students suspended in one academic year.	Twenty-two students or eleven percent were suspended in our first academic year.	Less than 5% of students are suspended each year ¹	Less than 4% of students are suspended each year ¹
Parents will indicate satisfaction with the school's academic and character programs		<p>74% of parents responded "Always" to the statement "I am satisfied with the quality of education my children are receiving ."</p> <p>83% of parents responded "Always" or "Often" to the statement "I see positive changes in my children's behavior as a result of our emphasis on character development."</p>	75% or higher of parents who responded to our surveys will express their satisfaction with according to three measures: changes in their child's behavior, positive staff interaction, and academic improvement.	80% of responding parents express "satisfaction" or higher on Parent Satisfaction Surveys, and 85% of parents report observing changes in their child's behavior as a result of the school's character development focus

Appendix C

<p>Imagine Southeast PCS Accountability Plan Data Verification 2010 – 2011 School Year</p>			
Academic Performance			
<p>Student Progress Must assess all grades (PS-2), but do not have to have the same assessments/targets for all grades. Plan must have at least 2 student progress targets and no more than 3.</p>		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
Percent of students that will attain kindergarten readiness from the fall to spring administration of the Core Knowledge Preschool Assessment Tool (CK-PAT)	On average, 80% of PK 3 and PK 4 students will score at or above the “ready” level for the following domains: autonomy and social skills, emerging literacy in reading and writing, mathematical reasoning and number sense.	At Imagine Southeast, due to a lack of primary source data, this target could not be verified.	NO
Number of students who attain the expected growth over one academic year on the Stanford Achievement Test (SAT) 10 - Total Reading. Expected growth is defined as change in average NCE from Fall to Spring that is ≥ 0 . Note: 50% is the national average percent of students who attain expected growth. NCE=norm curve equivalent.)	60% of students in grades K-2 will demonstrate academic progress greater than or equal to expected growth.	At Imagine Southeast, 31.3% of Kindergarten – Grade 2 students demonstrated academic progress greater than or equal to expected growth on the SAT 10 – Reading.	NO
Number of students who attain the expected growth over one academic year on the Stanford Achievement Test (SAT) 10 - Total Math. Expected growth is defined as change in average NCE from Fall to Spring that is ≥ 0 . Note: 50% is the national average percent of students who attain expected growth. NCE=norm curve equivalent.)	60% of students in grades K-2 will demonstrate academic progress greater than or equal to expected growth.	At Imagine Southeast, 78.8% of Kindergarten – Grade 2 students demonstrated academic progress greater than or equal to expected growth on the SAT 10 – Mathematics.	YES

Student Achievement For 1 st and 2 nd grade; K is optional. Plan must have at least 1 student achievement target and no more than 3.		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
Percent of students whose Spring Stanford NCE (norm curve equivalent) score is at or above the test publisher's proficiency level for Reading on the Stanford Achievement Test-SAT 10. (The test publisher defines stanines 1-3 as below average, and 4-6 as average and 7 – 9 as above average.)	60% of students in grades K-2 will score at or above stanine 4.	At Imagine Southeast, during the Spring 2011 administration, 72.1% of Kindergarten – Grade 2 students scored at or above stanine 4 on the SAT 10 – Reading.	YES
Percent of students whose Spring Stanford NCE (norm curve equivalent) score is at or above the test publisher's proficiency level for Math on the Stanford Achievement Test-SAT 10. (The test publisher defines stanines 1-3 as below average, and 4-6 as average and 7 – 9 as above average.)	60% of students in grades K-2 will score at or above stanine 4.	At Imagine Southeast, during the Spring 2011 administration, 73.6% of Kindergarten – Grade 2 students scored at or above stanine 4 on the SAT 10 – Mathematics.	YES

Leading Indicators Plan must have at least 1 leading indicator target and no more than 2.		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met?
Percent of students re-enrolling	At least 80% of (Prek 3 and Prek 4) students will re-enroll.	At Imagine Southeast, re-enrollment rate for PreK 3 and PreK 4 was $95/180 = 53\%$.	NO
Percent of students re-enrolling	At least 80% of (K-2) students will re-enroll.	At Imagine Southeast, re-enrollment rate for K – 2 students was $86/138 = 62\%$.	NO

Appendix D



Early Childhood Accountability Plan

2011-2012 Final Report: Imagine Southeast PCS

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> ▪ 80% of pre-kindergarten-3 students will advance one level or maintain readiness in literacy (print) by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT). ▪ 80% of pre-kindergarten-4 students will advance one level or maintain readiness in literacy (phonemes) by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT). ▪ 80% of pre-kindergarten-4 students will advance one level or maintain readiness in math by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT). 	<ul style="list-style-type: none"> ▪ 94.1% of students advanced one level or maintained readiness. ▪ 78% of students maintained readiness. ▪ 91.8% of students advanced one level or maintained readiness. 	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Yes
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> ▪ 60% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Stanford Achievement Test (SAT-10). ▪ 60% of kindergarten through second-grade students will score at or above stanine 4 in math on the Stanford Achievement Test (SAT-10). 	<ul style="list-style-type: none"> ▪ 64.6% of students scored at or above stanine 4. ▪ 70.9% of students scored at or above stanine 4. 	<ul style="list-style-type: none"> ▪ Yes ▪ Yes

Leading Indicator Targets	Leading Indicator Results	Met Target?
<ul style="list-style-type: none"> ▪ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	<ul style="list-style-type: none"> ▪ The average daily attendance was 82%. 	<ul style="list-style-type: none"> ▪ No
<ul style="list-style-type: none"> ▪ On average, kindergarten through second-grade students will attend school 92% of the days. 	<ul style="list-style-type: none"> ▪ The average daily attendance was 84.6% 	<ul style="list-style-type: none"> ▪ No

Targets Met: 4

Targets Missed: 3

Appendix E

**2011-12 Ward 8 Elementary and Middle School
Attendance and Reenrollment Rates, as reported in the PMF**

	Attendance Rates	Reenrollment Rates
Friendship PCS – SE Academy	94.7	89.5
KIPP DC: AIM Academy	96.3	88.1
Achievement Prep	95.8	86.3
Friendship – Tech Prep	94.5	84.3
Center City – Congress Heights	91.2	74.6
Howard Road – Main Campus	93.3	69.5
Septima Clark	87.2	63.5
Howard Road – MLK Campus	86.2	63.1
Imagine Southeast	85.5	68.8

Appendix F

Annual Report SY 2009- 2010

August 27

Imagine Southeast Public Charter School, 421 Alabama Ave. SE
Washington DC, 20032 , (202)561-1622

Annual Report

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Outline for Charter School Annual Report

School Description

This section is intended to provide a portrait of the school during the period of School Year 2009-10. In addition to serving as a context for the school's annual performance report, this document should be useful to the school as a resource for its own public information efforts.

A. Mission Statement

Imagine-Southeast Public Charter School will prepare students in Southeast Washington, DC to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement and student leadership.

B. School Program

1. Grade and age levels served*
Ages 3-11, PreK3 through 4th Grade.
2. Brief summary of curriculum design and instructional approach, including provisions that are made for students with disabilities and students who are limited- or non-English proficient

Our school follows the Core Knowledge Scope and Sequence, which provides a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 4 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

The Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus-building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's advisory board on multicultural traditions.

In a national six-year study of Core Knowledge Schools across 13 states, the schools performed well above the national average in reading, language arts, mathematics,

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

social studies, environmental studies, and science, regardless of the ethnic profile, economic profile, or size of the school. The University of Missouri academic research specialists administering the study noted a strong upward trend in achievement across the six year span from 1998-2003.

ISE has chosen challenging and rich curriculum materials such as Saxon Math, Foss Science, Pearson History & Geography, and Houghton Mifflin Reading that complement and support our instruction of the Core Knowledge Scope and Sequence and DC Content Standards.

The instructional methodologies at Imagine Southeast Public Charter School implement single sex learning environments for grades 1st through 4th. This method carefully traces the philosophy and learning strategies needed to creating accomplished young men and women who will turn in to community leaders, who can succeed in a rigorous, content driven curriculum.

Our instructional approach meets these curriculum goals through a focus on: data driven decisions, the students' time on task, direct teaching model, differentiated instruction, project based learning, and learning centers.

Data Driven Decisions

At ISE, teachers will use data to make sound decisions about the needs of their students. Ongoing assessment will provide a constant feedback system. Teachers at ISE will be trained to use assessments as a focused tool to:

- Facilitate individualizing instruction.*
- Determine strengths and weaknesses*
- Create flexible learning groups.*
- Develop sound lesson plans based on student need.*

Time on Task – As a Curricular Focus: *Learning tasks are centered on Core Knowledge and D.C. standards. As a general rule, the more time students spend on core academic disciplines, the higher they will achieve. ISE's teachers will design activities that focus student use of time on academic content. Attention will be directed to the content outlined by Core Knowledge at specific grade level and ages. Learners who are actively engaged in learning tasks that focus on explicit instructional objectives make more progress toward achieving those objectives.*

Direct Teaching: *ISE's instructional approach to learning requires that students develop deep content knowledge and meaning. This requires a balance of student inquiry and direct teaching. ISE's teachers will use direct teaching to enhance student ability to develop content knowledge and make content connections. These include:*

- Daily review of essential concepts, homework, and re-teaching*

**Please use the attached "Data Worksheet" to report this item.*

Outline for Charter School Annual Report

- *Engagement with new content/skills, but in small steps*
- *Guided student practice with careful teacher monitoring*
- *Clarifying feedback and reinforcement of success*
- *Individual practice*
- *Weekly and monthly reviews of key content/skills.*

Differentiated Learning

Through data driven decisions, teachers at ISE will strive to reach out effectively to students of varying readiness, interests, and experiences in the world. In our classrooms, teachers will begin where students are. They will accept and build upon the premise that learners differ in important ways. Therefore, they will be ready to engage students through different learning modalities and by using varied instructional approaches matched to student learning styles. In our classrooms, teachers will motivate students to grow, nurturing strengths and addressing specific weaknesses as necessary.

Project-Based Learning

Projects are essential to developing content knowledge and building upon prior knowledge. Projects can achieve this goal through multidisciplinary instruction. Teachers will plan projects that support grade level themes. Project-based learning is an effective strategy to extend student learning. Projects allow students to investigate, construct knowledge, problem solve, and use multiple forms of creative expression. Projects help students build conceptual understanding and provide opportunities to engage students in meaningful, creative activities.

Learning Centers

A learning center contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. Centers motivate students' exploration of topics. Our centers will focus on important learning concepts, contain materials that promote individual student growth toward goals, and include activities that address specific learning levels or learning styles.

In addition to the use of project-based learning and centers in the normal life of the school, students will experience these instructional approaches in higher concentration during several Intersessions throughout the school year. Intersessions are often week-long and are heavily project-focused, hands on, and exploration-oriented learning opportunities designed to reinforce the integration of content across the curriculum, build on prior knowledge and close gaps in important prior knowledge that students may not have previously developed but is important for mastery of content for the current grade level.

The learning infrastructure created by these instructional methodologies has three major components:

1. *A specific content rich curriculum, aligned with DC Standards and designed to be used on a regular basis to guide instructional planning*

**Please use the attached "Data Worksheet" to report this item.*

Outline for Charter School Annual Report

2. *A central set of essential methodologies that are used in all classrooms at all grade levels*
3. *A repertoire of supporting methods that enable effective individualization and adjustments based on data-driven decision making processes*

To determine which students are in need, ISE tests students who are referred at parent request or referred by our Student Support Team. The Student Support Team is made up of teachers and administrators who follow up on teacher requests. We also act on existing IEPs from other schools.

For our special education students, ISE modifies assignments, provides alternative testing and assessment, uses manipulatives in instruction, and makes test accommodations. Many of our curriculum texts also have supplemental materials designed for special education students. ISE uses Corrective Reading and Math, a scripted and highly structured remedial program, for students who are below their grade's reading level.

Our special education students receive speech and language therapy, counseling, or occupational and physical therapy for one hour a week, minimum. Specialized instruction varies from student to student based on their IEP. ISE's special education teachers use collected data via observation, Brigance testing, and classroom samples.

3. Brief description of key mission-related programs

The after school and before school programs support ISE's commitment to academic content, character, and building community through academic support for our most at-risk students, excellent staff role models, and hands-on learning clubs wherein students gain confidence and skills.

4. School year and hours of operation*

Imagine Southeast's 2009-2010 school year ran from August 31st, 2009 to June 28th, 2010. The school's hours of operation were from 7:30 am to 5:00pm, Monday through Friday. Early riser program begins at 6:30am and extended day programming lasts until 6:00pm.

C. School Staff

1. Name and titles of those in key leadership positions in the school.

- a. *Stacey Scott -Principal,*
- b. *Jamahr McDaniel – Vice Principal*

**Please use the attached "Data Worksheet" to report this item.*

Outline for Charter School Annual Report

- c. Rufus Watson –Business Manager*
- d. Paula Nesmith- Reading Specialist*
- e. Jymil Thompson-Special Education*

- 2. Number of teachers* see worksheet
- 3. Number of teacher aides* see worksheet
- 4. Average class size
 - i. PreK3: 21*
 - ii. PreK4: 24*
 - iii. K: 17*
 - iv. 1st: 14*
 - v. 2nd: 22*
 - vi. 3rd: 21*
 - vii. 4th: 13*
- 5. Qualifications and assignments of school staff* see worksheet
- 6. Staff attrition rate* see worksheet
- 7. Salary range and average salary, for teachers and administrators.
*see worksheet

D. Student Characteristics

* See Worksheet

- 1. Number of students enrolled, by grade level*
- 2. Student attrition rate during the year reported*
- 3. Student re-enrollment*
- 4. Demographics*
- 5. Percentage of limited- and non-English proficient students*
- 6. Percentage of students with special education IEPs*
- 7. Percentage of students qualifying for free or reduced price lunch program*
- 8. Average daily membership*
- 9. Average daily attendance*

E. Governance

- 1. Board of Trustees members (names, addresses, and affiliations), officers, and committee assignments. Please identify parent members.

Board of Trustees

<i>Barbara</i>		<i>309 Potomac</i>			
<i>Bazron</i>	<i>Chair</i>	<i>Ridge Rd</i>	<i>Ft. Washington</i>	<i>MD</i>	<i>20744</i>
	<i>Vice-</i>	<i>8201 Queen</i>			
<i>Matt Engel</i>	<i>Chair</i>	<i>Anne's Drive</i>	<i>Silver Spring</i>	<i>MD</i>	<i>20910</i>

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

<i>George Kovats</i>		<i>616 C Street NE</i>	<i>Washington</i>	<i>DC</i>	<i>20002</i>
<i>Aaron Renenger</i>	<i>Secretary</i>	<i>1004 N. Terrill St</i>	<i>Alexandria</i>	<i>VA</i>	<i>22304</i>
<i>LaNora Williams</i>	<i>Treasurer</i>	<i>22 V St., NW</i>	<i>Washington</i>	<i>DC</i>	<i>20001</i>
<i>Renee Gerber</i>		<i>208 E St. NE</i>	<i>Washington</i>	<i>DC</i>	<i>20002</i>
<i>Kimberly Blue</i>		<i>2613 Bowen Rd. SE #202</i>	<i>Washington</i>	<i>DC</i>	<i>20020</i>
<i>Stanley Jackson</i>		<i>2 Brandywine St. SE</i>	<i>Washington</i>	<i>DC</i>	<i>20020</i>
<i>Carla Messenger</i>		<i>1020 S. Barton St. #261</i>	<i>Arlington</i>	<i>VA</i>	<i>22304</i>

2. Advisory committees (member names and affiliations)

- **Finance –**
 - Matt Engel
 - George Kovats
 - Aaron Renenger
 - LaNora Williams
 - Renee Gerber
 - Stanley Jackson
- **Real Estate –**
 - Barbara Bazron
 - Matt Engel
 - Aaron Renenger

- **Fundraising –**

*Please use the attached “Data Worksheet” to report this item.

Outline for Charter School Annual Report

- Barbara Bazron
- Chandra Lipford
- Carla Messenger

3. A description of any training received by members of the Board of Trustees, including workshops, retreats, facilitated work sessions, attendance at conferences, etc.

The Board and management of the school held a one day organizing retreat in April of 2010. The retreat was facilitated by Doris Carson Williams and Peggy Morrison Outon for Bayer Center for Nonprofit Management and focused on building the Board's capacity and defining good governance.

F. Finance

1. A copy of the school's approved budget for the Fiscal Year 2009-10 (see attached)
2. A list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the year reported:

➤ Roy Gamse

School Performance

This section will report on what has been learned about the school's performance against the goals contained its accountability plan. *Note: In the first-year report, special emphasis will be placed on establishing baselines against which future performance will be measured.* The section also will describe actions that are being taken to use accountability information to improve school programs, practices, and performance. Finally, the section will describe how the information is being reported to parents and the public.

A. Evidence of Performance and Progress

1. Provide a Summary of the Performance Management Measures.
 - a. Student Achievement Academic Performance

PMF Mission Accomplishment Plan Worksheet

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

Early Childhood PreK-2 nd			
Student Progress (K- 2 nd) 15%			
Measure	Grades Tested	Proficiency/Performance Indicator	Annual Target
CKPAT	Prek3	Oral Language: Autonomy and Social Skills:	80% of PreK3 students will demonstrate improvement in both the "Oral Language" and "Autonomy and Social Skills" Sections of the CKPAT from Fall to Spring.
CKPAT	Prek4	Autonomy and Social Skills: Emerging Literacy Skills in Reading and Writing:	80% of PreK4 students will demonstrate improvement in both the "Autonomy and Social Skills" and "Emerging Literacy Skills in Reading and Writing" Sections of the CKPAT from Fall to Spring.
Stanford-10 Assessment Test	K-2	Same Student NCE Score change	Same student NCE change will be greater than or equal to zero

Early Childhood PreK-2 nd			
Student Achievement (K- 2 nd) 35%			
Measure	Grades Tested	Proficiency/Performance Indicator	Annual Target
CKPAT	Prek3	Oral Language:	65% of more of PreK3 students will meet levels of "ready" on selected assessments in the Oral Language section of the CKPAT.
CKPAT	Prek3	Autonomy and Social Skills	65% or more of PreK3 students will meet levels of "ready" on selected assessments in the Autonomy and Social Skills sections of the CKPAT.
CKPAT	Prek4	Autonomy and Social Skills	75-85% of students will meet levels of "ready" on selected assessments in the Autonomy and Social Skills.
CKPAT	Prek4	Emerging Literacy Skills in Reading and Writing:	75-85% of students will meet levels of "ready" on

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

			selected assessments in the areas of "Emerging literacy skills in reading/writing."
Stanford-10 Assessment Test	K-2	Mean National Percentile Ranking for group (K-2)	Mean national percentile ranking (npr) for group (K-2) will be 50% or higher.

Early Childhood PreK-2 nd			
Gateway (K- 2 nd) 15%			
Measure	Grades Tested	Proficiency/Performance Indicator	Annual Target
CKPAT	PreK4	Autonomy and Social Skills	75-85% of students will meet levels of "ready" on selected assessments in the Autonomy and Social Skills.
CKPAT	PreK4	Emerging Literacy Skills in Reading and Writing:	75-85% of students will meet levels of "ready" on selected assessments in the areas of "Emerging literacy skills in reading/writing."

a. Student Academic Performance:

- Using the Performance Management Framework Mission Accomplishment Plan provide a narrative summary of the school's performance data based on each of the academic indicators in the framework. (*see above*)

Based on the goals of the PMF Mission Accomplishment Plan Imagine Southeast Public Charter School aims to have 80% of our PreK3 and PreK4 will demonstrate improvement in the areas of Oral Language, Autonomy and Social Skills, and Emerging Literary skills in reading and writing in the arena of Student Progress. This improvement will be measured administering the CKPAT test.

Under the arena of Student Achievement within the PMF Mission Accomplishment Plan ISEPCS aims to have 65% of its PreK3 students at level "ready" on Oral Language and Autonomy and Social Skills using the CKPAT assessment. 75-85% of PreK4 students will meet levels of "ready" on Autonomy and Social Skills and Emerging literacy skills in reading/writing using the CKPAT as the assessment tool.

Finally in the arena of Gateway under our PMF Mission Accomplishment Plan ISEPCS aims to have 75-85% of its PreK4 students at level ready under the performance indicators of Autonomy and Social Skills and Emerging Literacy Skills in Reading and Writing, all of which will be measured by the CKPAT test.

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

We look to accomplish all these goals not only by implementing our PMF Mission Accomplishment Plan but also bringing more attention to the areas of importance through our Core Knowledge curriculum, tailoring that to our PMF plan.

- Reflection on activities related to the school's School Improvement, Corrective Action, or Restructuring Plan is not applicable because school year 2009-2010 was Imagine Southeast Public Charter School's second year in operation.
- For students with disabilities, evidence of attainment of the objectives contained in their Individual Educational Plans.

Approximately 33% of our special education students are at Proficient or beyond in reading regarding the DC-CAS testing. Approximately 22% of our special education students are Proficient or beyond in math regarding the DC-CAS testing. Through individualized informal assessments and portfolios, students are given the opportunity to show achievement of short-term objectives and IEP goals. Also, our special education teachers collaborate with general education teachers to help our students reach these goals. Records of student achievement are kept by the special education coordinator and closely monitored by all special education staff. Progress notes are also kept by all staff after each session with a student. Progress reports for individual students are available upon request.

b. Student Non-Academic Performance

- Using results from the 2009-2010 Compliance Review, report on the school's successes and challenges in meeting its compliance reviews.
- Using results from the 2009-2010 Governance Review, report on the Board's governance practices, successes, and challenges.

According to the DCPCSB Program Development Review administered in January of 2010

2. Provide certification that all authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are in full force and effect.

The school certifies all authorizations to operate the school are in full force and effect.

B. Unique Accomplishments

This section of the report offers schools the opportunity to describe a few of their big successes, even those that may have been unexpected or unintended. Schools are encouraged to report their unique accomplishments in vignette form.

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

At Imagine Southeast Public Charter School we strive toward excellence. We are positioned in the heart of Washington D.C.'s eighth ward community. At ISE, we seek to uplift the Southeast community by educating and nurturing its youth.

Imagine Southeast has a strong belief in academic achievement. We are a data driven school implementing curricula that helps to create individual learning plans for each student. Our single sex classes, starting at the first grade, promote a sustained and controlled learning environment where every student has made an academic gain of more than one year. Sure to make learning fun and rewarding, we have Family Nights where students showcase their work and talents to their peers, faculty, staff, parents, and family. Additionally each year we have an Intercession week at Imagine Southeast. During this week, students then have an opportunity to demonstrate what they have learned through project based activities and share what they have learned with other classes. This past year all classes and grades studied a country using inquiry-based and project-based learning. We ended the week with an International Café where students taste foods from various countries.

At Imagine Southeast Public Charter School we hold ourselves to high standards regarding Imagine School's Measures of Excellence (academic achievement, parent choice, economic sustainability, shared values, and new school development) and we have accomplished many goals this past year. We were awarded the Academic Achievement award at the Imagine Schools Forum as well as an award for remaining economically sustainable. We exceeded our budgeted surplus. The past two years at Imagine Southeast has been fun, challenging, and rewarding. We continue in our effort to build a school of excellence.

C. Lessons Learned and Actions Taken Based on Accountability Information and Review Findings

1. What issues, if any, were encountered in collecting and reporting data on the school's accountability plan performance? What changes or improvements will be made in order to remedy these data collection issues?

Our Pre-Kindergarten specific strand data requirements were not defined as specifically as would be helpful going forward. Given the breadth of strands available for assessment with the Core Knowledge Preschool Assessment Tool, we will narrow the scope to the most pertinent strands for reading and math.

2. What performance issues were identified as a result of the evaluation of the school's accountability plan performance? What program changes will be undertaken or are under consideration as a result of the evaluation of the school's accountability plan performance?

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

Our academic performance results from SY 09-10 showed a significant proportion of students achieving a learning gain of at least one year and significant gains within the year. We will undertake the follow changes as a result of reviewing our accountability plan performance and other academic data.

School-wide program improvements:

- Increasing teacher's capacity to utilize data for planning instruction will yield stronger academic results in that teachers will be more targeted in their approach and truly individualize learning in their classrooms.*
- This process has already begun during the in-service professional development time whereby teachers have disaggregated their incoming student's data in order to begin planning for the different levels in their classrooms, as well as for setting goals for each child.*
- The schedule for instruction will ensure 90 minutes of math and 120 minutes of reading a day.*
- We will strengthen teacher effectiveness using a subset of Dr. Robert Marzano's "Classroom Strategies That Work" to develop teacher mastery through a yearlong cycle of education, observations, and feedback.*
- Teachers will use new computer software programs Accelerated Reader and Math, adaptive programs which tailor skill building to each child, to provide targeted focus to skill gaps.*
- Additional computer stations have been added to each classroom to further support the development of each students reading and math skills by increasing the frequency of use of software programs.*
- All teachers received intensive training on single gender instruction during the in-service. On-going professional development is planned throughout the year. Support will continue to be provided throughout the year for maximizing single sex. The school leadership is still considering the best approach to continue to develop the single gender program.*

Support for teachers (PD, feedback and monitoring):

- ISE has added a Reading Specialist who will work with small groups of students, and assist them in mastering necessary grade level reading skills*
- The new Assistant Principal has deep instructional knowledge and will further support teachers in their instruction*
- Imagine Schools curriculum and instructional support has been expanded to include an Assessment Administrator and Data Coach to aid in the review of assessment and use of assessment data to improve instruction throughout the school year.*
- The Imagine Schools Regional Curriculum Coordinator will assist with professional development and teacher coaching linked to the ongoing data analysis.*

*Please use the attached "Data Worksheet" to report this item.

Outline for Charter School Annual Report

Targeted improvements:

- *We will review and increase the literacy and math rigor for PK-4 where necessary. We learned that our Pre-K curriculum needs further alignment with Kindergarten expectations, based on a review of our Kindergarten assessments.*
- *ISE will focus on better utilizing Kindergarten and PK interim assessments to make instructional improvements and design student interventions*
- *1st grade students will now be taking the mCLASS Math Assessment to gauge their progress at mastering early numeracy skills throughout the school year.*

3. What program changes or improvements will be undertaken or are under consideration as a result of the most recent Program Development Review findings.

- All teachers have attended an intensive two day training on The Houghton Mifflin Math Expressions Program. This will aid in their understanding of how to best teach the program to their students while following the pacing in the toolkit.
- All teachers have received a training during in-service on the Toolkit, and how to use it as their unit planning blueprint for the school year. The amount of training was increased this year on the curriculum
- New lesson plans have been developed for the teachers to utilize which facilitation more complete instructional planning.
- This summer, the Curriculum Toolkit has been revised by a team of teachers to provide a more seamless alignment of the DC and Core Knowledge Standards.
- The Toolkit pacing has been adjusted to allow for more planned time for teachers to re-teach and extend any skills and standards necessary.
- The team of teachers that revised the toolkit will be meeting throughout the school year to maintain the toolkit, and make and additional adjustments to the pacing or standards covered. The toolkit is a working document that will continue to be revised to reflect the needs of the learners it is addressing.
- Power standards have been developed for grades 3 and 4, and essential standards have been developed for grades K-2. These focus standards are paced accordingly in the toolkits. The synthesis of standards will make the toolkit more usable for teachers

4. What is the school's status in implementing its School Improvement Plan? *(Please attach copies of the quarterly School Improvement Plan reports.)*

*Please use the attached "Data Worksheet" to report this item.

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Not required for Imagine Southeast according to NCLB.

D. Reporting Accountability Information to Students, Teachers, Parents, and the Public

A description of dissemination activities, including reports, publications, meetings, or other initiatives completed, underway, or planned. (Materials used to communicate accountability results may be appended to this report.)

During the 2008-2009 school years, Imagine Southeast Public Charter School presented the school's accountability plan to members of the board of trustees for review. The school also reported information to parents regarding Highly Qualified Teacher status as part of the No Child Left Behind Act's requirement to disseminate this information.

*Please use the attached "Data Worksheet" to report this item.

Budget Trend Report

Accounting Period Ending: 6/30/2010

	Period 1	Period 2	Period 3
	Budget	Budget	Budget
Revenue			
401-3000-D-00-00-00	272,598.88	272,598.88	272,598.88
401-3040-0-00-00-00	73,266.67	73,266.67	73,266.67
401-3050-0-00-SP-00	9,869.42	9,869.42	9,869.42
401-3065-D-00-00-00	132,736.91	.00	.00
	Per pupil charter		
	Per pupil facility		
	Per pupil allocat-		
	Per pupil Summer		
	Allotment - District		
402-3100-F-01-2A-00	Fed Entitlements-Title	.00	.00
402-3100-F-01-ID-00	Fed Entitlement-IDEA	.00	.00
402-3100-F-01-T1-00	Fed Entitlements-Title	.00	.00
402-3100-F-01-T5-00	Fed Entitlements-Title	.00	.00
402-3500-F-01-FS-00	Food Service		
403-3501-P-01-FS-00	Food Service Revenue-	15,897.34	15,897.34
403-3720-P-01-00-BA	Before & After Care	2,770.84	2,770.84
403-3990-P-01-00-IS	Intercession Revenue	9,666.45	9,666.45
403-3990-P-01-SS-00	Summer School	.00	.00
403-4400-P-01-00-00	Field Trip Revenue	.00	3,728.75
403-6900-0-00-FR-00	Fundraising - net	.00	1,250.00
406-3710-F-01-T5-00	Start Up Grant	.00	12,500.00
Total Revenue	528,044.14	384,069.60	401,548.35
Cost of Sales			
Total Cost of Sales	.00	.00	.00

Gross Profit		528,044.14	384,069.60	401,548.35
Expense				
Operating Expenses				
501-5030-0-00-00-00	Classroom Teachers	77,205.69	77,205.69	77,205.69
501-5030-0-00-2A-00	Classroom teachers -	1,244.92	1,244.92	1,244.92
501-5040-0-00-00-00	Assistant Teachers	19,066.15	19,066.15	19,066.15
501-5050-0-00-00-00	Other professional	25,876.86	25,876.86	25,876.86
501-5052-0-00-00-00	Regional Support	6,764.28	6,764.28	6,764.28
501-5068-0-00-00-BA	Afterschool program	10,552.81	10,552.81	10,552.81
501-5136-0-00-CU-00	Custodial	6,716.31	6,716.31	6,716.31
501-5138-0-00-FS-00	Food Service	2,909.23	2,909.23	2,909.23
501-5154-0-00-SB-00	Substitute teachers	1,434.08	1,434.08	1,434.08
502-5210-0-00-00-00	401(k) Expense	477.75	477.75	477.75
502-5400-0-00-00-00	FICA -Payroll taxes	7,366.32	7,366.32	7,366.32
502-5504-0-09-00-00	Health and dental	9,503.90	9,503.90	9,503.90
502-5508-0-09-00-00	Disability and life	9,711.59	9,711.59	9,711.59
504-4400-0-09-00-00	Field Trips	.00	.00	8,065.29
506-0000-0-09-00-00	Utilities	7,553.71	9,442.14	5,948.55
506-7400-0-00-00-00	Telecommunications	927.00	927.00	927.00
508-6010-0-00-00-00	Rent Exp Interc	46,805.33	46,805.33	46,805.33
510-6220-0-00-00-00	Repairs and		3,184.24	2,159.66
510-7300-0-00-00-00	Equipment		.00	.00
510-7700-0-00-00-00	R&M-Printing &	600.00	600.00	600.00
512-8000-0-00-00-00	Imagine Indirect Fee	52,424.92	52,424.92	52,424.92
517-8050-0-00-00-00	Insurance		.00	.00
518-4300-0-00-00-00	Other Consultant		.00	6,396.30
518-5138-0-00-FS-00	Food Service	17,949.81	17,949.81	17,949.81
518-6100-0-00-CU-00	Custodian Services	2,356.67	2,356.67	2,356.67
518-6200-0-00-CU-00	Fire & Security Fees-	240.33	240.33	240.33
518-6400-0-00-CU-00	Waste Removal-	627.33	627.33	627.33
518-8400-0-00-00-00	Legal (and		.00	9,661.03
519-7200-0-00-00-00	Marketing		.00	.00
521-7080-0-00-00-00	Sch Dues/Fees		.00	1,020.50
521-7500-0-00-00-00	Payroll processing	382.34	382.34	382.34
521-8100-D-01-00-00	Administration fee		.00	.00
521-8350-0-00-00-00	Audit Fees		.00	.00
525-4020-0-00-00-00	Classroom Supplies		16,591.39	965.94
525-4020-0-00-SS-00	Classroom Supplies-		.00	.00
525-5050-0-00-00-00	Supplies/Books-Other		.00	6,044.50
525-5136-0-00-CU-00	Custodial Supplies		5,024.73	6,482.40
526-4112-0-00-00-00	Computer Support	3,274.25	3,274.25	3,274.25

529-7530-0-00-00-00	Prof dev & training-	.00	.00	
529-7531-0-00-00-00	Staff Meals &	.00	109.09	
530-4600-0-00-711-00	Parental Involvement-	2,825.88	110.97	
530-5060-0-00-00-00	Miscellaneous	720.83	720.83	
530-6900-P-01-00-1S	Intersession Misc	.00	.00	
530-7000-0-00-00-00	Office Supplies and	6,554.49	611.53	
530-7600-0-00-00-00	Board Expenses	833.33	833.33	
530-7700-0-00-00-00	Printing and Copying	1,862.07	.00	
530-7710-0-00-00-00	Postage/Shipping	691.08	680.79	
531-8300-0-00-00-00	Contingency	15,317.63	15,317.63	
532-8010-0-00-00-00	Startup/Development	2,500.00	2,500.00	
533-8015-0-00-00-00	Loss Mitigation	10,921.86	10,921.86	
Total Operating Expenses		342,265.23	380,887.54	382,968.07
Interest Expense				
Total Interest Expense		.00	.00	.00
Total Expense		342,265.23	380,887.54	382,968.07
Net Income from Operations		185,778.91	3,182.06	18,580.28
Other Income and Expense				
Other Income and Expense				

Total Other Income and Expense

.00

.00

.00

Interest Income/Expense

Total Interest Income/Expense

.00

.00

.00

Total Other Income and Expense

.00

.00

.00

Earnings Before Income Taxes

185,778.91

3,182.06

18,580.28

Income Tax

Total Income Tax

.00

.00

.00

Net Income (Loss)

185,778.91

3,182.06

18,580.28

[illegible]

Deployment Type: Web

Completion Time: Aug 27, 2010 1:03PM

Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

At Imagine Southeast, our mission is to guarantee that our students love learning, have outstanding character, take responsibility for themselves and others, and display powerful student leadership. We will offer the first "Dual Academy" Single-sex program in the city, which will allow us to tailor instruction to the learning styles of boys and girls. We are currently building a team of highly qualified professionals that will know and care for your children as individuals. Our content-rich curriculum, building on the Core Knowledge scope and sequence, will challenge students academically, socially and morally.

School Contact Information

2. Please choose your Campus/LEA's School Code, LEA Code, and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

1116 159 Imagine Southeast PCS

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

No

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name
Melissa Winters

Title
Compliance Officer

School Street Address
421 Alabama Ave. SE

School Zip
20032

School Ward
8

Direct Phone Number
202-561-1622

Email
melissa.winters@imagineschools.com

5. Please select the lowest grade level served by your Campus/LEA in the 2009-2010 school year.

PK3

6. Please select the highest grade level served by your Campus/LEA in the 2009-2010 school year .

8

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM (See Definitions)

8:00

8. Please enter the End time for the REGULAR school day for the 09-10 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See Definitions)

3:00

9. Enter any additional comments regarding Start time/End time for Regular School Day.

n/a

10. Please enter the Start and End Dates for the 2009-2010 School Year.

Start Date

August 30, 2009

End Date

June 28, 2010

11. Did your campus/LEA operate as a year-round school for the 2009-2010 school year?

No

12. Race and Ethnicity: For the 2009-2010 school year, please enter the percentage of all students that have a race and ethnicity designation falling in the categories listed below. Enter the percentage as a decimal. For example 35.56% should be entered as ".3556"

African-American (non-Hispanic)

1.0

Hispanic

n/a

Asian/Pacific Islander

n/a

Caucasian (non-Hispanic)

n/a

American Indian/Alaskan Native

n/a

Other

n/a

13. Demographics: For the 2009-2010 school year, please list the total percentage of all students enrolled that have a designation in the categories listed below. Enter the percentage as a decimal.

Low Income

.75

SPED

.14

LEP/NEP

n/a

Male

.5077

Female

.4922

14. Please enter the average class size and student teacher ratio for the 2009-2010 school year in the space provided below. **Average Class Size:** Calculate using core subjects only-do not include specials. **Student: Teacher Ratio:** Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size:

19

Student/Teacher Ratio:
19 to 1

15. For the 2009-2010 school year, please enter the Average Daily Membership, Average Daily Attendance, and Re-enrollment Rate for all enrolled students.

Average Daily Attendance
298

Average Daily Membership
302

Re-Enrollment Rate
65.73

Student Attrition and Grade Advancement

16. For the 2009-2010 school year, please provide the total number of students falling into each category listed below

Transferring out of school
110

of Dropouts
n/a

Promotion rate
98%

Graduation rate
n/a

Retained at grade level
2

Staff Demographics

17. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.

18. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.

of Principals
1

with Bachelors
1

with Masters
1

Degree in Field of Expertise
1

Meeting NCLB Requirements
1

19. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.

of Asst. Principals
1

with Bachelors
1

Degree in Field of Expertise
1

Meeting NCLB Requirements
1

20. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.

of Classroom Teachers
17

with Bachelors
17

with Masters
4

Degree in Field of Expertise
10

Meeting NCLB Requirements
5

21. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.

of Special Subject Teachers
3

with Bachelors
3

with Masters
1

Degree in Field of Expertise
2

22. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.

23. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.

of SPED Teachers
3

with Bachelors
3

with Masters
1

Degree in Field of Expertise
1

Licensed in Field of Expertise
1

Meeting NCLB Requirements
1

24. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.

25. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.

26. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.

27. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.

28. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.

29. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.

of Classroom Aides

8

Meeting NCLB Requirements

4

30. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.

31. Are you a single-campus LEA or a central office?

Yes

32. Please complete the following entries regarding staffing statistics listed below.

Staff Attrition Rate

58%

Number of Teachers

17

Salary Range for Teachers

\$36,000-\$55,000

Average Teacher Salary

\$40,000

Number of School Administrators

2

Salary Range for School Administrators

\$60,000-\$105,000

Average School Administrator Salary

\$82,000

Number of Central Office Administrators

n/a

Salary Range for Central Office Administrators
n/a

Average Central Office Administrator Salary
n/a

Number of School Support Staff
2

Salary Range for School Support Staff
\$32,000-\$40,000

Average School Support Staff Salary
\$36,000

33. Does your school serve grades 9-12 and/or is considered a high school?

No

34. Please complete the fields below regarding secondary school students.

35. To ensure that PCSB has up to date information for the 2010-2011 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.

Board Chair Name
Dr. Barbara Bazon

Board Chair Title
Deputy Director for the DC Dept. of Mental Health

Board Chair Email
barbara.bazon@dc.gov

Board Chair Phone
202-671-2992

Board Chair Mailing Address
309 Polomac Ridge Rd.

Board Chair Mailing City, State

Fort Washington, MD

Board Chair Mailing Zip
20744

Exec. Director Name
n/a

Exec. Director Title
n/a

Exec. Director Email
n/a

Exec. Director Phone
n/a

Exec. Director Mailing Address
n/a

Exec. Director Mailing City, State
n/a

Exec. Director Mailing Zip
n/a

Principal Name
Stacey Scott

Principal Title
Principal

Principal Email
stacey.scott@imagineschools.com

Principal Phone
202-561-1622

Asst. Principal Name
Jannah McDaniel

Asst. Principal Title
Asst. Principal

Asst. Principal Email
jamahr.mcdaniel@imagineschools.com

Asst. Principal Phone
202-561-1622

Business Manager Name
Rufus Watson

Business Manager Title
Business Manager

Business Manager Email
rufus.watson@imagineschools.com

Business Manager Phone
202-561-1622

Business Manager Mailing Address
3343 Hampton Point Drive

Business Manager Mailing City, State
Silver Spring, MD

Business Manager Mailing Zip
20904

36. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2010-2011 school year.

Campus/LEA Staff Member Name
Melissa Winters

Campus/LEA Staff Member Title
Compliance Officer

Campus/LEA Staff Member Phone
202-561-1622

Campus/LEA Staff Member Email
melissa.winters@imagineschools.com

Board Member Name
Barbara Bazron

Board Member Title
Chair

Board Member Phone
202-671-2992

Board Member Email
barbara.bazron@dc.gov

37. Thank you for completing your organization's 2009-2010 Annual Report Data Worksheet to the PCSB. Please take this time to return to previous pages. If you would like to return to the beginning of the Report to revise your entries, please use the back button on your browser to revise your entries. A picture of the back button is shown below. Once you are satisfied that your answers are accurate and complete, click the Yes button below. Are you ready to submit your Annual Report Data Worksheet to the PCSB? Click Yes and the Next Button Below.

Yes

38. Thank you for completing your Online Annual Report datasheet. To complete the Annual Report submission process, please be sure to upload your hard copy to AOIS and submit 4 hard copies to the PCSB. As the mission of the board is to provide meaningful support, we would like your feedback on using this tool to submit the Annual Report Datasheet. Please take a moment to complete the questions below so that we may improve our processes and procedures at the PCSB.

Ease of Use
4 Excellent

Clarity of Instructions
4 Excellent

Method of Delivery
4 Excellent

Melissa Winters

From: Lori Waters on behalf of Imagine News
Sent: Tuesday, August 17, 2010 3:19 PM
Subject: Imagine Weekly August 17, 2010 edition



IMAGINE WEEKLY: News and Notes

Your Weekly Inspirations of Choice, Achievement, and Hope!

August 17, 2010 edition

Welcome back from summer break!

Imagine Weekly is your source for Imagine stories and national news regarding charter schools. Please let us know if you have submissions.

Imagine Schools in the News

August 8, 2010 – WASHINGTON, D.C.

Separate but equal: More schools are dividing classes by gender

"On a Tuesday morning in February, Soheila Ahmad's first-grade class at Imagine Southeast Public Charter School has just finished language arts. The 12 children -- all boys, all African American -- are tidying up their desks.

There are no windows in this basement room, but one wall, the backdrop for posters, is painted sky blue.

'I need the cleanup crew here,' shouts Ahmad, a 23-year-old first-time teacher, sweeping her arm around the central area of the class, where a few books lie scattered on the blue rug, and six blue beanbag chairs are arranged in a reading circle. Three boys hop to it, hoisting and heaving the beanbags into a pile against the far wall. A fourth boy collects the books and reshelves them. It is 10:30 a.m. and time for math.

'Let's practice counting by 10s to 100,' Ahmad says.

The boys, standing behind their chairs, begin to chant, jumping in place as they say each number: 'Ten, 20, 30, 40, ...' they sing, as their jumps and hops get bigger. . ."

For the full story, go to the Washington Post Magazine:

<http://www.washingtonpost.com/wp-dyn/content/article/2010/07/30/AR2010073004753.html?sid=ST2010080506219>

August 2, 2010 – FLORIDA AND NATIONAL

MicroSociety honors Imagine South Vero, Lynda Sullivan, and Eileen Bakke

"Add Imagine Schools to the short list of charter networks receiving accolades for transforming public education. Headquartered in Arlington, Virginia, Imagine Schools is the largest privately owned chartering organization in the country. . .

For her years of dedication to innovation in education and her advocacy for real world, character-based learning environments, co-founder and Vice President of Education, Eileen Bakke, received high honors as Outstanding Administrator of the Year by MICROSOCIETY.

Lynda Sullivan, of Imagine School at South Vero, Vero Beach, Florida also received an award for Outstanding Coordinator of the Year. A leading national nonprofit organization known for motivating students to succeed using real-world learning environments, MICROSOCIETY recognized Bakke and Sullivan at its 18th Annual National Conference on Real-World Learning.

[Imagine South Vero] also won the nation's first MICROSOCIETY 4 Star Certification status. "For a brand new school to implement a *MicroSociety* learning environment with this level of success in its first years demonstrates a rare cohesiveness within the school culture," remarks Carolynn King Richmond, President and CEO of MICROSOCIETY.

Excerpts from MicroSociety Press Releases

August 16, 2010 – MISSOURI

Imagine Academy of Careers Elementary classroom selected as finalist in Bounty "Make a Clean Difference" contest

Bounty today selected 11 finalists in the "Make a Clean Difference" contest, and Imagine Academy of Careers Elementary School teacher Tanya Fee-Bouthot's classroom made the finalist list.

According to Bounty's contest description, "The Bounty 'Make a Clean Difference' contest will award one lucky school a \$25,000 art room makeover by a nationally acclaimed celebrity designer. Plus a visit from the Bounty Make-a-Messterpiece™ Tour Bus, where kids will learn hands-on techniques for creating their own masterpieces in a fun, activity-filled environment!"

The winning classroom will be selected based on the number of votes received during the week of August 20th to 27th. Votes may be cast during that time by visiting:

http://www.facebook.com/bounty?v=app_143497042330489

August 11, 2010 – INDIANA

Testing, core standards among state initiatives

"Superintendent of Public Instruction Tony Bennett and a team of his administrators visited Columbia City to discuss his department's initiatives, including core standards and testing students for

Appendix G

08-2009

I. STUDENT INFORMATION**A. Student Enrollment, Attendance, and Discipline**

Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?

Indicator	Evidence	Compliant
i. Enrollment procedures were publicly announced.	Printed Newspaper	Yes
ii. Cutoff date for enrollment was announced in advance.	Flyer	Yes
iii. Lottery, if needed, was conducted fairly.	Printed Lottery Procedures	Yes
iv. Waiting list is accurately maintained. Students are enrolled in order from list.		N/A

Comments:

B. Student daily attendance and changes in student enrollment are carefully documented.

Indicator	Evidence	Compliant
i. Daily attendance reports are on file.	Attendance Roster	Yes
ii. Student roster is regularly updated.	Aug/Sept/Oct Rosters	Yes
iii. There is a functioning Student Support Team in place at the site level. An identified homeless liaison is required as part of the SST.	SST member list with identified homeless liaison	Yes

Comments:

C. Student suspension and expulsion policies are fairly administered and due process procedures have been followed.

Indicator	Evidence	Compliant
i. Suspension and expulsion policies were disseminated to students, parents, & staff.	Signed Signature Page of Student Handbook on file.	No*
ii. The school-wide discipline policy includes (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlined due process procedures. The due process procedures must include (1) clearly outlined basis for suspensions and expulsion recommendations, (2) a recommendation step in the expulsion process, and (3) at least one distinct level of appeal (i.e. Principal, Hearing Officer, BOT, etc.).	Discipline policy in student handbook that includes all required components.	Yes
iii. There is evidence that due process procedures have been followed.		**

Comments:

**Intend to have parents sign a compact at scheduled November parents meeting. **Though hearings were referenced in the suspension/expulsion information, there was no clear delineation of the appeal process/procedures particularly as related to expulsions.*

D. Student records are stored and managed within a secure environment.

Indicator	Evidence	Compliant
i. Records are available to authorized personnel.	Student Sign-In/Out Log	Yes
ii. Records are stored in locked area.	Main Office	Yes
iii. Policies and procedures exist for safeguarding student privacy.	Staff Handbook	Yes

Comments:

These indicators were reviewed by PCSB staff during the Pre-Opening Visit.

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

I. STUDENT INFORMATION (Continued)

E. Special Education and physically disabled students (section 504) are properly identified.

Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?

Indicator	Evidence	Compliant
i. Documentation of parent receipt of Special Education Procedural Manual for Parents exists.		N/A
ii. Current IEPs are on file for students receiving special education services.	Current IEP in Student File	Yes
iii. Special education assessments are completed within 120 days of referral.		N/A
iv. Invoices are on file to show documentation of special education services.	SPED Vendor Contracts	Yes

Comments:

School is new and students were identified before entering

F. English Language Learners (ELLs) are properly identified, assessed and served.

Indicator	Evidence	Compliant
i. School has clear program of instruction for ELLs.	Written Plan for Educating ELLs	No
ii. ELL students are properly identified.	Home Language Survey	Yes
iii. Students identified as PHLOTE (Primary Home Language Other Than English) by the Home Language Survey, are administered the Kindergarten WIDA ACCESS Placement Test (K-WAPT) or the WIDA ACCESS Proficiency Test (W-APT), if they have not been previously identified or have recent ACCESS for ELLs scores.		N/A
iv. School has appropriate resources and supports available for ELLs.		N/A
v. Students are exited from language support programs when they have reached Level 5 English proficiency.		N/A
vi. All ELL students are assessed at least annually and English proficient students continue to be monitored for two years after being mainstreamed.		N/A
vii. School provides communication to homes in native languages that families can understand.		N/A

Comments:

School advised that an ELL program should be developed and in place for future use if needed

G. Student health records, such as proof of immunization, evidence of allergies, and documentation of health problems are kept accurately and securely.

Indicator	Evidence	Compliant
i. There is a school nurse or staff certified to administer medicine.		*No
ii. Student health records exist and are up to date.	Updated Student Health Card	
iii. Teachers are made aware of student health conditions that may require emergency response.		**No
iv. Parents and students are notified of emergency response information (asthma and anaphylaxis).		***No

Comments:

**School has been approved to get a school nurse through DCPS
School will set up a way to verify staff notification of student health conditions.*School will contact PCS to get the emergency "Asthma" notification flyer*

H. Reporting Student Information

Are reports on student progress available to students and/or parents in regular intervals?

Indicator	Evidence	Compliant
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Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

i. Students and/or parents receive regular written reports of students performance.	Mid-Term Progress Reports	Yes
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Comments:

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Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

II. STAFF INFORMATION

A. The school maintains adequate personnel records for staff.

Indicator	Evidence	Compliant
i. Every employee has an employment agreement (contract) and a job description.	Employee Contract and Job Description	Yes

B. Background checks have been conducted for all employees and volunteers who work over 10 hours per week.

Indicator	Evidence	Compliant
i. Documentation of background checks for all new employees and volunteers is on file.	Each Employee and volunteer has a Background Check	*Yes

C. An employee handbook has been developed, distributed to personnel, and regularly updated.

Indicator	Evidence	Compliant
i. An employee handbook is on file and available to all staff (Check key sections: sexual harassment, equal opportunity hiring, drug-free workplace, etc.)	All key sections are in place	Yes

D. The school has a complaint resolution process for employees.

Indicator	Evidence	Compliant
i. The complaint resolution process is on file and available to staff.	Employee Handbook	Yes

Comments:

E. Key personnel changes are promptly reported to the Charter Board.

Indicator	Evidence	Compliant
i. Documentation exists to demonstrate that the school has reported key personnel changes to the Board. (this applies to administrative positions)	Letter or Memo to PCSB	N/A

Comments:

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

III. SITE INFORMATION

A. Required insurance certificates are on file at both the school and the Charter Board office, and are in force.

Indicator	Evidence	Compliant
i. Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Current Insurance Certificate	Yes

Comments:

B. The school maintains an accurate inventory of all school assets.

Indicator	Evidence	Compliant
i. Inventories are complete. (NOTE: Must include item, description, location, source of funds.....)	View electronic copy of inventory	Yes
ii. Sources of funds are identified.	All Sources of Funds are Present	Yes
iii. Equipment and furnishings are properly labeled. (i.e. barcode or ID number)	Most Items are labeled	Yes

Comments:

School is in the process of finalizing (correcting) the labeling process.

C. There is a lease and an active certificate of occupancy on file.

Indicator	Evidence	Compliant
i. Lease and certificate (s) of occupancy are available for review.	C of O	Yes

Comments:

Please ask school for a copy of the lease and certificate of occupancy/School will send a copy to PCSB

D. The school maintains copies of all building inspections, all Fire Marshall inspections, and emergency drills.

Indicator	Evidence	Compliant
i. There is a certificate showing DCFD inspections within the past year on file.	Certification from DCFD for Required Inspections	Yes
ii. There is an up to date school emergency response plan in place with a current School Emergency Response Team.	School Emergency Response Plan on file	No
iii. First emergency evacuation within the first 10 days of the beginning of the school year and monthly thereafter.	Fire Drill Not Held w/in First 10 Days, But Held Monthly	No

Comments:

Emergency plan includes a list of the team positions but does not identify the specific Imagine staff persons. School advised to maintain a (signed) roster of fire drill/evacuation data for future roster.

E. The school engages in safe food practices as required in the D.C. Food Code.

Indicator	Evidence	Compliant
i. There is a BBL certificate on file from DCRA	BBL Certificate	Yes
ii. Hand washing posters are displayed at sinks and all public and private lavatories that employees may use.	Hand washing Posters are Viewed throughout the Building	Yes
iii. There is a certified food handler/manager at the school site.	Identification and/or Certificate for Certified Food Handler	Yes

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

Comments:

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

III. SITE INFORMATION (Continued)

F. The school's Board of Trustees is structured in compliance with the School Reform Act.

Indicator	Evidence	Compliant
i. There is an odd number of Trustees, not exceeding 15.	Board of Trustee Roster w/Members Identified	No
ii. A majority are residents of the District of Columbia.	Board of Trustees Roster Lists Residential Addresses	No
iii. At least two Trustees are parents of a student attending the school.	Board of Trustee Roster w/Members Identified	No
iv. PCSB has been notified of all Board changes, with updated contact information.		

Comments:

There is an even number of board members, an even number of DC and non DC residents, and no parent members are indicated on the roster.

G. The school is in compliance with the nonsectarian requirement of the School Reform Act.

Indicator	Evidence	Compliant
i. There is no evidence of religious affiliation or instruction.	No indication of any religious affiliation	Yes

Comments:

IV. NO CHILD LEFT BEHIND

A. No Child Left Behind Notification & Corrective Actions

Indicator	Evidence	Compliant
i. The school's NCLB report card is posted in a location visible to the public.		N/A
ii. Offer all students the option to transfer to another school that has not been identified for improvement		N/A
iii. Request the option of transfer relationship with (3) schools not identified for improvement.		N/A
iv. Offer and provide supplemental services to identified low-income students.		N/A
v. Develop a School Improvement Plan		N/A

Comments:

B. No Child Left Behind HQT

Indicator	Evidence	Compliant
i. Ensure that all elementary and secondary subject area teachers hired after the first day of the 2002-2003 school year are "highly qualified."	Praxis Exam Results	Yes
ii. Notify parents of their right to request information on the qualifications of their child's teacher.	Letter to Parents Dated Before Sept. 1	Yes
iii. Parents must be notified if the child has been taught for four weeks by a teacher who is not considered "highly qualified."	Letter to Parents about Long-Term Sub	Yes
iv. If the request is made, schools must inform parents whether the teacher has met the qualifications under NCLB to be considered "highly qualified."	Letter to Parents with Teacher Qualifications	N/A
v. Paraprofessionals meet the HQT requirements of NCLB.		

Comments:

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

V. SPECIAL EDUCATION

Variable #/Variable	Specific Area	Federal Requirements	Evidence	Compliant
i. § 300.340-350 - Individualized Education Programs (IEPs)	Content of IEP	Required components included in IEP		
		Additional components for transition services for students age 16 and over		
		Transfer of rights at least one year prior to the age of majority		
	Provision of Services	Special education and related services are provided as indicated on IEPs		

Comments:

ii. §300.530-534 - Protection in Evaluation Procedures	Assessment in All Areas Related to the Suspected Disability	Students are assessed in all areas related to the suspected disability		
	Assessment in Student's Native Language	Students are assessed in their native language		
	Reevaluations	Students are evaluated at least every three years		

Comments:

iii. §300.540-543 - Additional Procedures for Evaluating Children with Specific Learning Disabilities	Additional Team Members	Multidisciplinary team which evaluates students suspected of having a specific learning disability includes required persons		
	Observations	Observation conducted in regular classroom by team member other than regular teacher		
	Written Report	Written report contains all required components		

Comments:

iv. §300.550-556 - Least Restrictive Environment (LRE)	All LRE areas	To the maximum extent appropriate students with disabilities participate with their non-disabled peers in academic and non-academic activities		
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Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

Comments:

--

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

V. SPECIAL EDUCATION (Continued)

v. §300.300-208 -
Free Appropriate
Public Education

Staff Certification

Special education teachers
and related services
providers who work
directly with students with
disabilities are
appropriately certified

Provision of Services

Related services included
on students' IEPs are
provided as specified

Extended School Year

Extended School Year
eligibility is considered to
ensure FAPE

Comments:

§300.340-350 -
Individualized
Education Programs
(IEPs)

Meetings

IEPs are
developed/reviewed/revise
d annually

Participants in Meetings

Required persons
participate in meetings to
develop/review/revise IEPs
General ed teacher, SPED
teacher, LEA, Parent, and
Student (when appropriate)

Include additional
participants for transition
planning for students age
16 and over.

Parent Participation

Parents are notified and
invited to participate in
IEP meeting

Additional procedures are
implemented to ensure
parent participation

Comments:

vi. §300.560-576 -
Confidentiality of
Information

Record of Access

A record is maintained of
all persons, except parents
and authorized staff, who
obtain access to students
records. Record includes
required components

Records of More Than One Child

Parents have the right to
inspect and review only
information relating to
their child (or be informed
only of that information)

Charter School Annual Performance Review

Imagine Southeast PCS Compliance Review

V. SPECIAL EDUCATION (Continued)				
	Safeguards	Program maintains, for public inspection, a current list of the names and positions of all employees who may have access to personally identifiable information		

Comments:

Appendix H

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	No	The application asks for information that is not allowable; and no lottery cut off date noted in the flyers.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	No*	The board will develop a due process by the next board meeting.
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Yes	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Yes	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Yes	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Yes	



DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOLS BOARD

Imagine Southeast

COMPLIANCE REVIEW REPORT

2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
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School Facility

Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Yes	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Yes	

No Child Left Behind (NCLB)

School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Yes	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSS, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Yes	

Board of Trustees

Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Yes	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	No	

Appendix I



Imagine Southeast Public Charer School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Imagine Southeast Public Charer School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

Imagine Southeast Public Charer School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Not Compliant	Requires update with an odd number of members, 2 parents members, and a majority DC members
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	In Progress	School has not indicated date nor accrediting agency, but memo includes notification that accreditation is in process.

Appendix J



Imagine Southeast Public Charter School

Board Roster

Office	Name	Phone	Email	Address	City	State	Zip
Chair	Barbara Bazron	202-306-3894 (c) 301-839-0799(h) 202-671-2992(w)	barbara.bazron@dc.gov bjbazron@verizon.net	309 Potomac Ridge Rd.	Ft. Washington	MD	20744
Vice-Chair	Matt Engel	202-302-4372 (c) 202-631-8936 (c)	MEngel@wcsmith.com	8201 Queen Anne's Drive	Silver Spring	MD	20910
Secretary	Aaron Renenger	202-835-7505(w)	arenenger@milbank.com	1004 N. Terrill St.	Alexandria	VA	22304
Finance	Renee Gerber	919-357-2103 (c) 202-307-0234 (w)	reneeag@gmail.com	208 E St. NE	Washington	DC	20002
	Denise Linton	(202)696-5108	Dlinton12@gmail.com	8710 Cameron St. Apt. 612	Silver Spring	MD	20910
	Lorraine Madala	(240)205-3058	lorraine1s@gmail.com	2828 Wakefield St. Apt. A	Arlington	VA	22206
	Juanita Price	(202)246-1942	jprice@hillcrest-dc.org	4221 20 th St. NE	Washington	DC	20018
	Jacquelyn Glover	(202)321-5116	jacquelynglover@yahoo.com	4832 7 th St. NW	Washington	DC	20011



LEARNING • GROWING • COMMUNITY
Imagine Southeast
Public Charter School
INTEGRITY • DIVERSITY • FUTURE

Office	Name	Phone	Email	Address	City	State	Zip
	Natasha DeBose	(202)725-0405	Ndd214@yahoo.com	622 Gallatin St. NW	Washington	DC	20011
	Joanna Lange	(703)474-1444	Joanna.lange@fcps.edu	6202 Roudsby Lane	Alexandria	VA	
	Michael Kim	(678)717-7325	Michael.mt.kim@gmail.com	134 U St. NW	Washington	DC	20001
Parent	Maria Cooper	(202)744-9413	Ezah0925@yahoo.com	1224 I Street SE	Washington	DC	20003

Appendix K

DC Public Charter School Board
Phase I – Database Review by PCSB Special Education Monitor

DESK AUDIT: Database Review

School: Imagine SE PCS		Date: December 7, 2012	
Leader: Stacey Scott		Special Education Manager: Lorraine Celestin	
Current Total School Population: 553	Current Number of Students with Disabilities: 49		Section 504 Plans:

Supporting Law

Per District of Columbia School Reform Act (Chapter 18. DC Code 38-1800.01)

38-1802.04 (a) A public charter school shall comply with all of the terms and provisions of its charter.

- (11) “A public charter school shall submit an annual report” that includes
 - (ii) “Student performance on any districtwide assessments.”
 - (vi) “Official student enrollment.”
 - (vii) “Average daily attendance.”

38-1802.2 (B) “The methods that will be used, including classroom technology, to provide students with the knowledge, proficiency, and skills needed:

- (ii) To perform competitively on any districtwide assessments.”
- (10) “A description of the student enrollment, admission, suspension, expulsion, and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions in such areas.”
- (11) “A description of the procedures the proposed school plans to follow...to comply with...all applicable civil rights statutes and regulations of the Federal government and the District of Columbia.” (includes ADA and handicapped accessibility)

Per PCSB’s Charter School Renewal Application

Legal Requirements for Charter Renewal: Renewal application includes: “A report on the progress of the public charter school in achieving the goals, student academic expectations, and other terms of the approved charter...”

Criterion 1: Mission and Vision Statement- “If your school’s vision and mission statement has changed since your charter was granted, in no more than three pages, provide an updated mission and vision statement applicable to the school’s next charter term. Provide a narrative description of how this mission and vision statement serves the students in your school including examples reflecting this service....”

Criterion 2: Academic Performance – “...summarize the school’s academic performance over the current fifteen year charter term,” including “percentage of students achieving proficient and advanced performance on the SAT-9 and DCCAS exams (include past and current AYP determinations; post-secondary readiness as demonstrated by graduation rates, PSAT/SAT scores, college acceptance rates, AP exams scores, etc.; and “student attendance and re-enrollment rates...”

“Reviewers will look for evidence of....Examples of school performance and reasons for those performance outcomes...”

Special Education Monitoring and Compliance Manual (IDEA Part B), OSSE, 2011

“The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each LEA, enforce compliance with IDEA Part B, and report annually on the performance of the SEA and each LEA. The primary focus of the SEA’s monitoring activities must be on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. In exercising its monitoring responsibilities, the SEA must ensure that when it identifies noncompliance with the requirements of IDEA Part B by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the SEA’s identification of the noncompliance.”

“The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require the SEA to make “determinations” annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.”

Performance Standards	Supporting Data, Evidence and Information	In Place	In Process	Not in Place	Does Not Exist	Comments & Documents
1. School has made demonstrable improvements in the academic performance of students with disabilities (SWDs)	% of subgroup of SWDs achieving proficient or advanced on SAT-9 and DCCAS exams for the operation years listed:	YR: 1				2008: 0 SWD
		2	X			2009: 1 SWD
		3	X			2010: 7 SWD
		4	X			2011: 15 SWD Reading: 6.67% P & A Math: 13.34% P & A State Reading: 17.61% P & A State Math: 19.80% P & A
		5	X			2012: 20 SWD Reading: 15.00% P & A Math: 20.00% P & A State Reading: 22.00% P & A State Math: 25.00% P & A
	Achievement gap by percentage between SWDs and whole school population on SAT-9 and DCCAS exams for the operation years listed:	YR: 1				2008: 0 SWD
		2	X			2009: 1 SWD
		3	X			2010: 7 SWD
		4	X			2011: 24 SWD Reading: 22.7% Gap Math: 20.78% Gap
		5	X			2012: Reading: 24.00% Gap Math: 17.00% Gap
	(High Schools Only): Post-secondary readiness as demonstrated by PSAT/SAT scores for the operation years listed:	2			X	N/A
		3			X	N/A
		4			X	N/A
		5			X	N/A
	Data from all PCSB generated school performance profile and composite reports/reviews	X				PCSB <u>Program Development Review Report 09-10</u> 2.2 strategies in place to address variant student needs adequate 2.4 strategies in place to ensure meeting of IEP goals proficient instructional strategies in place adequate resources in place proficient related services and accommodations in place proficient 3.2 collects and analyzes data proficient 3.4 accurate and timely identification/evaluation proficient
2. School has implemented key elements in its mission	Charter application and agreement, and any amendments	X				Charter agreement includes a statement that it will comply with all federal requirements regarding students with disabilities.

for SWDs as well as the whole school, and has implemented key elements of the charter application and agreement as they apply to SWDs						
3. The school is currently compliant with OSSE, IEP, and CAP reporting requirements.	List of students counted & not counted in SEDS per 2013 child count deadline and including student eligibility determination, placement and related services	x				PCSB Enrollment Data –49 SWDs Level 1: 20 Level 2: 19 Level 3: 4 Level 4: 6 49/553 - 8.9 %
	School CAP reporting documentation for SWDs (IDEA Part B, Activities bolded under #4)					
4. The school provides data to the District on the 20 indicators in the OSSE State Monitoring & Compliance of Part B	OSSE documentation relevant to the charter school and the State Part B Compliance Monitoring	x				OSSE FFY 2010 -2011 IDEA Part B LEA Performance Determinations 74% Needs Assistance
	Part I-FAPE in the LRE					
	Indicator A: The LEA educates students in the least restrictive environment. (5)	x				OSSE 2010-2011 LEA Compliance Monitoring Report LRE 1- Student Placement Based on IEP “100% Criteria Met” LRE 2 – Appropriate Supplemental Aids and Services Used Before Removal From Regular Education “100%- Criteria Met” LRE 3 – Student Placement Determined Annually “95.24% - Individual Student Corrections Must Be Completed where noncompliance Identified” LRE 4- Consideration of Harmful Effects – “85.37% Individual Student Corrections and LEA Corrective Actions Must Be Completed”
	Indicator B: The LEA ensures IEPs are appropriately developed and implemented.		x			OSSE 2010-2011 LEA Compliance Monitoring Report IEP 1 – Parent Invited to IEP Meeting “61.90% Individual Student Corrections and LEA Corrective Actions Must Be Completed” IEP 2 – Required Participants Invited to IEP Meeting “33.33% Individual Student Corrections and LEA Corrective Actions Must Be Completed” According to SEDS (12/10/12), there are 6 overdue meetings for 2012: 6 Initial Eligibility, 3 Triennial Eligibility, and 2 IEP Review.
	Indicator C: The LEA completes evaluations within the State-established timeline. (11)		x			PCSB: 2010-2011 Program Development Report Indicator 3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place. - Proficient

						OSSE Quarterly Findings 6/29/12 Between 1/1/12-3/31/12 Noncompliance for timely completion of initial evaluation
	Indicator D: The LEA ensures that students referred by Part C have an IEP implemented by their 3 rd birthday. (6)				x	N/A
	Indicator E: the LEA uses appropriate steps to successfully transition students from high school to postsecondary settings. (13)				x	N/A
	Indicator F: The LEA utilizes appropriate discipline processes and procedures. ((4)		x	x		OSSE 2010-2011 LEA Compliance Monitoring Report DIS 1 Educational Services Provided After Tenth Day of Disciplinary Removal and DIS 2 Manifestation Determination– “100% Criteria Met” DIS 3 LEA Conducted FBA – “88.89% Individual Student Corrections and LEA Corrective Actions Must be Completed” DIS 4 LEA Developed BIP – “55.56%- Individual Student Corrections and LEA Corrective Actions Must Be Completed”
	Indicator G: The LEA does not have a disproportionate representation of students in special education or specific disability categories. (9, 10)					
	Indicator H: The LEA provides instructional materials to blind persons or other persons with print disabilities in a timely manner.				x	N/A
	Part II-Dispute Resolution					
	Indicator A: The LEA timely implements due process complaint requirements. (17)	x				OSSE FFY 2010 IDEA Part B LEA Performance Determinations Item 3b – Dispute Resolution Findings “No dispute resolution complaints were filed against the LEA.”
	Indicator B: The LEA timely responds to State complaint requests and decisions. (16)					
	Indicator C: The LEA voluntarily engages in mediation when requested by parents/guardians. (19)					
	Part III-Data					
	Indicator A: A. The LEA submits timely, valid and	x	x	x		PCSB: 2009-2010 Program Development Report Indicator 3.2 (A)

	reliable data. (20)					<p>Adequate - The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals</p> <p>Indicator 3.2 (B)</p> <p>Proficient - School wide-data are reported to staff, school's Board, parents, the PCSB and other community members as required.</p> <p>Indicator 3.3 (A)</p> <p>Proficient- Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.</p> <p>Indicator 3.3 (B)</p> <p>Limited- Ongoing, informal assessments are used to provide increased instructional opportunities</p>
	Indicator B: The LEA uses data to inform decision-making. (20)					
	Part IV – Fiscal					
	Indicator A: The LEA expends IDEA Part B funds in accordance with Federal laws, state laws and approved budget and spending plans. E. The LEA does	x				<p>OSSE FFY 2010 IDEA Part B LEA Performance Determinations</p> <p>Item 5- "Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle"</p>
	Indicator B: The LEA uses IDEA Part B funds only to pay the excess costs of providing special education and related services to children with disabilities.	x				See Indicator A
	Indicator C: C. The LEA meets its maintenance of effort requirement	x				<p>OSSE FFY 2010 IDEA Part B LEA Performance Determinations</p> <p>Item 6</p> <p>"LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely"</p>
	Indicator D: The LEA properly calculates and expends CEIS funds.				x	N/A
	Indicator E: the LEA does not comingle IDEA Part B funds with other funds.					
5. The school has complied with reporting requirements for students with Section 504 Plans	TBD				x	N/A
6. School ensures	Assurances that facility aligns					

facility is accessible to disabled students	with ADA requirements					
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Recommendation for Quality Assurance Review: Yes

Appendix L



Office of the State Superintendent of Education

June 16, 2011

Michael Depass
Executive Director
Imagine Southeast Public Charter School
3100 Martin Luther King, Jr. Avenue, SE
Washington, DC 20032

Dear Mr. Depass:

The purpose of this letter is to inform you of the results of the Office of the State Superintendent of Education's (OSSE's) on-site monitoring visit to Imagine Southeast Public Charter School (Imagine Southeast) conducted on March 14-15, 2011. As the state educational agency (SEA) for the District of Columbia, OSSE's role is to set high expectations, provide resources and support, and exercise accountability to ensure that all students receive an excellent education. The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each local educational agency (LEA), enforce compliance with IDEA Part B and report annually on the performance of each LEA.

The primary focus of the SEA's monitoring activities is on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. On-site compliance monitoring is a process by which selected LEAs receive an on-site visit by OSSE's Quality Assurance and Monitoring Division for a comprehensive record review, stakeholder interviews, fiscal examination and follow-up technical assistance. The process is designed to identify noncompliance and assess LEA progress toward improving educational results and functional outcomes for all students with disabilities.

As part of the on-site monitoring visit to Imagine Southeast, OSSE staff met with Michael Depass, Executive Director; Jymil Thomson, Director of Special Education; Dawn Dinkins, Special Education Coordinator; Stacey Scott, Principal; Melissa Winters, Compliance Officer; Frank Bananno, Regional Finance Director; general education teachers; special education teachers; related services providers; and parents. OSSE also conducted a comprehensive file review of 42 student files (100% of files for students with individualized education programs (IEPs)) and used other relevant information available regarding the LEA, along with information gathered during the on-site visit, to analyze the LEA's compliance with IDEA Part B and local regulations and policies and to review the accuracy of information the LEA submitted in the LEA's IDEA Part B Grant Applications for LEAs.

General information gathered regarding the LEA included: Imagine Southeast Public Charter School (Imagine Southeast) was chartered by the Public Charter School Board in 2007 and is located in the southeast quadrant of the District of Columbia. Imagine Southeast educates children in prekindergarten through 5th grades at its elementary campus located at 3100 Martin Luther King, Jr.

Avenue, SE, Washington, DC 20032. The LEA has an enrollment of approximately 460 students, 42 (9%) of whom are students with disabilities.

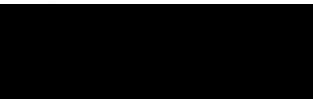
Imagine Southeast explained that it features the first "dual-academy" single-sex instructional model in the District of Columbia. Beginning in first grade, boys and girls are educated in single-sex classes, creating a Boys' Academy and a Girls' Academy. Students are provided a liberal-arts foundation that is inclusive of art, music, and foreign languages. The LEA infuses character education and student leadership as themes in school rituals and lesson plans.

OSSE appreciates the time Imagine Southeast spent meeting with the OSSE monitoring team. We wish to acknowledge the efforts of Jymil Thompson in collaborating with OSSE to coordinate and carry out the monitoring visit. OSSE also appreciates the cooperation and assistance provided by general education teachers, special education teachers, related services providers, parents and students in providing feedback and input on the LEA's systems for special education.

The enclosed monitoring report gives specific information regarding compliance ascertained during the visit. Additionally, the report outlines specific student level and LEA level corrective actions that must be taken to correct any identified noncompliance. Please carefully read the "LEA Directions for Compliance Monitoring Workbook" and submit all required documentation to OSSE by November 18, 2011. Following the LEA's submission of documentation of correction of noncompliance, OSSE will verify the correction of noncompliance and notify the LEA of the verified correction. OSSE notes that while the LEA may complete the required actions listed for student level and LEA level findings of noncompliance, verification of correction requires OSSE to confirm that the LEA is correctly implementing the specific regulatory requirement related to each finding. This includes areas for which the LEA may not have been required to submit additional LEA level corrective actions because the LEA achieved a compliance level of 95-99%. While no additional submissions are required for these areas, should any noncompliance be found during the additional review described in the workbook, evidence of continued noncompliance will prohibit OSSE from verifying that the LEA is correctly implementing regulatory requirements. **All noncompliance must be corrected and verified as corrected as soon as possible, and in no case later than one year after the identification of the noncompliance.**

OSSE looks forward to collaborating with all stakeholders and actively working with Imagine Southeast to improve results for students with disabilities. If you have any questions or wish to request technical assistance, please do not hesitate to contact your OSSE contact Elaina Parrish at 202-741-0476.

Sincerely,



Amy Maisterra, Ed.D., MSW

Interim Assistant Superintendent of Special Education

Enclosure

Imagine Southeast Public Charter School

2010-2011 LEA Compliance Monitoring Report



Office of the
State Superintendent of Education

Date of Notification:

June 16, 2011

All Corrections Due by:

November 18, 2011

Prepared by:

OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary

Step 1: Review the compliance summary.

The purpose of the compliance summary is to provide the LEA with a summary of the quantitative data collected during the on-site visit.

For any item in which an LEA has noncompliance, additional files will be reviewed in order to verify that systemic changes have occurred and that the LEA is now correctly implementing the regulatory requirement. The files that will be reviewed to verify that systemic change has occurred will not be the files that were reviewed during the on-site visit.

Student Level Noncompliance

Step 2: Review all student level noncompliance.

All instances of noncompliance must be corrected at an individual student level.

Step 3: After all student level noncompliance has been corrected, sign and date the student level form.

When corrections have been made for all items of noncompliance for each student, the appropriate administrator (Chief Executive Officer/Head of School) must sign and date the student level tracking sheet.

Step 4: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Level Noncompliance

Step 5: Review all LEA level noncompliance.

For any LEA having less than 95% compliance total for each item on the Compliance Summary report, LEA level corrective actions must also be completed. The LEA must also complete the LEA Action Log, specifying how correction was made. The compliance percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed.

Step 6: After all LEA level noncompliance has been corrected, sign and date the LEA level form.

When corrections have been made for each item of noncompliance, the appropriate administrator (Chief Executive Officer/Head of School) must sign and date the form for each item.

Step 7: Submit verification of correction.

After the appropriate administrator has signed and dated the form, notify OSSE that the actions have been completed. Submit evidence, as required, to OSSE for verification of corrections. OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Additional Corrective Actions

Step 8: Review Section 4.1 - Additional LEA Corrections

This section provides a summary of qualitative data collected during the on-site visit. Based on a review of additional information and/or interviews, OSSE may identify additional noncompliance. If applicable, identified noncompliance and required corrective action is outlined in Section 4.1.

When corrections have been made, notify OSSE that the corrections have been completed.

Submit evidence, as required, to OSSE for verification of corrections.

OSSE will verify that all corrective actions have been completed.

Certification Page

Step 9: Sign and date Certification.

Upon completion of ALL student level and LEA level corrective actions, the appropriate LEA administrator (Chief Executive Officer/Head of School) responsible for ensuring that corrections have been made must sign and date the certification form.

Submission

Step 10: Submit the Certification form and all signature pages of the report.

Submit the Certification page and ALL signature pages to:

Melanie Byrd, Director of Quality Assurance & Monitoring

OSSE, Department of Special Education

810 First Street, NE, 5th Floor

Washington, DC 20002

**Imagine Southeast Public Charter School
2010-2011 LEA Compliance Monitoring Report**

Date of Notification: June 16, 2011

All Corrections Due By: November 18, 2011

**2010-2011 Individual Student
Compliance Criteria:** 95% or above
**2010-2011 LEA Review
Compliance Criteria:** 100%

Individual Student File Review						
Part C to Part B Transition						
Question	Legal Reference	N=	Yes	No	NA	Percentage
C2B 1: LEA Attended Transition Planning Conference	\$300.124(c)	42	0	0	42	NA
C2B 2: Early Childhood ESY Services Considered	\$300.106(a)(2)	42	0	0	42	NA
Initial Evaluations and Reevaluations						
IEV 1: Prior Written Notice Provided Upon Initial Referral	\$300.503(a)(1)	42	20	22		47.62%
IEV 2: Parent Provided Procedural Safeguards	\$300.504(a)(1)	42	33	9		78.57%
IEV 3: Parent Consent Prior to Initial Evaluation	\$300.300(a)	42	35	7		83.33%
IEV 4: Variety of Sources Used to Determine Initial Eligibility	\$300.306(c)	42	41	1		97.62%
REV 1: Prior Written Notice Provided Upon Reevaluation	\$300.503	42	32	10		76.19%
REV 2: Parent Consent Prior to Reevaluation	\$300.300(c) (1)	42	35	7		83.33%
REV 3: IEP Team Review of Existing Data	\$300.305	42	41	1		97.62%
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Individual Student Corrections and LEA Corrective Actions Must Be Completed
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Individual Student Corrections Must be Completed Where Noncompliance Identified
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Individual Student Corrections Must Be Completed Where Noncompliance Identified

REV 4: Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	42	41	1		97.62%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
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IEP Development						
Question	Legal Reference	N=	Yes	No	NA	Percentage
IEP 1: Parent Invited to IEP Meeting	§300.322(a)	42	26	16	0	61.90%
IEP 2: Required Participants Invited to IEP Meeting	§300.321(a)	42	14	28		33.33%
IEP 3: General Education Teacher Attended IEP Meeting	§300.321(a), §300.321(e)	42	31	11		73.81%
IEP 4: Special Education Teacher Attended IEP Meeting	§300.321(a)	42	34	8		80.95%
IEP 5: LEA Designee Attended IEP Meeting	§300.321(a)	42	39	3		92.86%
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	§300.321(a)	42	34	6	2	85.00%
IEP 7: IEP Contains Measurable Annual Goal(s)	§300.320(a)(2)(i)	42	42	0		100.00%
IEP 8: Student's File Contains Progress Data	§300.320(a)(3)(i)	42	38	4		90.48%
IEP 9: IEP Documents ESY Was Considered	§300.106	42	34	8		80.95%
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	§300.320(a)(1)	42	40	2		95.24%
IEP 11: Student Preferences and Interests Considered	§300.321(b)(2)	42	0	0	42	NA
IEP 12: Student and Parent Informed of Transfer of Rights	§300.520(a)(1), §300.320(c)	42	0	0	42	NA
IEP 13: IEP Statement of Measurable Annual Related Services Goal	§300.320(a)(2)(i)(B)	42	41	0	1	100.00%
IEP 14: Description and Documentation of Progress Toward Related Services Goals	§300.320(a)(3)	42	40	1	1	97.56%
						Criteria Met
						Individual Student Corrections and LEA Corrective Actions Must Be Completed
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
						Individual Student Corrections and LEA Corrective Actions Must Be Completed
						Criteria Met
						Individual Student Corrections and LEA Corrective Actions Must Be Completed
						Individual Student Corrections and LEA Corrective Actions Must Be Completed
						Individual Student Corrections Must Be Completed Where Noncompliance Identified
						NA
						NA
						Criteria Met
						Individual Student Corrections Must Be Completed Where Noncompliance Identified

Least Restrictive Environment							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
LRE 1: Student Placement Based on IEP	\$300.116(b)(2)	42	42	0	0	100.00%	Criteria Met
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	42	42	0		100.00%	Criteria Met
LRE 3: Student Placement Determined Annually	\$300.116(b)	42	40	2		95.24%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
LRE 4: Consideration of Harmful Effects	\$300.116(d)	42	35	6	1	85.37%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Discipline							
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	\$300.530(d)	42	1	0	41	100.00%	Criteria Met
DIS 2: Manifestation Determination	\$300.530(e), \$300.536	42	1	0	41	100.00%	Criteria Met
DIS 3: LEA Conducted Functional Behavioral Assessment	\$300.530(f)	42	8	1	33	88.89%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DIS 4: LEA Developed Behavioral Intervention Plan	\$300.530(f)	42	5	4	33	55.56%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Data Verification							
DAT 1: Initial Evaluation Date Same as Reported in SEDS	\$300.600, \$300.601	42	30	0	12	100.00%	Criteria Met
DAT 2: Reevaluation Date Same as Reported in SEDS	\$300.600, \$300.601	42	12	0	30	100.00%	Criteria Met
DAT 3: IEP Development Date Same as Reported in SEDS	\$300.600, \$300.601	42	42	0	0	100.00%	Criteria Met
DAT 4: IEP Implementation Date Same as Reported in SEDS	\$300.600, \$300.601	42	42	0	0	100.00%	Criteria Met

Data Verification						
Question	Legal Reference	N=	Yes	No	NA	Percentage
DAT 5: Date of Birth Same as Reported in SEDS	§300.600, §300.601	42	42	0		100.00%
DAT 6: Primary Disability Same as Reported in SEDS	§300.600, §300.601	42	42	0		100.00%
DAT 7: Placement Same as Reported in SEDS	§300.600, §300.601	42	42	0		100.00%
LEA Level Review						
Dispute Resolution						
Question	Legal Reference	N=	Yes	No	NA	Percentage
DSP 1: Resolution Meetings Held Within 15 Days of Notice	§300.510(a)	1	1			100.00%
DSP 2: LEA implements HODs in Timely Manner	§300.600(e)	1			1	NA
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1			1	NA
DSP 4: LEA Timely Implements Corrective Actions	§300.600(e)	1			1	NA
Access to Instructional Materials						
NIM 1: LEA Provision of Instructional Materials	§300.172	1			1	NA
Fiscal						
FIS 1: LEA Policy/Procedure Governing Budgets	§80.20	1	1			100.00%
FIS 2: LEA Accounting Record for Federal Grant Expenditures	§80.20	1	1			100.00%
						Criteria Met

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
FIS 3: LEA Policy/Procedure For Awarding Contracts	\$80.20 \$80.36(2)	1	1			100.00%	Criteria Met
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$§76.707-710	1	1			100.00%	Criteria Met
FIS 6: LEA Retention of Financial Records for 5 Years	\$80.42	1	1			100.00%	Criteria Met
FIS 7: LEA Controls in Place to Protect Assets Over \$5,000	\$80.20(3)	0				NA	NA
FIS 8: LEA Code of Conduct For Employees Administering Contracts	\$80.36(3)	1	1			100.00%	Criteria Met
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	\$80.20	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87 \$§74-99	1	1			100.00%	Criteria Met
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87 \$§74-99	1	1			100.00%	Criteria Met
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	\$§76.707-710	1	1			100.00%	Criteria Met
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	OSSE GAN	1	1			100.00%	Criteria Met

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	\$80.20	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	\$80.20	1	1			100.00%	Criteria Met
FIS 16: LEA Followed Procurement Procedures	\$80.36	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	1			100.00%	Criteria Met
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1	1			100.00%	Criteria Met
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1			1	NA	NA
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	\$300.226 \$300.646	1			1	NA	NA
FIS 21: LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1			1	NA	NA
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1			1	NA	NA
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1			1	NA	NA

3.1 - Individual NC

[illegible]

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)										File Review Items (X						
Student ID	Student Last	Student First	School	IEP 8	IEP 9	IEP 10	IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4	DAT 1	DAT 2
9214950	Allen	Arlan	Imagine SE PCS																	
9238947	Allen	Stevens	Imagine SE PCS																	
9235831	Anderson	Darius	Imagine SE PCS																	
9281977	Askew	Cequoia	Imagine SE PCS										X							
9202600	Barnes	Tyteona	Imagine SE PCS																	
9203069	Beckwith	Ronjai	Imagine SE PCS																	
9238778	Bronner	Cameron	Imagine SE PCS																	
9256484	Bronner	Christian	Imagine SE PCS																	
9247784	Brown	Kei'Sean	Imagine SE PCS																	
9242369	Buckner	Deon	Imagine SE PCS		X									X						
9270569	Byrd	Denard	Imagine SE PCS														X			
9282909	Cashaw	Glenn	Imagine SE PCS	X																
9126045	Coleman	De'Twon	Imagine SE PCS											X						
9257913	Darden	Jernard	Imagine SE PCS																	
9282754	Dewdney	Mekhi	Imagine SE PCS	X																
9207747	Dickson	Ajanae	Imagine SE PCS		X													X		
9231782	El-Amin	Diamond	Imagine SE PCS																	
9246365	Foster	Darren	Imagine SE PCS		X									X						
9120961	Hainsworth	Reginald	Imagine SE PCS															X		
9233671	Harris	Caleb	Imagine SE PCS			X														
9226334	Hill	Perry	Imagine SE PCS									X								
9214868	Kelley	Rasheed	Imagine SE PCS																	
9225829	Kirksey	Faith	Imagine SE PCS																	
9223038	Little	Bobby	Imagine SE PCS										X							
9268501	Love	Lovell	Imagine SE PCS																	
9251228	Moore	Keith	Imagine SE PCS											X						
9268537	Offutt	Jimmine	Imagine SE PCS		X															
9268411	Parrish	Markiyi	Imagine SE PCS			X														
9209159	Peeples	Kamiya	Imagine SE PCS																	
9249772	Perry	Da'Trell	Imagine SE PCS																	
9266646	Perry	Derrick	Imagine SE PCS		X															

3.1 - Individual NC

Student Demographic Information										= Noncompliance)					Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	DAT 3	DAT 4	DAT 5	DAT 6	DAT 7							
9214950	Allen	Arlan	Imagine SE PCS						4						
9238947	Allen	Stevens	Imagine SE PCS						2						
9235831	Anderson	Darius	Imagine SE PCS						3						
9281977	Askew	Cequoia	Imagine SE PCS						2						
9202600	Barnes	Tyteona	Imagine SE PCS						1						
9203069	Beckwith	Ronjai	Imagine SE PCS						0						
9238778	Bronner	Cameron	Imagine SE PCS						2						
9256484	Bronner	Christian	Imagine SE PCS						3						
9247784	Brown	Kei'Sean	Imagine SE PCS						2						
9242369	Buckner	Deon	Imagine SE PCS						3						
9270569	Byrd	Denard	Imagine SE PCS						4						
9282909	Cashaw	Glenn	Imagine SE PCS						7						
9126045	Coleman	De'Twon	Imagine SE PCS						5						
9257913	Darden	Jernard	Imagine SE PCS						5						
9282754	Dewdney	Mekhi	Imagine SE PCS						3						
9207747	Dickson	Ajanae	Imagine SE PCS						4						
9231782	El-Amin	Diamond	Imagine SE PCS						3						
9246365	Foster	Darren	Imagine SE PCS						9						
9120961	Hainsworth	Reginald	Imagine SE PCS						1						
9233671	Harris	Caleb	Imagine SE PCS						4						
9226334	Hill	Perry	Imagine SE PCS						7						
9214868	Kelley	Rasheed	Imagine SE PCS						4						
9225829	Kirksey	Faith	Imagine SE PCS						5						
9223038	Little	Bobby	Imagine SE PCS						4						
9268501	Love	Lovell	Imagine SE PCS						3						
9251228	Moore	Keith	Imagine SE PCS						2						
9268537	Offutt	Jimmine	Imagine SE PCS						3						
9268411	Parrish	Markiyi	Imagine SE PCS						5						
9209159	Peeples	Kamiya	Imagine SE PCS						3						
9249772	Perry	Da'Trell	Imagine SE PCS						7						
9266646	Perry	Derrick	Imagine SE PCS						3						

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)																
Student ID	Student Last	Student First	School	C2B 1	C2B 2	IEV 1	IEV 2	IEV 3	IEV 4	REV 1	REV 2	REV 3	REV 4	IEP 1	IEP 2	IEP 3	IEP 4	IEP 5	IEP 6	IEP 7
9268412	Peterson	Tyler	Imagine SE PCS			X									X					
9248033	Peterson	Victor	Imagine SE PCS								X						X			
9226359	Redd	Jacari	Imagine SE PCS			X									X	X				
9207247	Reid	Jabari	Imagine SE PCS							X	X				X	X				
9213897	Robertson	James	Imagine SE PCS							X	X	X	X							
9243439	Sutton	Shawn	Imagine SE PCS			X								X						
9128425	Switzer	Chantelle	Imagine SE PCS							X										
9248963	Ward	Milton	Imagine SE PCS											X	X	X			X	
9229542	Wilkins	Chyna	Imagine SE PCS							X	X			X	X	X				
9269257	Wilkins	Kenya	Imagine SE PCS			X		X							X				X	
9228157	Wooten	Destiny	Imagine SE PCS							X	X				X	X	X	X		
Total Number of Students with Noncompliance for Each Item				0	0	22	9	7	1	10	7	1	1	16	28	11	8	3	6	0

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)										File Review Items (X						
Student ID	Student Last	Student First	School	IEP 8	IEP 9	IEP 10	IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4	DAT 1	DAT 2
9268412	Peterson	Tyler	Imagine SE PCS																	
9248033	Peterson	Victor	Imagine SE PCS																	
9226359	Redd	Jacari	Imagine SE PCS	x	x															
9207247	Reid	Jabari	Imagine SE PCS																	
9213897	Robertson	James	Imagine SE PCS														x	x		
9243439	Sutton	Shawn	Imagine SE PCS																	
9128425	Switzer	Chantelle	Imagine SE PCS																	
9248963	Ward	Milton	Imagine SE PCS	x																
9229542	Wilkins	Chyna	Imagine SE PCS		x															
9269257	Wilkins	Kenya	Imagine SE PCS		x															
9228157	Wooten	Destiny	Imagine SE PCS																	
Total Number of Students with Noncompliance for Each Item				4	8	2	0	0	0	1	0	0	2	6	0	0	1	4	0	0

3.1 - Individual NC

Student Demographic Information = Noncompliance)										Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	DAT 3	DAT 4	DAT 5	DAT 6	DAT 7		
9268412	Peterson	Tyler	Imagine SE PCS						2	
9248033	Peterson	Victor	Imagine SE PCS						2	
9226359	Redd	Jacari	Imagine SE PCS						5	
9207247	Reid	Jabari	Imagine SE PCS						4	
9213897	Robertson	James	Imagine SE PCS						7	
9243439	Sutton	Shawn	Imagine SE PCS						1	
9128425	Switzer	Chantelle	Imagine SE PCS						1	
9248963	Ward	Milton	Imagine SE PCS						5	
9229542	Wilkins	Chyna	Imagine SE PCS						6	
9269257	Wilkins	Kenya	Imagine SE PCS						5	
9228157	Wooten	Destiny	Imagine SE PCS						7	
Total Number of Students with Noncompliance for Each Item				0	0	0	0	0	0	

Imagine Southeast Public Charter School
2010-2011 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: June 16, 2011

All Corrections Due By: November 18, 2011

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator	Date of Signature

Part C to Part B Transition									
Question from File Review	C2B 1: LEA Attended Transition Planning Conference			Corrective Actions	Not correctable at the student level.				
Question from File Review	C2B 2: Early Childhood ESY Services Considered			Corrective Actions	Reconvene IEP team to consider ESY.				
Initial Evaluations and Reevaluations									
Question from File Review	IEV 1: Prior Written Notice Provided Upon Initial Referral			Corrective Actions	Not correctable at the student level.				
Question from File Review	IEV 2: Parent Provided Procedural Safeguards			Corrective Actions	Provide a copy of procedural safeguards to parents.				
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction		
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9281977	Cequoia	Askew	Imagine SE PCS						
9126045	De'Twon	Coleman	Imagine SE PCS						
9257913	Jernard	Darden	Imagine SE PCS						
9282754	Mekhi	Dewdney	Imagine SE PCS						
9207747	Ajanae	Dickson	Imagine SE PCS						
9246365	Darren	Foster	Imagine SE PCS						
9225829	Faith	Kirksey	Imagine SE PCS						
9268537	Jimmine	Offutt	Imagine SE PCS						

9249772	Da'Trell	Perry	Imagine SE PCS						
Question from File Review	IEV 3: Parent Consent Prior to Initial Evaluation			Corrective Actions	Not correctable at the student level.				
Question from File Review	IEV 4: Variety of Sources Used to Determine Initial Eligibility			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.				
Student	Demographic Information		School	LEA Verification of Correction			OSSE Verification of Correction		Date of Verification
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		
9249772	Da'Trell	Perry	Imagine SE PCS						
Question from File Review	REV 1: Prior Written Notice Provided Upon Reevaluation			Corrective Actions	Not correctable at the student level.				
Question from File Review	REV 2: Parent Consent Prior to Reevaluation			Corrective Actions	Not correctable at the student level.				
Question from File Review	REV 3: IEP Team Review of Existing Data			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.				
Student	Demographic Information		School	LEA Verification of Correction			OSSE Verification of Correction		Date of Verification
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		
9213897	James	Robertson	Imagine SE PCS						
Question from File Review	REV 4: Variety of Sources Used to Determine Continued Eligibility			Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.				
Student	Demographic Information		School	LEA Verification of Correction			OSSE Verification of Correction		Date of Verification
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		
9213897	James	Robertson	Imagine SE PCS						

IEP Development

Question from File Review	IEP 1: Parent Invited to IEP Meeting				Corrective Actions	Reconvene IEP meeting and invite parents.				
Student Demographic Information				School	LEA Verification of Correction				OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center		Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9214950	Arlan	Allen	Imagine SE PCS							
9235831	Darius	Anderson	Imagine SE PCS							
9256484	Christian	Bronner	Imagine SE PCS							
9247784	Kei'Sean	Brown	Imagine SE PCS							
9282909	Glenn	Cashaw	Imagine SE PCS							
9257913	Jernard	Darden	Imagine SE PCS							
9233671	Caleb	Harris	Imagine SE PCS							
9226334	Perry	Hill	Imagine SE PCS							
9214868	Rasheeda	Kelley	Imagine SE PCS							
9225829	Faith	Kirksey	Imagine SE PCS							
9223038	Bobby	Little	Imagine SE PCS							
9268411	Markiyi	Parrish	Imagine SE PCS							
9213897	James	Robertson	Imagine SE PCS							
9248963	Milton	Ward	Imagine SE PCS							
9229542	Chyna	Wilkins	Imagine SE PCS							
9228157	Destiny	Wooten	Imagine SE PCS							
Question from File Review	IEP 2: Required Participants Invited to IEP Meeting				Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 3: General Education Teacher Attended IEP Meeting				Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 4: Special Education Teacher Attended IEP Meeting				Corrective Actions	Not correctable at the student level.				

Question from File Review	IEP 5: LEA Designee Attended IEP Meeting				Corrective Actions	Not correctable at the student level.			
Question from File Review	IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting				Corrective Actions	Reconvene the IEP meeting with attendance from person(s) familiar with tests and other assessments.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9282909	Glenn	Cashaw	Imagine SE PCS						
9246365	Darren	Foster	Imagine SE PCS						
9226334	Perry	Hill	Imagine SE PCS						
9249772	Da'Trell	Perry	Imagine SE PCS						
9248963	Milton	Ward	Imagine SE PCS						
9269257	Kenya	Wilkins	Imagine SE PCS						
Question from File Review	IEP 7: IEP Contains Measurable Annual Goal(s)				Corrective Actions	Reconvene IEP meeting to develop measurable goals.			
Question from File Review	IEP 8: Student's File Contains Progress Data				Corrective Actions	Collect and file student progress data relative to annual goals and objectives.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
9282909	Glenn	Cashaw	Imagine SE PCS						
9282754	Mekhi	Dewdney	Imagine SE PCS						
9226359	Jacari	Redd	Imagine SE PCS						
9248963	Milton	Ward	Imagine SE PCS						
Question from File Review	IEP 9: IEP Documents ESY Was Considered				Corrective Actions	Reconvene IEP team to consider ESY.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction			

Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9242369	Deon	Buckner	Imagine SE PCS					
9207747	Ajanae	Dickson	Imagine SE PCS					
9246365	Darren	Foster	Imagine SE PCS					
9268537	Jimmine	Offutt	Imagine SE PCS					
9266646	Derrick	Perry	Imagine SE PCS					
9226359	Jacari	Redd	Imagine SE PCS					
9229542	Chyna	Wilkins	Imagine SE PCS					
9269257	Kenya	Wilkins	Imagine SE PCS					
Question from File Review	IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting and correct component of the IEP.			
Student Demographic Information					LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9233671	Caleb	Harris	Imagine SE PCS					
9268411	Markiyi	Parrish	Imagine SE PCS					
Question from File Review	IEP 11: Student Preferences and Interests Considered			Corrective Actions	In student's next annual IEP, include documentation of student's preferences and interests.			
Question from File Review	IEP 12: Student and Parent Informed of Transfer of Rights			Corrective Actions	Obtain and file documentation of notification to student.			
Question from File Review	IEP 13: IEP Statement of Measurable Annual Related Services Goal			Corrective Actions	Reconvene the IEP meeting to develop measurable related services goals.			
Question from File Review	IEP 14: Description and Documentation of Progress Toward Related Services Goals			Corrective Actions	As appropriate, reconvene the IEP meeting to develop a description of how progress will be measured and collect and file student progress relative to related services goals and objectives.			
Student Demographic Information					LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

9268411	Markiyi	Parrish	Imagine SE PCS					
Least Restrictive Environment (LRE)								
Question from File Review	LRE 1: Student Placement Based on IEP			Corrective Actions	Reconvene IEP team within 30 days of report and determine appropriate placement.			
Question from File Review	LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education			Corrective Actions	Reconvene IEP team to consider a less restrictive environment with appropriate supplemental aids and services.			
Question from File Review	LRE 3: Student Placement Determined Annually			Corrective Actions	Convene IEP team within 30 days of report.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		Date of Verification
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9226334	Perry	Hill	Imagine SE PCS					
9223038	Bobby	Little	Imagine SE PCS					
Question from File Review	LRE 4: Consideration of Harmful Effects			Corrective Actions	In student's next annual IEP, justification for removal must include documentation of the consideration of harmful effects on student or on quality of services			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		Date of Verification
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9281977	Cequoia	Askew	Imagine SE PCS					
9242369	Deon	Buckner	Imagine SE PCS					
9126045	De'Twon	Coleman	Imagine SE PCS					
9246365	Darren	Foster	Imagine SE PCS					
9268501	Lovell	Love	Imagine SE PCS					
9266646	Derrick	Perry	Imagine SE PCS					
Discipline								
Question from File Review	DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal			Corrective Actions	IEP team must convene to determine if compensatory education is appropriate.			

Question from File Review	DIS 2: Manifestation Determination				Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.			
Question from File Review	DIS 3: LEA Conducted Functional Behavioral Assessment				Corrective Actions	FBA must be conducted and placed in student's file, and IEP team must use results of the FBA to create and implement a behavioral intervention plan.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		Date of Verification	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		
9213897	James	Robertson	Imagine SE PCS						
Question from File Review	DIS 4: LEA Developed Behavioral Intervention Plan				Corrective Actions	BIP must be developed, placed in student's file and implemented.			
Student Demographic Information		School		LEA Verification of Correction		OSSE Verification of Correction		Date of Verification	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator		
9270569	Denard	Byrd	Imagine SE PCS						
9231782	Diamond	El-Amin	Imagine SE PCS						
9120961	Reginald	Hainsworth	Imagine SE PCS						
9213897	James	Robertson	Imagine SE PCS						
Data Verification									
Question from File Review	DAT 1: Initial Evaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct initial evaluation date in file or in SEDS.				
Question from File Review	DAT 2: Reevaluation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of reevaluation in file or in SEDS.				
Question from File Review	DAT 3: IEP Development Date Same as Reported in SEDS			Corrective Actions	Find and correct date of IEP development in file or in SEDS.				
Question from File Review	DAT 4: IEP Implementation Date Same as Reported in SEDS			Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.				

Question from File Review	DAT 5: Date of Birth Same as Reported in SEDS	Corrective Actions	Find and correct date of birth in file or in SEDS.
Question from File Review	DAT 6: Primary Disability Same as Reported in SEDS	Corrective Actions	Find and correct primary disability in file or in SEDS.
Question from File Review	DAT 7: Placement Same as Reported in SEDS	Corrective Actions	Find and correct placement in file or in SEDS.

2010-2011 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

Imagine Southeast Public Charter School						
Date of Notification: June 16, 2011		All Corrections Made By: November 18, 2011				
Individual Student IEP Review						
Part C to Part B Transition						
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
C2B 1: LEA Attended Transition Planning Conference	NA	NA	No signature required.	No date required.	No signature required.	No date required.
C2B 1: LEA Action Log:						
C2B 2: Early Childhood ESY Services Considered	NA	NA	No signature required.	No date required.	No signature required.	No date required.
C2B 2: LEA Action Log:						

Initial Evaluations and Reevaluations						
		Verification of Correction			Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 1: Prior Written Notice Provided Upon Initial Referral	<u>47.62%</u>	Review, and update if required, policy / procedures for evidence of maintaining necessary documentation in IEP files. Provide documentation to OSSE.				
IEV 1: LEA Action Log:						
IEV 2: Parent Provided Procedural Safeguards	<u>78.57%</u>	Randomly select 10 additional files (initial IEPs), and document that procedural safeguards were provided. If not, provide procedural safeguards to parents of all students with initial evaluations in the past 12 months. Provide documentation to OSSE.				
IEV 2: LEA Action Log:						

<p>IEV 3: Parent Consent Prior to Initial Evaluation</p>	<p><u>83.33%</u></p>	<p>Pull 10 random files to determine if consent was obtained prior to initial evaluation. Provide to OSSE evidence of files meeting requirements.</p>																													
<p><u>IEV 3: LEA Action Log:</u></p>																															

		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
IEV 4: Variety of Sources Used to Determine Initial Eligibility	97.62%	Criteria Met	No signature required.	No date required.	No signature required. No date required.
IEV 4: LEA Action Log:		No Action Required.			
REV 1: Prior Written Notice Provided Upon Reevaluation	76.19%	Conduct training regarding the requirements for prior written notice. Provide documentation of above to OSSE			
REV 1: LEA Action Log:					
REV 2: Parent Consent Prior to Reevaluation	83.33%	Pull 10 random files to determine if consent was obtained prior to reevaluation. Provide evidence to OSSE of files meeting requirements.			
REV 2: LEA Action Log:					

		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
REV 3: IEP Team Review of Existing Data	<u>97.62%</u>	Criteria Met	No signature required.	No date required.	No signature required. No date required.
<u>REV 3: LEA Action Log:</u> No Action Required.					
REV 4: Variety of Sources Used to Determine Continued Eligibility	<u>97.62%</u>	Criteria Met	No signature required.	No date required.	No signature required. No date required.
<u>REV 4: LEA Action Log:</u> No Action Required.					
IEP Development					
IEP 1: Parent Invited to IEP Meeting	<u>61.90%</u>	Randomly select 10 files for evidence of parent invitation to IEP meeting. Provide evidence to OSSE of files meeting requirements.			
<u>IEP 1: LEA Action Log:</u>					

2010-11 Criteria: 100%				Verification of Correction		
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date	
IEP 2: Required Participants Invited to IEP Meeting	<p>LEA special education administrator(s) must review, revise and align (if necessary) IEP attendance policies and procedures to determine if they are consistent with Federal law.</p> <p>Provide documentation of the review to OSSE.</p>					
<u>IEP 2: LEA Action Log:</u>						
IEP 3: General Education Teacher Attended IEP Meeting	<p>Randomly select 10 files for evidence of Gen Ed teacher IEP attendance.</p> <p>LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law.</p> <p>Provide documentation of above to OSSE.</p>					
<u>IEP 3: LEA Action Log:</u>						

				Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 4: Special Education Teacher Attended IEP Meeting	80.95%	Randomly select 10 files for evidence of Sped Ed teacher attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.					
IEP 4: LEA Action Log:							
IEP 5: LEA Designee Attended IEP Meeting	92.86%	Randomly select 10 files for evidence of LEA designee attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.					
IEP 5: LEA Action Log:							

2010-11 Criteria: 100%				Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	85.00%	LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 6: LEA Action Log:						
IEP 7: IEP Contains Measurable Annual Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 7: LEA Action Log: No Action Required.						
IEP 8: Student's File Contains Progress Data	90.48%	Train school personnel on collecting student progress data. Provide documentation of the above to OSSE.				
IEP 8: LEA Action Log:						

2010-11 Criteria: 100%			LEA Total	Corrective Actions	Verification of Correction	
					LEA Signature	LEA Date
					OSSE Signature	OSSE Date
IEP 9: IEP Documents ESY Was Considered			80.95%	Train special education personnel on ESY services and ESY consideration. Randomly select 10 files for evidence of ESY consideration. Provide documentation of the above to OSSE.		
IEP 9: LEA Action Log:						
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			95.24%	Criteria Met	No signature required.	No date required.
IEP 10: LEA Action Log: No Action Required.						
IEP 11: Student Preferences and Interests Considered			NA	NA	No signature required.	No date required.
IEP 11: LEA Action Log: No Action Required						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: Student and Parent Informed of Transfer of Rights	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log: No Action Required						
IEP 13: IEP Statement of Measurable Annual Related Services Goal	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log: No Action Required.						
IEP 14: Description and Documentation of Progress Toward Related Services Goals	<u>97.56%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log: No Action Required.						

Least Restrictive Environment (LRE)						
	LEA Total	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
2010-11 Criteria: 100%						
LRE 1: Student Placement Based on IEP	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 1: LEA Action Log:						
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 2: LEA Action Log:						
LRE 3: Student Placement Determined Annually	95.24%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 3: LEA Action Log:						

		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
LRE 4: Consideration of Harmful Effects	85.37%	Review next 10 IEPs (or if less than 10, review all) for documentation of consideration of harmful effects or quality of services. (Documentation to be included in justification section on LRE page of IEP.) Provide documentation of the above to OSSE.			
LRE 4: LEA Action Log:					
Discipline					
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	100.00%	Criteria Met	No signature required.	No date required.	No signature required. No date required.
DIS 1: LEA Action Log:					

		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
DIS 2: Manifestation Determination	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required. No date required.
DIS 2: LEA Action Log:					
DIS 3: LEA Conducted Functional Behavioral Assessment	<u>88.89%</u>	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law.			
		Provide documentation of the above to OSSE.			
DIS 3: LEA Action Log:					
DIS 4: LEA Developed Behavioral Intervention Plan	<u>55.56%</u>	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law.			
		Provide documentation of the above to OSSE.			
DIS 4: LEA Action Log:					

Data Verification						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 1: Initial Evaluation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 1: LEA Action Log:						
DAT 2: Reevaluation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 2: LEA Action Log:						
DAT 3: IEP Development Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 3: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 4: IEP Implementation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 4: LEA Action Log: No Action Required.						
DAT 5: Date of Birth Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 5: LEA Action Log: No Action Required.						
DAT 6: Primary Disability Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 6: LEA Action Log: No Action Required.						

				Verification of Correction		
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Date
				OSSE Signature	OSSE Date	OSSE Date
DAT 7: Placement Same as Reported in SEDS	100.00%	Criteria Met		No signature required.	No date required.	No date required.
DAT 7: LEA Action Log:						
No Action Required.						
LEA Level Review						
Dispute Resolution						
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Date
				OSSE Signature	OSSE Date	OSSE Date
DSP 1: Resolution Meetings Held Within 15 Days of Notice	100.00%	Criteria Met		No signature required.	No date required.	No date required.
DSP 1: LEA Action Log:						
No Action Required.						

		Verification of Correction		Verification of Correction			
2010-11 Criteria: 100%		LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 2: LEA implements HODs in Timely Manner		NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 2: LEA Action Log:							
DSP 3: LEA Provides Information to OSSE Regarding State Complaints		NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 3: LEA Action Log:							
DSP 4: LEA Timely Implements Corrective Actions		NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 4: LEA Action Log:							

Access to Instructional Materials						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 1: LEA Provision of Instructional Materials	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
NIM 1: LEA Action Log: No Action Required						
FIS 1: LEA Policy/Procedure Governing Budgets	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 1: LEA Action Log: No Action Required.						
FIS 2: LEA Accounting Record for Federal Grant Expenditures	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 2: LEA Action Log: No Action Required.						

2010-11 Criteria: 100%		Verification of Correction		Verification of Correction	
LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 3: LEA Policy/Procedure For Awarding Contracts	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 3: LEA Action Log:					
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	<p>The LEA must develop policy/procedure that ensures expenditures included in the IDEA RW are reviewed and approved by the appropriate grant director/supervisor before the RW is submitted.</p> <p>Provide documentation of the above to OSSE.</p>				
FIS 4: LEA Action Log:					
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 5: LEA Action Log:					

				Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 6: LEA Retention of Financial Records for 5 Years	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 6: LEA Action Log: No Action Required.							
FIS 7: LEA Controls in Place to Protect Assets Over \$5,000	<u>NA</u>	NA		No signature required.	No date required.	No signature required.	No date required.
FIS 7: LEA Action Log: No Action Required							
FIS 8: LEA Code of Conduct For Employees Administering Contracts	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 8: LEA Action Log: No Action Required.							

		Verification of Correction			Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	<u>0.00%</u>	The LEA must develop policy/procedure that ensures federal funds and grant funds are not co-mingled and expenditures are properly tracked. Provide documentation of the above to OSSE.				
FIS 9: LEA Action Log:						
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 10: LEA Action Log: No Action Required.						
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 11: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 12: <u>LEA Action Log:</u> No Action Required.						
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 13: <u>LEA Action Log:</u> No Action Required.						
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	<u>0.00%</u>	Develop policy/procedure that ensures federal funds and grant funds are not commingled and expenditures are properly tracked. Provide documentation of the above to OSSE.				
FIS 14: <u>LEA Action Log:</u>						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required
FIS 15: LEA Action Log:						
FIS 16: LEA Followed Procurement Procedures	<u>0.00%</u>	The LEA must review and revise its policies/procedures to ensure consistent compliance with local and federal regulations. Provide documentation of the above to OSSE.				
FIS 16: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 17: LEA Action Log:						
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 18: LEA Action Log:						
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 19: LEA Action Log:						

		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	NA	NA	No signature required.	No date required.	No date required.
FIS 20: LEA Action Log:					
FIS 21: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No date required.
FIS 21: LEA Action Log:					
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No date required.
FIS 22: LEA Action Log:					

		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	<u>NA</u>	NA	No signature required.	No date required.	No signature required. No date required.
FIS 23: LEA Action Log:					
No Action Required					

2010-2011 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

Date of Notification: June 16, 2011					
Imagine Southeast Public Charter School					
All Corrections Made By: November 18, 2011					
Additional LEA Corrective Actions					
Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		
			LEA Signature	LEA Date	OSSE Signature OSSE Date
FAPE in the LRE	Yes	See below.			
OSSE Comments:					

Imagine Southeast reported that it utilizes an inclusion model to serve students with disabilities and promote and encourage instruction within the general education environment. Within the classroom, students with Individualized Education Programs (IEPs) are provided differentiated work and also have access to small group instruction. Students work on specific goals present on their IEPs and additional goals specified on their Individual Learning Plans (ILPs). The ILPs identify additional academic goals for students based on grade level assessments such as the District of Columbia Benchmark Assessment System (DC BAS), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAT-9, and weekly skill tests conducted by the LEA.

Pursuant to 34 CFR §300.324, in developing each child's IEP, the IEP Team must consider the strengths of the child; the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and the academic, development, and functional needs of the child. While Imagine Southeast was able to document that all students with disabilities had IEPs in place, OSSE is concerned that Imagine Southeast may be using its ILP process to minimize the function and intended versatility of the IEP process. While having ILPs is permissible, each child's IEP must reflect the most recent evaluation of the child and include the academic, development and functional needs of a child that would be identified through grade level assessments. OSSE encourages Imagine Southeast to review its IEP and ILP processes to ensure that the requirements in 34 CFR §300.324 are met with fidelity and that each student's ILP supplements his/her IEP without negating the intended use of the IEP.

Imagine Southeast explained that its program is designed to provide students with IEP services within the regular education environment. Specifically, special education teachers and related service providers "push-in" services to support students with disabilities by providing the required service within the general education environment. Imagine Southeast also indicated that special education teachers and related services providers may also provide "pull-out" services outside of the general education environment, when required by the student's IEP. The LEA reported that special education and general education teachers collaborate to develop lesson plans, modify assignments, and implement accommodations required by student IEPs.

The IDEA regulations at 34 CFR §300.115(a) require that each public agency ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Imagine Southeast indicated that it offers students placement in regular education environments and regular education environments with supplemental aids and services. The LEA reported its "full inclusion" program is offered to students with IEPs and, in the past, when students needed additional support outside of the regular education environment, it moved to find alternative placements (i.e. nonpublic placements) for the students. Imagine Southeast also indicated that it has plans to extend its special education program to include a self-contained setting when space becomes available in its new facility.

The requirement for an LEA to offer a continuum of alternative placements includes the responsibility to make available instruction in regular education classes, special education classes, special education schools, home and hospital settings. Imagine Southeast's practice of limiting education for students with disabilities to the regular education environment or nonpublic schools represents noncompliance with 34 CFR §300.115(a). OSSE acknowledges Imagine Southeast's efforts to correct this noncompliance by contemplating additional placements on the continuum; OSSE, however, notes that the availability of space is not a permissible reason to limit educational placements for students with disabilities. In order to correct this noncompliance, at least two Imagine Southeast staff members, including the Executive Director and the Director of Special Education, must attend the OSSE training Least Restrictive Environment: Planning for Student Success at the first available date in the 2011 – 2012 school year. Alternatively, Imagine Southeast may ensure that these staff members attend, with the prior approval of the OSSE Director of Compliance & Monitoring, a nationally or locally recognized program on the least restrictive environment. Documentation of the LEA's attendance must be forwarded to OSSE by the date indicated on the front of this report.

The IDEA regulations at 34 CFR §300.321 require that the IEP Team for each child with a disability include the parents; not less than one regular education teacher if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or where appropriate, special education provider; a representative of the LEA who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum and about the availability of resources of the public agency; an individual who can interpret evaluation results; other individuals who have knowledge or special expertise regarding the child; and whenever appropriate, the child with a disability. A member of the IEP Team is not required to attend an IEP meeting, in whole or in part, if the parent of the child with a disability and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. A member of the IEP Team may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing, and the public agency consent to the excusal and the member submits, in writing to the parent and IEP Team, input into the development of the IEP prior to the meeting. OSSE's review of 42 student records showed that in 33.33% of files, the required participants were not invited to the most recent IEP Team meeting or the required documentation excusing the IEP Team member was not present in the student's file. Imagine Southeast's failure to invite all required participants to IEP Team meetings represents noncompliance with 34 CFR §300.321. In order to correct this noncompliance, Imagine

Southwest must complete the required actions for these items listed in the Student-Level and LEA-Level Corrective Actions section of this report.

Imagine Southeast reported that it ensures that related services are being provided in accordance with students' IEPs by conducting monthly reviews in order to determine if services are being provided, what services need to be made up and to schedule make-up sessions, if necessary. The LEA explained that related services are delivered individually or in group sessions within the classroom and through pull-out services outside of the regular education classroom. Imagine Southeast also indicated that related services providers provide consultations with classroom teachers to assist with developing strategies to integrate skills learned in an individual session to the regular education environment.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. As a part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from Imagine Southeast in conjunction with service tracking forms from the Special Education Data System (SEDS) and student IEPs in order to align documented service delivery for each student receiving related services from January 4, 2011 to March 11, 2011. Imagine Southeast was also given the opportunity to submit any supplemental documentation of the delivery of related services for the aforementioned time period. Imagine Southeast assured OSSE that related services were recorded in SEDS.

Of the 42 students whose files were reviewed during the on-site visit, 39 have related services indicated on their IEPs. Speech services were required for 27 students however only five of the 27 students received the prescribed amount of services as indicated on their IEPs for the outlined time period. Likewise, behavior support services were required in the IEPs of 16 students however only two students received the required service. Finally, 13 students required occupational therapy however only one student received the prescribed amount of related services during the indicated time period. In addition, in 11 instances related services were recorded for days when school was closed or when a student was recorded absent from school. Imagine Southeast's failure to make available related services in accordance with student IEPs represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, by October 31, 2011, Imagine Southeast must (1) provide documentation to OSSE that the related services missed for each of these students from January 4, 2011 to March 11, 2011

have been subsequently provided; (2) ensure that documentation of the related services provided is recorded in SEDS; and (3) correct the inaccurate information currently recorded in SEDS. Imagine Southeast may contact its OSSE contact to receive a detailed list of students listed in the above categories.

Imagine Southeast reported that it uses SEDS, including the system's automatic reminders, in order to ensure that initial evaluations and reevaluations are completed within the appropriate timelines. The LEA's Special Education Directors also work with the Special Education Coordinator in weekly meetings to track timelines for initial evaluations and reevaluations. The LEA reported that it is working towards completing the evaluation process within a 60 day timeline to allow parents time to review evaluations prior to the meeting.

As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" for the third consecutive year based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines for five quarterly reporting periods. Imagine Southeast's results were as follows: (1) For the December 5, 2009 through March 5, 2010 quarterly reporting period, Imagine Southeast conducted two initial evaluations outside of the established timeline. Identification of this noncompliance was issued to Imagine Southeast on June 7, 2010 and corrective actions were due to OSSE by August 27, 2010. Imagine Southeast submitted documentation of correction of student-level findings of noncompliance by the deadline and OSSE has verified that the two initial evaluations have been completed; (2) For the March 6, 2010 through June 6, 2010 quarterly reporting period, Imagine Southeast conducted one initial evaluation and three reevaluations outside of the established timeline. Identification of this noncompliance was issued to Imagine Southeast on September 27, 2010 and corrective actions were due to OSSE by November 22, 2010. Imagine Southeast submitted documentation of correction of student-level findings of noncompliance by the deadline and OSSE has verified that all initial evaluations and reevaluations have been completed; (3) For the September 2, 2010 through December 1, 2010 quarterly reporting period, Imagine Southeast conducted 100% of its reevaluations within the established timelines. OSSE commends Imagine Southeast for its correction on noncompliance in the area of timely reevaluations.

While Imagine Southeast has shown correction at the individual student level for initial evaluations, verification of correction

requires OSSE to confirm that Imagine Southeast is correctly implementing the regulatory requirements of 34 CFR §300.301. Imagine Southeast's continued noncompliance in the area of timely initial evaluations prohibits OSSE from verifying that Imagine Southeast is correctly implementing regulatory requirements. In order for OSSE to verify the correction of this noncompliance, Imagine Southeast must reach 100% compliance on initial evaluation timelines for the next reporting period.

Imagine Southeast reported that a Dean of Students has been recently hired to manage behavior issues within the LEA. Currently, the LEA explained that it implements a school-wide behavior system referred to as the "Green Team." The "green" level indicates that the student exhibited positive behavior throughout the school day. The "yellow" level indicates that the student received warnings regarding his/her behavior throughout the day. The "orange" level represents that the student has lost his/her privilege to participate in recess. Finally, the "red" level signifies that the student's parents will receive a call regarding the student's behavior. All students begin on green each day and elevate up the color spectrum each time any form of inappropriate behavior is exhibited.

The LEA explained that referral slips are completed when highly inappropriate behavior incidents occur within the classroom. If a student receives a referral slip, a meeting is held with the behavior specialist and the parent is called. Student behavior is tracked through the referral slips. The LEA indicated that its goal is to reduce the number of incidents involving cursing, fighting and displaying disrespect towards teachers. The LEA also implements in-school suspension and Saturday morning school, which requires the attendance of students and parents. The LEA also rewards positive behavior by naming a "Student of the Day," whereby one student from each classroom is rewarded by selecting a prize from a basket; maintaining a "High Fiver" board, which lists students who are allowed to participate in field trips; allocating school store dollars for positive behavior; providing student lunch with the principal; and conducting "Peace Day," a day which selected students are permitted to dress down, for displaying good citizenship, good conduct, completion or work, complying with the school dress code and receiving no referrals.

The IDEA regulations provide specific processes and procedures for students whose behavior impedes his/her learning and who are removed as the result of behavior incidents. Examples of processes and procedures include consideration of positive behavioral interventions and supports when developing the student's IEP, functional behavioral assessments, behavioral intervention plans and manifestation determination meetings. Most Imagine Southeast staff members were unable to accurately describe the purpose of and relationship between functional behavioral assessments, behavioral intervention plans and manifestation determinations. OSSE's review of student files also indicated the LEA's lack of understanding regarding functional behavioral assessments and the development of behavioral intervention plans. OSSE suggests that Imagine Southeast provide opportunities for regular education teachers and special education teachers to attend training regarding behavior requirements for students with IEPs and provide support to establish professional learning communities within the LEA to discuss positive behavioral interventions and supports and other strategies for students with disabilities.

LEA Action Log: FAPE in the LRE

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Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		
			LEA Signature	LEA Date	OSSE Signature OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required. No date required.
<p>OSSE Comments:</p> <p>Imagine Southeast reported that the regional Special Education Director, Special Education Coordinator and LEA attorney are primarily responsible for ensuring that due process complaints, State complaints and mediation requests are responded to in a timely manner. The LEA indicated that the Principal and Executive Director also oversee the disposition of complaints and mediations. While the LEA was able to identify responsible parties, many staff members were unable to articulate a process for ensuring that hearing officer determinations, corrective actions or mediation agreements are timely implemented. OSSE suggests that Imagine Southeast develop a written plan for compliance with dispute resolution requirements and timely implementation of hearing officer determinations, settlement agreements, mediation agreements and corrective actions resulting from State complaints.</p> <p>From August 15, 2010 through the date of the on-site visit, no State complaints or requests for mediations were filed against Imagine Southeast. During the same time period, five due process complaints were filed against the LEA. Of the five complaints, three resolution five cases resulted in a settlement agreement; two of the five cases were withdrawn; and one case was dismissed.</p>					
<u>LEA Action Log: Dispute Resolution</u>			No action required.		

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.
OSSE Comments: Imagine Southeast indicated that data are used to determine budgets and resources needed to implement services for students, to support instruction for students, to develop Individual Learning Plans (ILPs) to assist in the development of individual student skills and to pinpoint specific student needs by grade level. The LEA explained that it utilizes quarterly results from the DC BAS to identify students' grade level performance in addition to their academic strengths and weaknesses. During the on-site visit, OSSE compared data within the school-level records and data within SEDS. OSSE found that 100% of data in student records were consistent with data in SEDS for the seven data points reviewed.						
<u>LEA Action Log: Data</u>			No action required.			

Area of Correction	LEA Additional Corrections	Corrective Actions	Verification of Correction		Verification of Correction	
			LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	Yes	See below.				
OSSE Comments:						

As an LEA, Imagine Southeast is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

Imagine Southeast was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) governing the preparation and approval of budgets; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) obligation and reimbursement of federal funds within the approved grant period; (5) retention of financial records and relevant supporting documentation for the required time period; and (6) maintenance of a code of conduct for employees involved in the administration of contracts.

While Imagine Southeast provided policies and procedures governing the preparation and approval of budgets and budget amendments for all funds, the LEA uses the Public Charter School Board (PCSB) guidelines to approve its budgets. OSSE recommends that Imagine Southeast expand upon the standard language to include how the development of grant budgets and spending plans are incorporated into the LEA's annual budget development process. Likewise, while the LEA reported that it does not utilize grant funds to acquire assets costing more than \$5000.00, OSSE suggests that Imagine Southeast issue a policy documenting its affirmation. Additionally, while Imagine Southeast provided documentation that it has an accounting record for each grant that it receives which tracks expenditures against the approved grant budget, some of the amounts reflected preliminary allocations. OSSE encourages Imagine Southeast to develop a schedule to review and update its grant summary tracker.

The Grant Award Notice (GAN) issued to Imagine Southeast by OSSE on October 18, 2010 indicated that in order to seek reimbursement for IDEA grant funds, the LEA must ensure that expenditures in the IDEA Reimbursement Workbook (RW) are approved by staff familiar with the approved grant application, IDEA and OMB Circular A-87. At the time of the on-site visit, Imagine Southeast explained that it would submit its policy regarding the completion of the IDEA RW. Subsequently the LEA submitted documentation; however the documentation was for Title I funds, not IDEA funds. Therefore, Imagine Southeast is out of compliance with this requirement. In order to correct this noncompliance, Imagine Southeast must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

As a requirement of the monitoring visit, OSSE required Imagine Southeast to provide documentation supporting approximately 25 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursements from FFY 2009 Part B Section 611 annual and American Recovery and Reinvestment Act of 2009 (ARRA) funds and FFY 2009 Part B 619 annual funds. The sample size included reimbursements totaling \$32,752.54. Imagine Southeast provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA appropriately charged salaries of personnel working on IDEA grant objectives and are supported with IDEA grant funds, that the LEA appropriately tracked the time and effort of personnel supported by IDEA grant funds, that the LEA obligated costs within the correct grant period and after the Phase I application was approved, that the LEA sought reimbursement for expenditures in the RW only after it actually paid the expense and that the LEA correctly paid and retains invoices for the expenditures it included in its IDEA RW.

Imagine Southeast was unable to demonstrate that it has a policy/procedure which ensures that each federal grant program is tracked separately and that funds are not co-mingled. While Imagine Southeast provided documentation demonstrating that it is separately tracking various grant funds and documentation demonstrating that it is tracking each grant year of each program separately (i.e. FFY 2008 annual IDEA funds versus FFY 2009 annual IDEA funds, and FFY 2009 American Recovery and Reinvestment Act (ARRA) IDEA funds versus FFY 2009 IDEA funds), the documentation was inaccurate. The United States Department of Education (USDOE) strongly encourages all of its grantees and sub-grantees to employ a first in, first out (FIFO) accounting system to ensure that the oldest grant funds are expended first and therefore do not lapse. LEAs must track grant programs by their associated grant cycle because in any one fiscal year, an LEA will have grant funding available from three different grant cycles. If funds are from different grant cycles and are not tracked separately, funds may lapse. Additionally as a requirement of EDGAR and IDEA requirements, LEAs submit grant applications that contain budget and spending plans that are specific to a grant cycle.

Consequently, OSSE was not able to confirm that the LEA's IDEA expenditures and revenue were being recorded properly, within the correct obligation period, and are not being co-mingled as required by 34 CFR §80.20. In order to correct this noncompliance, Imagine Southeast must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report. Within 60 business days, Imagine Southeast must also submit evidence to OSSE that it has made the

appropriate adjustments to its accounting records.

Pursuant to 34 CFR §80.20(b)(2), subgrantees must maintain records which adequately identify the source and application of funds provided for financially-assisted activities. These records must contain information pertaining to grant or subgrant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income. While the LEA provided documentation to display that it correctly recorded IDEA expenditures and revenue, including IDEA set-asides when applicable, the grant summary document was inaccurate. In order to correct this noncompliance, Imagine Southeast must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

The EDGAR regulations at 34 CFR §80.36 outline procurement standards and procedures for developing and awarding contracts for services, supplies and materials. To document compliance with these regulations, the LEA provided a copy of a contract with a vendor; however, the contract was valid from October 2008 – October 2009 and the invoices for which the LEA sought reimbursement were from January 2010. The contract allowed for a one year renewal however there was no documentation that the LEA formally exercised the option year. In order to correct this noncompliance, Imagine Southeast must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report. Additionally, Imagine Southeast must review all of its current contracts to ensure that the LEA has valid agreements in place for contractors providing special education and related services.

LEA Action Log: Fiscal

No action required.

Certification of 2010-2011 Plan Completion
Imagine Southeast Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: November 18, 2011

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name:

LEA Representative Position:

LEA Representative Signature:

Date of Completion:

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name:

LEA Representative Position:

LEA Representative Signature:

Date of Completion:

Appendix M

IMAGINE SE: 4 YEAR STATEMENT OF ACTIVITIES ANALYSIS

	2009	2010	2011	2012
Revenue:				
DC per pupil allocation	\$ 3,021,107	\$ 4,223,232	\$ 6,842,723	\$ 8,249,008
Grants	\$ 658,718	\$ 790,589	\$ 529,553	\$ 628,218
Food Service funds	\$ 131,678	\$ 132,653	\$ 192,891	\$ 295,311
Student care service revenue	\$ 52,530	\$ 70,318	\$ 79,297	\$ 111,586
Other Revenue	\$ 41,638	\$ 41,406	\$ 70,438	\$ 89,989
Total revenue	\$ 3,905,671	\$ 5,258,198	\$ 7,714,902	\$ 9,374,112
Expenses:				
Program services	\$ 2,985,098	\$ 4,322,674	\$ 5,310,962	\$ 6,775,167
General and administrative expenses	\$ 639,427	\$ 1,015,651	\$ 2,048,981	\$ 2,330,067
Fundraising	\$ 12,236	\$ 34,691	\$ 22,290	\$ 23,565
Total expenses	\$ 3,636,761	\$ 5,373,016	\$ 7,382,233	\$ 9,128,799
Net Income	\$ 268,910	\$ (114,818)	\$ 332,669	\$ 245,313
Beginning Net Assets	\$ -	\$ 268,910	\$ 154,092	\$ 486,761
Total Net Assets (Year End Balance)	\$ 268,910	\$ 154,092	\$ 486,761	\$ 732,074
Profit Margin	7%	-2%	4%	3%
Program Services/Total Revenue	76%	82%	69%	88%
G&A/Total Revenue	16%	19%	27%	30%
Fundraising/Total Revenue	0%	1%	0%	0%

Program Services	79%
G&A	23%
Fundraising	0%

Appendix N

IMAGINE SE PCS: 4 YEAR STATEMENT OF FINANCIAL POSITION ANALYSIS

	2009	2010	2011	2012
Assets				
Current Assets:				
Cash/Cash equivalents	\$ 271,859	\$ 238,916	\$ 590,766	\$ 1,155,306
Grants receivables	\$ 218,855	\$ 310,511	\$ 465,292	\$ 228,217
Prepaid expense	\$ 5,000	\$ 8,109	\$ 48,968	\$ 89,853
Total Current Assets	\$ 495,714	\$ 557,536	\$ 1,105,026	\$ 1,473,376
Fixed Assets				
PPE net	\$ 275,977	\$ 248,192	\$ 384,692	\$ 354,768
Deposits	\$ 2,500	\$ 2,500	\$ -	\$ -
Total Fixed Assets, net	\$ 278,477	\$ 250,692	\$ 384,692	\$ 354,768
Total assets	\$ 774,191	\$ 808,228	\$ 1,489,718	\$ 1,828,144
Liabilities and Net Assets				
Current liabilities				
Accounts payable and accrued exp	\$ 310,822	\$ 333,621	\$ 627,245	\$ 424,364
Accrued salaries and benefits	\$ 104,087	\$ 198,309	\$ 259,268	\$ 340,053
Total current liabilities	\$ 414,909	\$ 531,930	\$ 886,513	\$ 764,417
Long-term liabilities				
Deferred rent	\$ 90,372	\$ 122,206	\$ 116,444	\$ 331,653
Total liabilities	\$ 505,281	\$ 654,136	\$ 1,002,957	\$ 1,096,070
Net Assets:				
Net Income	\$ 268,910	\$ (114,818)	\$ 332,669	\$ 245,313
Beg. Net Assets	\$ -	\$ 268,910	\$ 154,092	\$ 486,761
Total Net Assets (Ending Net As	\$ 268,910	\$ 154,092	\$ 486,761	\$ 732,074
Total liabilities and net assets	\$ 774,191	\$ 808,228	\$ 1,489,718	\$ 1,828,144
Long-term debt/ Total Equity ratio	0.34	0.79	0.24	0.45
Net-working capital:	\$ 80,805	\$ 25,606	\$ 218,513	\$ 708,959
Liquidity ratio:	1.19	1.05	1.25	1.93